



# *Mission Training Manual*

*Wayne Barrier*



**World Evangelism  
School of Missions**



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School of Missions**

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**World Evangelism School of Missions**

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## **Background and Our Work Today**

### **Wayne and Janet Barrier**

My wife, Janet and I have been involved in foreign missions for over 30 years, beginning with my service as a deacon assigned to monitor and evaluate mission reports from individuals supported by the Pine Hill congregation in Florence, Alabama. From Pine Hill, we moved to the Bevis congregation in Tennessee, then to the Stewartsville congregation near Florence, Alabama. During this time, we were part-time students at International Bible College (now Heritage Christian University). We started an association with J.C. and Betty Choate in 1982, and Janet and I travelled in Asia with the Choates until J.C.'s death in 2008. The Double Springs, Alabama congregation became our sponsor in 1996, and our work reached a "fulltime" level in 1997. Over the past 15 years, efforts to follow-up World Evangelism radio and literature programs were expanded to include extensive campaign efforts that involved local evangelists from Asian countries with guidance and assistance from our team. This resulted in the need for more local preachers, teachers and leaders. We responded by forming Bible schools and colleges in seven countries. These schools train and educate over 500 students per year to serve in growing and newly formed congregations.

We are blessed to be assisted by an American team of 14 co-workers that include our four children (Jenny, Jamie, Joey and Jeremy) and their families. In that number also are six men from the Double Springs congregation and several other preachers who help us carry out a program of preaching, teaching and training that integrates mass evangelism, campaigns, Gospel meetings, Bible teaching seminars and Bible college teaching. Our team also includes over 30 foreign brethren who serve as leaders of evangelism and teaching teams in the countries where we work across Asia.

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Mass evangelism efforts are conducted in cooperation with the Choate ministry (World Evangelism) from Winona, Mississippi and Restoration Radio Network in Nashville, Tennessee. Campaigns, Gospel meetings and other preaching efforts are carried out by our team members from the United States as we travel from country to country and by foreign brethren from week-to-week throughout the year. We operate and support Bible schools across Asia to train and educate local brethren for ministry as preachers, teachers and leaders.

For many years now, we have been encouraged each year as our co-workers in Asia hear from several hundred thousand people that listen to our radio broadcasts and write us for help with further Bible study. Literature is sent to each person who writes. Campaigns and Gospel meetings follow, and each year several thousand are baptized to complete their first steps of obedience to the Gospel. These efforts are primarily conducted by foreign brethren with our support, encouragement and assistance.

Newly planted congregations are helped to be self-sufficient and sustainable by teachers, preachers and leaders trained and educated in our Bible schools. Each school operates on a schedule and class format that accommodates local needs. As noted above, several hundred receive training and complete structured educational programs each year.

We believe this evangelism model patterns the model used in the first century as the apostle Paul and others took the Gospel to all the world as commanded by Jesus in Matthew 28:19-20.

We are blessed to have the privilege to be a part of this effort. We are thankful for the many partners, congregations and individuals who support us with prayer, encouragement, personal labor and funds. We thank God for these blessings.

## Publisher's Statement

The printing of this course book for the **World Evangelism School of Missions**, offering practical guidance for those who desire to fulfill the Lord's command to "*Go into all the world and preach the Gospel,*" is another major step toward reaching our goal. We are excited about making these materials available to the brotherhood. Why? Because we believe that they can be invaluable tools for equipping churches and individuals as they develop and expedite their plans for world evangelism.

Many years ago, J.C. and I began working with Wayne and Janet in our outreach, primarily in Asia. Always, in visits in each other's homes, we sat and talked until late hours — not about sports or new fads or cars or vacations, but about the work of evangelizing: what was being done; what more we could do, personally; how we might help to wake up more brethren to the real reason God left the church in this world.

The need for such a training program as this became evident: not a philosophical study or a study of missions and anthropology, but a study of the "nuts and bolts" of where to begin in a practical way to prepare oneself to GO. Wayne and Janet, under the oversight of the elders of the Double Springs church, took the lead in developing the course. For two years (before J.C.'s death, February 1, 2008), we had course development sessions for two days each month in Winona, inviting visiting missionaries to join us with their input. Then, for two more years, we participated in the first series of real classes with students. Eight graduated from the course in May of 2010. In August, the venue was moved to Double Springs, AL, with about 30 attending each session.

The materials are designed in such a way that they can be used as college courses, or as a practical class on missions in individual congregations, or as personal guidance for prospective missionaries. Elders in congregations could invite returned missionaries in their general area to come in each month and add their expertise to the information in this book. We urge you to join us in reaching the goal of evangelizing the world with the precious Gospel of Christ.

Betty (J.C.) Choate  
January 15, 2011

## Introduction

This program guide contains a syllabus, outline, and summary for each course in the **World Evangelism School of Missions** curriculum. This information should help the student to understand clearly the course content, objectives, purpose, and study resources. The information provided is not meant to provide an in-depth coverage of the course, but rather serve as a guide and summary of the subject matter. Classroom instruction will provide comprehensive, detailed information for each course. Reading materials for each class will offer information for more in-depth discussion of the subject.

Unless otherwise stated, these materials were written by Wayne Barrier. Each course was reviewed by a team of World Evangelism mission's workers and visiting missionaries to incorporate their suggestions for the course. Individuals participating in these reviews included J.C. and Betty Choate, Wayne and Janet Barrier, Dale and Pricilla Sellers, Gordon and Jane Hogan, Colin and Ellen McKee, Don Green, Joey and Anna Barrier, Jeremy Barrier, James and Barbara Jones, Don and Sylvia Petty, Loy and Debra Mitchell, Dennis and Sharon Larson, L.T. and JoAn Gurganus, Larry Murdock, Jerry and Paula Bates, Louis and Bonnie Rushmore, Mike Brooks, Gene and Madolyn Gibson, Eulene Ramsey, Barbara Oliver, Don Norwood, Mike Brooks, Jennifer Whiteside, and Jamie Barrier.

A school catalog is available that provides information on the school's administration and faculty, schedules, curriculum, mission, and background. For additional information, contact Wayne Barrier (256-766-2807 or [wbarrier@hiwaay.net](mailto:wbarrier@hiwaay.net)).

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## M101 Introduction to Missions

### Syllabus

**Course Description:** M101 Introduction to Missions provides practical instruction to prepare prospective missionaries for work in the mission field. The course covers: (1) Motivation for missions, (2) Biblical methods and patterns, (3) The missionary and his work, (4) Mission field assessment, (5) Mission program development, (6) Relationship to sponsor, (7) Mission Field Relationships, (8) Fund-Raising and management, (9) Field activities, and (10) Preaching/teaching skills and methods.

**Purpose of Course:** To introduce the student to the various functions involved in doing foreign mission work and to encourage the student to begin the process of defining his program of work. Real world examples and illustrations will be used to communicate clearly the principles and concepts involved in each work function.

### **Resources:**

1. Selected readings:  
*How Shall They Hear* by J.C. Choate  
*A Missionary Speaks* by J.C. Choate  
*Mission Cry of the New Millennium* by Demar Elam  
*Giving Ourselves to the Lord* by J.C. Choate
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course should result in the following:

1. An understanding of the range of functions actually required to plan, implement and conduct an effective mission work program.
2. The student should be able to begin discussion with potential supporters and sponsors.
3. The student should be able to begin investigating potential mission field opportunities and needs.

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4. Students should be motivated to achieve greater knowledge and skills that will be provided in remaining course programs.
5. The student should have a deeper appreciation and commitment to the mission of the church.
6. The student should have a greater sense of personal potential and purpose as a Christian.

### **Course Outline:**

1. Introduction to Missions
2. The Missionary and Missions
3. Biblical Pattern for Missions
4. Mission Field Selection and Assessment
5. Evangelism Program Development, Mission Program Development, Comprehensive Mission, Plan Development
6. Missions Relationships
  - Mission Field Relationships
  - World Religions and Culture
  - Relationship to Sponsor
  - Role of Missionary's wife
  - Missionary Family Preparation
7. Funds and Management
  - Fund-Raising and Management
  - Logistics and Foreign Travel
8. Mission Methods and Field Activities
  - Mass Media Methods
  - Follow-up Evangelism Methods
  - Training of Local Workers
  - Teaching and Preaching in the Mission Field
  - Field Training I, II and III

## **M101 Introduction to Missions**

### **Outline**

#### **I. Introduction**

- A. The Mission of the Church

#### **II. The Missionary and Motivation for Missions**

- A. Qualities and Characteristics
  1. Specific requirements for missionaries
  2. All Christian traits important
  3. Godly character
  4. Love for the Lord, His mission and mankind
  5. Durable
  6. Flexible
- B. Bible Knowledge and Doctrinal Soundness
  1. Good knowledge of all Scripture
  2. Respect for God's Word and instruction
  3. Proper method of interpreting Scripture
  4. Sound doctrine
  5. Skilled teacher and instructor
- C. Biblical Motivation
  1. Response to God's love, mercy and grace
  2. Desire to help others to be saved
  3. Desire to do God's will
  4. Understanding of consequences of disobedience
  5. Comprehension of privilege given to serve
  6. Willingness to accept responsibility
- D. Willing to Work
  1. Mission work is hard work
  2. Long hours, harsh environments
  3. Misunderstood by brethren
  4. Lack of appreciation by brethren
  5. Realization of true purpose in life

**III. Biblical Pattern for Missions**

- A. God's will
  - 1. Basis of all we do
  - 2. Specific for worship, personal life and work
  - 3. God wants all men to know and love Him
- B. Missions Pattern
  - 1. Biblical examples and instruction
  - 2. Must go to the lost
  - 3. Must teach and train
  - 4. Book of Acts
  - 5. Paul's mission efforts
  - 6. Early church history
- C. Human Models
  - 1. Based on human wisdom
  - 2. Sociology, psychology, anthropology
  - 3. Flawed by absence of biblical principle and guidance
  - 4. Often taught and used by brethren
- D. Early Church Methods
  - 1. Personal teaching
  - 2. Preaching
  - 3. Mission trips
  - 4. Resource pooling
  - 5. Reporting trips
  - 6. Mass communication
  - 7. Local church development
  - 8. Schools and training programs

**IV. World Religions and Culture**

- A. World Religions
  - 1. Buddhism
  - 2. Hinduism
  - 3. Islam
  - 4. Humanism
  - 5. Denominationalism

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- B. Preparation
  - 1. Understanding and knowledge of religion in area of work
  - 2. Teaching materials and methods
  - 3. Communication approaches
- C. Culture
  - 1. Role of culture in religion and society
  - 2. Impact of foreign culture on personal conditions in the field
  - 3. Use of cultural understanding for teaching and communication
- D. American Culture
  - 1. Misunderstood by most of world
  - 2. Can bias our teaching
  - 3. Inappropriate model
  - 4. Appropriate considerations
  - 5. Difficult to separate cultural and doctrinal issues at times

### **V. Relationship with Sponsor**

- A. Respect for Biblical Pattern
  - 1. Work of evangelist
  - 2. Role of sponsoring eldership
  - 3. Role of supporters
- B. Personal Interaction
  - 1. Establish personal rapport with elders
  - 2. Develop trust and confidence
  - 3. Respect
- C. Reports
  - 1. Personal meetings
  - 2. Written reports
  - 3. Telephone, email
- D. Unity
  - 1. Common goals
  - 2. Respect of biblical roles

- E. Long-term Relationship
  - 1. New elders
  - 2. Constant effort to maintain relationship
  - 3. Advocate

**VI. Fund-Raising and Management**

- A. Fund-Raising Components
  - 1. Sources
  - 2. Reporting
  - 3. Key contacts
  - 4. Communication
- B. Fund Sources
  - 1. Congregations
  - 2. Individuals
  - 3. Other
- C. Reporting
  - 1. Personal, written
  - 2. Telephone
- D. Communication
  - 1. Good program
  - 2. Prepared for success
  - 3. Believe in work
  - 4. Target message
  - 5. Congregational visits
- E. Management
  - 1. Direct work
  - 2. Accept responsibility
  - 3. Careful to maintain proper attitude
  - 4. Respect eldership of churches
  - 5. Plan, organize, evaluate, direct
- F. Stewardship Issues
  - 1. Ways to improve efficiency
  - 2. Planning
  - 3. Accounting, banking
  - 4. Taxes
  - 5. Use of God's money

- G. Personal Financial
  - 1. Budgets
  - 2. Long-term needs
  - 3. Home
  - 4. Transportation
  - 5. Medical

**VII. Mission Field Selection and Assessment**

- A. Selection Criteria
  - 1. Where are the untaught?
  - 2. With what resources do you have to work?
  - 3. What are your personal strengths and weaknesses?
  - 4. Can you do what is needed?
- B. Selection Process
  - 1. Sponsor input
  - 2. Open doors
  - 3. Comparison of alternatives
  - 4. Assessment of success probability
  - 5. Personal consideration
- C. Assessment
  - 1. Methods potential and comparison
  - 2. Results and effectiveness measures
  - 3. Program redirection
  - 4. Personal evaluation and assessment
- D. Dealing with Obstacles
  - 1. Survey trips and study of options
  - 2. Alternative plans preparation
  - 3. Prayer
  - 4. Personal conditioning for difficult work

**VIII. Logistics and Foreign Travel**

- A. Documents
  - 1. Passports
  - 2. Visas
  - 3. Health certification

- B. Travel Arrangements
  - 1. Tickets
  - 2. Money exchange
  - 3. Communication
  - 4. Travel agents and vendors
- C. Personal
  - 1. Housing
  - 2. Finances
  - 3. Health Insurance and Care
  - 4. Crisis Plan

**IX. Mission Methods and Field Activities**

- A. Methods
  - 1. Specific tools: mass evangelism campaigns, training program
  - 2. Follow-up for church development
  - 3. Leadership training and development
  - 4. Bible schools and colleges
- B. Congregational Development
  - 1. Organization
  - 2. Training of locals for leadership
  - 3. Leaders
  - 4. Respect for biblical pattern
  - 5. Example in love, work, worship
  - 6. Knowledge of Bible
  - 7. Management skills

**X. Teaching and Preaching in the Mission Field**

- A. Biblical Considerations
  - 1. First century examples
  - 2. The truth in love
  - 3. Objectives
- B. Selection of approach and methods
  - 1. Field evaluation
  - 2. Methods Options
- C. Methods
  - 1. Preaching and teaching in worship

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2. Bible schools
3. Personal studies
4. Bible correspondence schools
5. Training schools
6. Mass media
7. Campaigns

### **XI. Evangelism Program Development**

- A. Preprogram Activities
  1. Motivated missionary ready to work
  2. Mission field identified and assessment
  3. Sponsor in place to oversee
- B. Program Components
  1. Work plan: methods, schedules, goals, etc.
  2. Organizational issues
  3. Personnel needs: network, partners, etc.
  4. Management plan
  5. Evaluation process, procedures, criteria
- C. Work Plan
  1. Operations plan
  2. Mission and goals
  3. Functional objectives
  4. Program methods
  5. Budgets and schedules
  6. Reporting procedures
  7. Worker/work description
- D. Organization
  1. Sponsor – missionary
  2. Missionary – supporters
  3. Missionary network with others in field
  4. Reporting
  5. Mission field network
- E. Personnel
  1. Missionary – co-workers, strategic partners
  2. Support workers

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- F. Program Methods
  - 1. Mass communication
  - 2. Follow-up
  - 3. Training and education
  - 4. Congregational development
- G. Budgets and Schedules
  - 1. Mission program budget
  - 2. Missionary personal budget
  - 3. Schedule of activities
- H. Reporting
  - 1. Communication within field network
  - 2. Report to sponsor
  - 3. Report to supporters
  - 4. Other reporting
- I. Worker/Work Description
  - 1. Role/job description
  - 2. Biblical basis
  - 3. Results orientation
- J. Other Program Issues
  - 1. Continuous motivation, encouragement
  - 2. Growth
- K. Evaluation
  - 1. Criteria: souls, every person
  - 2. Evaluation procedure
  - 3. Process
- L. Management Plan
  - 1. Plan, organize, direct, evaluate
  - 2. Administration
  - 3. Leadership

## **XII. Missionary Family Relationships**

- A. Role of Missionary Wives
  - 1. Support
  - 2. Teacher
  - 3. Model
  - 4. Monitor

- B. Family Issues
  - 1. Relocation requirements
  - 2. Culture shock
  - 3. Separation
  - 4. Children-parent relationships
  - 5. Education of children
  - 6. Health care
  - 7. Family involvement in work
  - 8. Security
  - 9. Long-term needs
- C. Maintenance Measures
  - 1. Planning
  - 2. Good communication
  - 3. Adequate financial support
  - 4. Personal spiritual maintenance
  - 5. Home development
  - 6. Involvement

### **XIII. Mission Field Relationship**

- A. Acceptance
  - 1. Respect of person
  - 2. Other missionaries and work
  - 3. Cultural/social considerations
- B. Mentoring
  - 1. Develop local capabilities
  - 2. Establish trust
  - 3. Succession
- C. Personal Interactions
  - 1. Teacher
  - 2. Facilitation
  - 3. Brothers
  - 4. Subordination issues
- D. Reporting
  - 1. Communication: relevant to work
  - 2. Encourage cooperation

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- E. Network Development
  - 1. Foreign/missionary components
  - 2. Facilitates work efficiency
- F. Delegation
  - 1. Encourage
  - 2. Biblical pattern
- G. Relationship to Other Missionaries
  - 1. Cooperation
  - 2. Unity
  - 3. Resolving differences
  - 4. Following work of another missionary

### **XIV. Comprehensive Mission Plan**

- A. Guide for entire work
- B. Communications tool for sponsor, coworkers
- C. Specific components of plan
  - 1. Discussion of mission field
  - 2. Detailed discussion of methods to be used
  - 3. Resource requirements
  - 4. Personnel
  - 5. Schedules
  - 6. Budgets
  - 7. Goals
  - 8. Objectives
  - 9. Background information
  - 10. Administrative procedures
  - 11. Management plan
  - 12. Evaluation criteria and procedures

## **M101 Introduction to Missions**

### **Summary**

The terms missions and missionary do not appear in the Bible. However, the concepts relating to these terms are well defined and presented in Scripture. The mission of the church is to take the Gospel to places where people live that have not been taught. The missionary is the person that goes to these places to preach and teach the Gospel. The church has the responsibility of sending missionaries to do this most important work (Romans 10:14-15). This work is of highest priority and should receive most serious attention, resources and prayer petitions. Congregations should know their missionaries and their work. The church should know what is happening worldwide.

The church is involved in numerous activities or functions including weekly worship meetings, Bible study programs, benevolent programs, youth activities, Gospel meetings and missions. Most are well understood and receive serious attention as activities, and works are planned and implemented. Missions, unfortunately, is often among those functions that receive minimal effort and attention. This problem is due to the lack of understanding and consequent low prioritization of congregational involvement and funding. Most individual church members know little about the real purpose of missions and the particular work being supported by their home congregation. These omissions of emphasis and focus are a result of years of struggling to maintain the local congregations with almost all the resources available.

The truth about missions' priority is that this function is the primary work of the Lord's kingdom. Jesus clearly stated His purpose in coming to earth and establishing the church. He came to seek and save the lost (Luke 19:10).

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Jesus further defined His and our purpose and mission shortly before He returned to heaven as He states in Mathew 28:18-20, "All authority has been given to me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to do all things that I have commanded you; and lo, I am with you always, even to the end of the age." There is no question that the work of the Christian is to make the Gospel of Christ known to everyone, in every land, every day until Jesus returns to claim His faithful followers. The first century church accomplished this mission. The effort and sacrifice was made to carry out this great task. The Book of Acts provides historical information during the spread of the Gospel across the world. The work of the apostles, especially Paul and their coworkers, are documented in the New Testament, and their objective is obvious. They took the message of salvation to every person in every nation. They did this in their lifetime (Colossians 1:23).

In spite of the popularity of highly sophisticated, exceptionally well organized and generously funded congregational programs that direct most of the resources of the church into edification activities, a major shift of emphasis is needed. The focus of emphasis must shift to world evangelism and missions. When this change begins to take place and the entire congregation understands the importance of the church carrying out its God given mission, real growth within the local church is likely to occur. When one understands the value of the soul, loves mankind enough to help save the lost, respects God's Word and His will enough to obey and becomes a part of the overall effort to spread the Gospel, souls will be reached all around the properly motivated individual. As we go to teach the lost in faraway mission points, we will also influence the lost all along the way. The path to growth is through obedience to all the

teaching in the Bible. One cannot neglect the most fundamental and basic component of being and behaving as a Christian and expect growth and the blessings of God. Congregations of the church can promote a return to this biblical purpose and mission.

In order to implement and succeed in a biblically-based missions program and to function effectively on an individual level as a missionary, several key concepts, principles and methods must be understood. These include, (1) motivation for missions, (2) biblical pattern for missions, (3) mission field assessment, (4) mission program development, (5) the missionary and his work, (6) relationships between missionaries, sponsors, supporters, family and foreign brethren, (7) funds issues and program management, and (8) mission methods for field activities.

### **Motivation for Missions**

The proper motive for being involved in missions is obviously a desire to respond to God's love, mercy and grace by seeking to help others as we honor and obey our heavenly Father. We know that God's love is universal and that He loves all men and desires that everyone be saved. We know that the first and greatest command of God is that we love Him with all our heart, soul and mind. We know that God expects us to love our neighbor and fellow man as we love ourselves. The ultimate good that we can do for others is to show them the way to the Lord and salvation. The greatest achievement of any person is to lead others to become obedient to the Gospel. Missionaries should be motivated by love for the Lord, for mankind and for the work of God. When God's Word is known and shared by one with a heart of love, then faith and hope can develop, which can lead to salvation. The Bible clearly instructs us regarding the fact that the work of spreading the Gospel is the responsibility of Christians. Non-Christians, angels, special agents from God or organizations of men are not authorized

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or instructed to be the avenue and agents for lost souls to learn of God's plan for man's salvation. Only the Christian, and collectively the church, can do this vital work.

Other motives are sometimes the basis of mission work. Some congregations are involved in missions only as a tool for edifying and involving the local membership. There is little meaningful consideration given to the massive job of reaching the untaught billions across the world, but rather the desire only to encourage, strengthen and motivate the local membership. Such programs are inefficient, expensive and sometimes even detrimental to the overall world evangelism effort.

Some congregations are involved in missions simply to be able to comply with the doctrinal requirement. There is no serious thought given to what is being done or no real desire to see the Gospel reach everyone on earth. Others refer to numerous local work activities as mission work in order to imply that a respectable portion of funds and resources are allocated to missions. Often mission efforts are evaluated only on the basis of cost. Bargains are sought to allow the minimum allocation of resources to missions to leave more funds for local work.

Improper motives are not isolated to congregations of the church. Missionaries can have the wrong motive, both knowingly and unknowingly. Some become missionaries when efforts to do local work fail. Brethren will support an individual in the mission field that they would not support in local work. Missionaries sometimes are individuals whose primary motive is to seek opportunities to travel and experience life in other societies and cultures. They consider mission work only because it will facilitate other desires. Some choose mission work to escape close supervision and accountability. Countless other motives are not proper and acceptable to God.

## **Biblical Pattern for Missions**

Everything we do in the Lord's name should be according to the biblical pattern and guidance. The church has the responsibility of taking the Gospel to the world. This work is not for schools, missionary societies and other organizations of men. First century evangelists were overseen and directed by the church. This line of authority and responsibility must be respected. Evangelists have the responsibility of preaching and teaching the Gospel, as agents of the church. The church is not authorized to have secondary agents or organizations to carry out this work. Missionaries report to a congregation of the church for oversight.

The Bible offers meaningful guidance and examples for the methods to use in spreading the Gospel. First century evangelists traveled across the world preaching and teaching the Gospel. The apostle Paul's missionary journeys are well documented in Acts. There is no evidence that the dominant method of spreading the Gospel was the model often preferred by brethren today, which requires that the missionary to move permanently to a foreign country and location for a lifetime or at least decades. This approach is the product of the efforts of sociologists, psychologists and anthropologists, rather than an examination of the Scripture.

Biblical methods in the first century involved study with individuals, public preaching, development of local leaders and teachers, mass communication (letters), teamwork, training programs and schools, involvement of developed churches with developing churches, gathering and pooling of finances, coordination of efforts from the "home" church, vocational missionaries and local preachers, short-term travel, long-range travel, Gospel meetings, campaigns, network development, use of social and governmental assets (common language, Roman citizenship,

scattered Jewish population, etc.) and dependence on newly converted local brethren in a relatively short time.

During the twentieth century, there was an increasing shift toward mission models and methodologies being influenced more and more by anthropological and sociological studies. This shift brought both advantages and disadvantages. On one hand, retention rates of missionaries on the field improved and in some instances, missionary effectiveness increased. On the other hand, there also were negative impacts. Missionary models based on anthropology and sociology often conflict with Christian goals and Bible teaching. For instance, a good anthropologist should be able to move into a culture, study it at an indigenous level, and then, hopefully, leave the culture making as little impact upon the workings of the culture as possible. The obvious conflict in the goal of anthropologists and Christian missionaries is that a missionary, by definition, hopes to infiltrate and change social norms and culture in any situations. The primary goal is to help people become Christians, which makes it impossible to retain many societal norms and cultural elements.

This course attempts to identify the models presented in the Scriptures that are relevant to mission work, so that missionaries will be able to analyze and decide, in whatever culture, society and situation, how one can approach the work from a scriptural and practical way.

The first step toward understanding biblical missions is to understand the mission of God for the world. It is obvious from reading only Genesis 1-11 that God loves men and desires to live in harmony with him. The problems that consistently arise come from the human side, rather than God's side. God's desire and mission in this world is that all peoples would be saved and come back to Him. This has always been God's will. Therefore, there is a strong foundation in the Bible that shows how God desires for humans

to undertake the mission of helping their fellow men to know God also.

Once one has accepted that he has a role and part in the mission of God, then one needs to analyze the Scriptures to see how this can be done. One could look at the prophets of Israel and see how God approached humans. Another example would be to look at Jesus himself. The example that has been selected for this course is Paul, because Paul was in a similar circumstance to that of people living today. Paul was human (not God), living in the world where the church had been established, and he was responsible for leading the task to evangelize the world. The same message was taught by Paul that we are teaching today. The similarities in Paul's missions to the circumstances facing today's missionary are numerous. Therefore, Paul's work as revealed in his letters and Acts will be the primary basis of this study.

When one begins to analyze Paul's patterns of missions, several features rise to the top that are essential elements for incorporation into a mission model for the twenty-first century. First, Paul set objects and made long-term strategic plans on how to undertake the task to evangelize the world. This step was followed by definition of implementation plans that provide for continual adjustment of the plans based on changes and events in the world and in Paul's life. As Paul moved out into the world, he consistently advanced to the west toward Rome, then to Spain throughout his whole life as an itinerant missionary, preaching in cities and the countryside in the common language of the Roman world (Greek). His overall objective was to reach, or cause others to reach, lost souls throughout the world. Paul's strategy seemed to be to use the Roman influence to facilitate his mission. In addition to his actual journeys and seminars, Paul made use of the most advanced technological tools of his day, such as letter writing and the

educational institutions of the day. Both of these two examples are mass evangelism techniques that can be utilized today. Last, Paul was able to assemble around him a strong missionary team filled with church leaders, multiple congregations and coworkers at both the national and international level.

These same techniques and patterns can be used in the world today. If one simply takes the examples presented in the Bible, then they can easily be taught and implemented within missions programs of the church today. With careful study, preparation and working with good team members, one can successfully replicate Paul's methods. There are numerous examples of contemporary mission programs that demonstrated this fact that can be studied. Fortunately, one does not have to go any further than looking at the mission patterns that are used by the "World Evangelism" program.

### **The Missionary and His Work**

The missionary is the most complex component of the mission program. The missionary will automatically serve as the hub of the entire program. He travels to the mission field and develops the relationships and associations required to conduct the work of preaching and teaching the lost. He maintains connection with the congregation providing oversight to the work and with those providing support for the work. The missionary becomes the key teacher and mentor of local brethren as well as with local preachers, teachers and leaders.

The missionary will become more familiar than any other will with the ways, rules and means of dealing with work in foreign cultures, environments, economics and societies. The missionary must know how to facilitate proper understanding of the Bible in a place where morals, language and values are entirely different from the western cultures of the world where Christianity is common.

The missionary must be capable of handling personal business from a distance, function and live in a foreign country, handle family responsibilities and issues effectively in an environment of extensive travel, change and uncertainty. The missionary must be able to accept the fact that personal security and health issues are significantly different in a missions environment. Missionaries must be able to maintain personal spiritual needs in an intensive, demanding work environment that allows little time for servicing personal needs and interests. Missionaries must be self-starters and driven by personal internal motivation. They must be able to manage multiple tasks that vary over a broad range of demands.

### **Missions Relationships**

Mission programs involve numerous complex and personally demanding relationships. Mission programs function under the oversight of a sponsoring congregation. This congregation and the missionary must understand one another well. The missionary is often the facilitator of the development of this relationship. Work in the field will require the missionary frequently to make decisions that would be approved by the sponsor. Trust between the sponsor and the missionary must be at the highest level.

The missionary must develop relationships with individuals and brethren in the mission field. This can be very difficult, considering differences in language, culture and societal factors. Missionaries must be capable of overcoming these obstacles and reach the point in relationships where trusted, accurate communication can occur. Local brethren must have confidence in the missionary for him to motivate behavior needed for personal development and service.

Other relationships must be carefully developed and managed by the missionary. These include relationships

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with local officials, other missionaries, other Americans, the family at home and local businesses.

The skill set for developing this range of relationships includes (1) an unwavering faith in God and commitment to the mission, (2) willingness to work very hard, (3) support of an understanding and involved family and (4) personal character rich with godly traits such as patience, love, kindness, persuasiveness courage, ability to obey orders, loyalty, integrity, humility, endurance, wisdom and respect for God and His Word.

Missionaries must be willing to learn and understand the culture and societies of the mission fields in which they work. They must love mankind and understand the horrible condition that can result from the absence of God and His influence.

The missionary must be able to deal with close family matters in the mission environment. Husbands and wives must be able to accept life in a different environment. Children and their needs require exceptional skill and effort from missionary parents.

Dealing with issues such as delegation of responsibility, mentoring, team building, unity, role development and relationship building are all essential to missionary success.

### **Mission Program Development**

The mission program must start with a biblically motivated missionary and sponsor that are ready to accept the required challenges of taking the Gospel to the whole world. The missions program is designed for the selected field of work. Program components include (1) a work plan that includes specific target areas, populations, methods, goals, schedules and budgets, (2) organizational structure and personnel elements, (3) a management plan, (4) a process of continuous evaluation, assessment and redirection.

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The work plan must be the product of extensive consideration of particular circumstances and characterization of the field of work. The plan should contain detailed functional components and objectives. The sponsor must be involved in the work plan development. Work processes and methods should be discussed in the work plan.

The mission program organizational structure must be defined. Missionary and sponsor roles must be clearly defined. Other components of the organization must be described and defined. These could include work with other missionaries, local coworkers and other partners in the work.

Reporting should be described in the program plan. Written reports to sponsors, reports within the field and between coworkers, reports to supporters, personal visits and other communication methods are included in this area of the program.

The discussion and description of methods should be a major component of the program plan. Processes should be described if possible. Tools to be employed should be defined: mass evangelism, training schools, follow-up evangelism plans, congregational development procedures and individual teaching methods.

Budgets should include (1) a detailed personal missionary budget, (2) travel budget, and (3) work budget. Budgets should be tied to programs, travel plans and schedules. Schedules should provide a systematic plan for all major program activities.

Program evaluation processes and procedures should be described in the program plan. Evaluation criteria should be defined and listed. Evaluation schedules and procedures for implementation should be provided. Methods of program change and redirection based on evaluation are essential.

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The program plan should provide for the continuous growth, motivation and encouragement of all mission team members. Specific activities to facilitate this function need to be listed and described.

Other components of the plan should include (1) job descriptions and duties, if the work involves several team members, (2) administrative plans and procedures, (3) leadership structure and procedures, and (4) provision for overall management of the entire process.

The comprehensive missions plan should provide the background basis for selecting the field of work and should provide a clear picture of everything that is being done to accomplish the mission.

### **Mission Field Assessment**

Mission fields should be selected based on the results of a comprehensive assessment involving consideration of worldwide evangelism needs, resources available, missionary attributes, sponsor capabilities and opportunities (open doors).

The missionary can lead the assessment effort, but the sponsor should be meaningfully involved. As the program develops, the sponsor will be required to perform demanding and difficult tasks. If the sponsor is not fully involved in defining the field and program of work, it may be reluctant to stand up during hard times.

Mission field assessments should be prayerful endeavors. There are so many places across the world where work is needed. We can do our best to determine the best match between our strength, resources and interests, but ultimately, we need to seek to go where God wills. Pray for guidance and understanding as the assessment process is undertaken.

Fields should be selected based on a determination that success can be achieved with the program that can be implemented. Not all missionaries are suited to all fields and

methods. Care to match these inputs to achieve success should be taken.

### **Funds and Management**

Mission programs often fail because of poor and inadequate financial consideration. First, all financial issues relating to the missionary and his personal needs must be planned and managed to ensure that needs are adequately met. Questions of salary, benefits, retirement, medical expenses, housing and family security must all be addressed.

The work budget should address the financial requirement of conducting all program activities. This budget should deal with the cost of materials, travel, meeting places, rent, local coworker expenses and all other expenses required to implement evangelism programs.

Travel budgets should provide for travel costs of the missionary and his family. Travel within the field and between home and the field should be addressed. All expenses including food, lodging, transportation and fees should be included in this budget.

A major component of the funds management function is fund-raising. Sources, key contacts, sponsor roles, reporting and management are subjects of importance. Methods, procedures and processes for fund-raising must be developed and implemented. Missionaries often struggle with this part of their work.

### **Mission Methods and Field Activities**

A primary component of the mission program is the system of specific methods and field programs. The nature of the field often dictates the selection of appropriate methods. In almost every program and field, mass media communication should be employed. Masses need to be taught and only mass communication will allow masses to be reached. Radio, television, print media, literature and the

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internet are tools for mass communication. Follow-up evangelism must be integrated with mass communication. These efforts facilitate the personal contact necessary for students to be baptized, organized into congregations and taught as needed to reach the point of sustainability.

The natural progression from the initial conversion of individuals and the formation of congregations requires the training of local Christians for leadership in worship, evangelism and congregational functioning. Training programs, preacher and teacher training schools and Bible colleges are tools that are needed for growth of the church in the mission field. Facilities, teachers and materials for these activities must be available and are usually brought together by missionaries.

Teaching and preaching in the mission field requires a particular skill set. Preaching with a translator, working without study aids in local languages, working in a difficult physical environment, working in totally different cultures and working extra-long hours all must be addressed.

## **M102 The Missionary and Biblical Motivation for Mission Work**

### **Syllabus**

(By J.C. and Betty Choate  
and Dale and Prissy Sellers)

**Course Description:** **M102 The Missionary and Biblical Motivation for Mission Work** covers a study of the qualities and characteristics of importance for one to be suitable for work as a missionary. Topics will include (1) personal ethics, (2) love for the lost, (3) Bible knowledge and doctrinal soundness, (4) respect for God's Word and instruction, (5) attitude and (5) preparation of one's heart for mission work. Mission work is possibly the most difficult area of Christian ministry.

**Purpose of Course:** To provide detailed instruction regarding the character and motive for becoming a missionary. Missionaries must understand the requirements of their work and accept a mission based on biblical motives and expectations.

### **Resources:**

1. Selected readings:  
*The Missionary Myth* by Charles White  
*The Life of Paul* by J.C. Choate  
*What Makes Us Tick* by Rebecca Rushmore  
*Except they Be Sent* by J.C. Choate
2. Experience Faculty
3. Guest lecturers

**Course Objectives:** Completion of the course should result in the following:

1. An understanding of the personal traits, qualities, attitudes and motives required for one to qualify to do mission work.

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2. An awareness and understanding of scriptural guidance for individuals accepting the work responsibilities for foreign missions.
3. A self-examination and critique of personal characteristics that can serve as the basis of self-preparation, personal growth and increased qualifications for work as a missionary.
4. Assessment of family circumstances, needs and capability for support and involvement with the missionary in the selected work.
5. Development of a deeper appreciation of the privilege and blessing of being allowed by God's plan to participate in the mission work.
6. Comprehension of the great responsibility associated with doing the work required by the Great Commission of Jesus.

### **Course Outline:**

1. The Missionary
  - Qualities
  - Traits
  - Self-Assessment and Maintenance
2. Biblical Motivation
  - Missionary
  - Missions
3. Questionnaire
  - Doctrinal Points
  - Scriptural Basis

## M102 The Missionary and Biblical Motivation for Mission Work

### Outline

**Introduction:** None is perfect. Aspiring missionaries may be young, still maturing emotionally and spiritually. Circumstances and experiences will bring about growth — positive growth, it is hoped.

Yet, certain prerequisites should be met *before* a person/family goes into a mission field. A challenging environment is not the place to learn the basics in Christian thought and behavior.

#### I. Motivation for Going

A. Not these Motives:

1. Travel
2. To see exotic places in the world
3. To be able, later, to bask among friends, telling about one's exotic experiences
4. To feel the glamour of being in the spotlight, as the "self-sacrificing" person among American brethren, and as the "big" American missionary among the lowly "natives"
5. For self-advancement: "World traveler/missionary to \_\_\_\_\_ would look good on my resume."
6. Having an unsupervised lifestyle: no one looking on to check work hours, what is actually done, days off by choice
7. Having servants to keep the house and raise the kids

#### II. Biblical Motivation for Going

A. We as Christians are left in the world to evangelize: "Now then, we are ambassadors for

Christ, as though God were pleading through us: we implore you on Christ's behalf, be reconciled to God" (2 Corinthians 5:20).

- B. Whether in the US or elsewhere in the world, this work must be the Christian's first concern, and he must be busy doing it. "For if I preach the Gospel, I have nothing to boast of, for necessity is laid upon me; yes, woe is me if I do not preach the Gospel! ...I have been entrusted with a stewardship" (1 Corinthians 9:16-17). See also Psalm 119:139 and John 2:17.
- C. If with his secular job or as a full-time missionary, he can go, this should be his prayerful goal. "Go into all the world and preach the Gospel to every creature" (Mark 16:15).
- D. The early church changed the world through evangelism; that is our responsibility, and the responsibility of every generation.
- E. Philippians 2
  1. The Word served as our example, leaving Heaven.
  2. He emptied Himself of the advantages He had.
  3. He took the form of man.
  4. He adapted to the local culture.
  5. He had the heart of a servant.
  6. He suffered whatever was necessary, for the sake of the people He came to save.
  7. He was rewarded by God for what He did.

**III. Personal Motivation for Going**

- A. Must, first of all, be absolutely honest with self
- B. **Why** would you want to leave home, family and country to work in a strange place, among strangers?
- C. Focus on God
- D. Seek **first** the kingdom
- E. Must be willing to put God and His kingdom above personal desires and needs

**IV. Family Motivation for Going**

- A. Must be a united commitment and effort
- B. Family must count the cost, and be willing to pay it
  - 1. What are the wife's motives for going, her desires?
    - a. Is she actively participating in the preparations to go?
    - b. Is she willing to put her own needs last, behind those of strangers, young Christians, her husband and her children?
    - c. Can she adapt to a total change of life – giving up familiar surroundings, conveniences, support groups, family and be happy in “make-do” situations?
  - 2. What are the children's motives for going, their particular situations and needs?
    - a. Ages? Young and malleable? Teenagers?
    - b. Are they being taught properly, so that they will not be a detriment to the work?

- c. What kind of example will they be in spirituality, dress, speech, general conduct, respect for others?
- d. Will homeschooling be required?

**V. Willingness to Sacrifice**

- A. The “ideal” in the missionary is to be willing to give up any and everything for the sake of doing God’s work anywhere in the world.
- B. God gives back
  - 1. Fathers, mothers, houses, etc.
  - 2. Spiritual growth and closeness with God
  - 3. In all things, more than one could have dreamed

**VI. The Resulting Joy of Seeing Places Changed**

## M102 The Missionary and Biblical Motivation for Mission Work

### Summary

It is an exciting, inspiring, and awesome thing actually to make the decision to leave home and family behind, to go to some foreign country to teach the Gospel to those who have not heard it. It would be wonderful if everyone who makes such a decision were spiritually and emotionally mature, capable in every way of doing a Number One job. However, none of us is perfect, though we are **striving** to grow toward the perfection we see in Christ. It is a lifetime quest, and every step of progress will prove to be a blessing not only to ourselves, but also to all those we are trying to teach.

Even though we cannot be perfect, there are some commitments, attitudes and character traits that should be in the heart of anyone who wants to be a missionary, and that **must** be in his heart if he is to be successful in his work. We have known of men who went to the mission field, admitting that they had not yet actually decided what they believed about certain basic doctrines. We have known other situations where couples were having marital problems, and they had the mistaken idea that things would somehow work themselves out on the mission field.

Therefore, this course deals with plateaus of spiritual and emotional maturity that prospective missionaries, wives, children should reach **before** embarking on that great spiritual adventure.

**Motivation for Going:** Not the Right Motivations: First, let's consider the motives that should not be causing us to go.

## Travel

Some people are stay-at-homes; others would like to be on a big trip all the time. While it is *helpful* if prospective missionaries can adapt themselves to being vagabonds when necessary, and it is even better if they *can relax and enjoy the experience of being often uprooted*, that **must not be the underlying reason for the desire to go**. Quite often, brethren will speak of a mission effort as nothing but a “trip,” “world travel” or “a vacation.” It would be tragic if these “jesting” accusations were actually true.

## Exotic Places, To-Talk-About “Adventure”

Do the exotic places of the world attract you? Would you like to spend some time in the romantic and far-away places of which you’ve dreamed? Are these the thrills you imagine, when you are thinking of “mission work”?

Do you picture yourself describing your adventures to all of your admiring friends and family members when you come back in triumph from your mission trip? Or, do you have a sanctimonious feeling of goodness at the thought of all the sacrifices you will be making? Does the idea of being the “suffering missionary” have some strange appeal?

## Unsupervised and Pampered Lifestyle

Some prospective missionaries are looking forward to being their “own boss,” with no one looking over shoulders or calling the shots. While the ability to stand independently is necessary, the desire to work without supervision must not be the motive for going.

Without realizing the problem, Americans are often guilty of working out of a subconscious attitude of superiority. Being the “important foreigner” puts one in a position of authority over the lowly locals. We have known situations in which a man, controlled by a strong inferiority complex among American peers, became a power-wielding

tyrant among foreign brethren. His determination to be the unquestioned boss caused numerous young converts to leave the church. It is a sad situation when one has to encourage young Christians to behave with a greater degree of Christ-likeness than they see in the man who came to teach them.

Foreign settings offer a wide range of living situations. It is possible to go to a foreign field and to hire servants to do the driving, mow the lawn, cook the food, wash the clothes, clean the house, take care of the children, go to the market and do all of the other work of daily life. This may be positive – freeing the missionary couple to devote most of their time to spiritual work. However, there is also the very real situation in which laziness can become the way of an unsupervised life.

If any of these attitudes lurk, undetected in the hearts of men and women aspiring to do mission work, they need to be addressed and corrected beforehand.

**Biblical Motivation for Going:** So what *is* the proper motivation for doing mission work? If God had taken each one of us, fresh from the waters of baptism, straight home to heaven, not one of His children would be lost. Leaving us in the world is a dangerous thing because, over a lifetime, many will fall away. So, why are we here? To test us? To see if we are worthy of heaven?

We are left in the world for one purpose: "...we are ambassadors for Christ, as though God were pleading through us: we implore you on Christ's behalf, be reconciled to God" (2 Corinthians 5:20). Wherever we are, and whatever our work, that real purpose for living should be uppermost in our minds. In meeting people, we should be looking for opportunity to speak for Christ. As Paul said in 1 Corinthians 9:16-17, "For if I preach the Gospel, I have nothing to boast of, for necessity is laid upon me; yes, woe

is me if I do not preach the Gospel! For if I do this willingly, I have a reward; but if against my will, I have been entrusted with a stewardship.” As it was said of Jesus in John 2:17, fulfilling the prophecy in Psalm 119:139, “Zeal for Your house has eaten Me up,” so it should be said of each of His brothers and sisters. This is our reason for living. This is our motive for going.

Some can go with their work and live in a mission area of the US, as in the “Exodus Movements,” or in foreign fields. Others can go as fulltime missionaries, but the important point is the command: Go — or as is more clearly suggested in the Greek, “as you are going” – preach the Gospel.

Only in the first century did the church actually evangelize the world, and what an impact those Christians had! For two thousand years, the effects of their work have continued. You and I are the products, in part, of the work they did. Now, it is our choice, in this generation, to decide whether we will take the tools God has provided and influence the world for generations to come, or if we will squander our time and opportunities on “living.”

### **Philippians 2:5-11**

We have the example of the perfect missionary in Christ, as explained in the short passage in Philippians. “Let this mind be in you which was also in Christ Jesus, who, being in the form of God, did not consider it robbery to be equal with God, but made Himself of no reputation, taking the form of a bondservant, and coming in the likeness of men. And being found in appearance as a man, He humbled Himself and became obedient to the point of death, even the death of the cross. Therefore God also has highly exalted Him and given Him the name which is above every name, that at the name of Jesus every knee should bow, of those in heaven, and of those on earth, and of those under the earth,

and that every tongue should confess that Jesus Christ is Lord, to the glory of God the Father.”

- A. **The Word served as our example when He left His “home” in Heaven.**
- B. **He emptied Himself of the advantages He had at home.**
- C. **He made Himself like those among whom He came to live.**
- D. **He adapted to the local culture.**
- E. **He had the heart of a servant.**
- F. **He suffered whatever was necessary, for the sake of the people He came to save.**
- G. **He was rewarded by God for what He did.**
- H. **He humbled himself and did what was needed to save men.**
- I. **He obeyed His Father – God.**
- J. **Jesus, upon obedience, was highly exalted.**
- K. **Focus on eternal rewards, using Christ as the example.**

**Personal Motivation for Going:** In order to *know* your own personal motivation of wanting to do mission work, you must peel away every layer of veneer that would hide the truth. Be completely honest with yourself. This analysis is not intended to discourage anyone from the desire to do mission work, nor is it intended to leave the impression that only those who have reached “perfection” can be allowed in mission fields. We all know that none of us is perfect. Nevertheless, there are problem attitudes that need to be detected, realized and admitted, and efforts must be made to grow beyond them, *before* going to the field. Otherwise, the one going with such attitudes will be hurt — possibly destroyed — by the experience he will have. His family will suffer, and most of all, he will negatively impact the lives of many *who have no one but him to teach them the Gospel, and who have no one to protect them from*

*the harm his attitudes will cause.* Therefore, this critical analysis of oneself is intended for the good of all.

### **Why?**

First, ask yourself, “Why would I leave home, family, and country to work in a strange place, among strangers? Write down answers that come to mind as you ponder this question at length. Exhaust every possibility in answer. When you have finished, read back over your words and weigh them to see if your reasons are sound and the truth.

### **Where Is Your Focus?**

We are entities living in the confines of a body. We see the world through our own eyes. Though we may try to understand the point-of-view of others, our vision is only secondhand, as we attempt to put ourselves in their places. So, as humans, we continually have to fight the **me** perspective.

Very young children often use “me” and “mine.” It is difficult for them to share, or to think very deeply of the feelings and needs of others. Maturity changes that. A mature human is thoughtful and considerate of others, even to the point of sacrificing his own personal desires for the happiness of someone else.

To be a spiritually mature Christian is essential if one is to serve well as a missionary. Again, analyze your own thinking honestly. In associating with others:

- Do you lose patience with those who don’t do what you want, when you want it done?
- Are you focused more on yourself—how you sound, how great an impression you are making with your abilities, what a success you are—than on the actual work you doing?
- Do you often feel sorry for yourself, abused, misused, overlooked, unappreciated?

- Do you control your emotions, tempering your response to situations?
- Are you consistent in your behavior toward those with whom you are working, showing kindness, understanding, and tolerance, desiring to “get along”?
- Do you tend to be a “know-it-all,” neither asking nor taking advice from others of your peers or your local co-workers?

The root of these problems is in **the focus of the eyes of the heart**: as long as we focus on *self*, what *I* want, what *I* need and what others are doing or not doing toward me, we will be miserable failures as Christians – anywhere. Yet, when we do as Jesus taught, when we **die to self, then we will truly live!** “For whoever desires to save his life will lose it, but whoever loses his life for My sake and the Gospel’s will save it” (Mark 8:35). As in the story of Jesus walking on the water, while Peter’s eyes were on the Lord, he could follow Jesus. When his focus changed, he fell. In our lives, as long as **our focus is on God**, we can see the behavior He would have us to practice. However, when we turn our thoughts to ourselves and to our perceived needs, we will fall.

### **Seek First the Kingdom**

We’ve heard the statement, ‘seek first the kingdom of God,’ throughout our Christian lives. Perhaps, it has lost some of its meaning because of familiarity, but this attitude is essential for one who is to do effective mission work. You are going to a mission field because the lost souls there need the Gospel. You are going because you want to help extend the borders of the kingdom. You are the tool you are placing in God’s hands to do the work. Therefore, your focus is on the church, on its needs, on doing whatever service is necessary so that it may grow and flourish.

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Often, seeking the kingdom first will require great sacrifice on your part and on the part of your family. During one period of time, I was away from my family for more than a year. My great fear in going home was that my children should have changed so much that they would not know me and I would not know them. During that year, Betty said that she passed Sheila's (10-years-old) door one night and heard her crying. She went in to see what was wrong, and Sheila said in her tears, "I want Daddy." Betty said, "Sheila, you know why Daddy isn't with us. You know the work he's doing in India. But you know he loves you and he will do what you need. If you need him to come home more than he needs to be there, tell me, and he will come." Sheila never made that choice. I am thankful that, even at such a young age, she had learned that God's work was more important than her needs. All of our children did well in learning that lesson, which is why I believe they've never shown any resentment or developed any spiritual problems because of my being away so much.

To seek the kingdom first means learning all one can from others who are more experienced in mission work, and learning from local people and Christians concerning the culture and the best ways to get truths across in that culture. It means not having **an ego**. You are not there for yourself, your pride, or your image; you are there to do whatever you can, in the best way possible, and that means gleaning from the experience of others.

Seeking the kingdom first means working long hours, and being a servant in order to expedite what needs to be done and to be a living example to the young Christians who are watching. It may mean calling an end to the day's personal visits, based solely on the fact that your stomach can't handle another cup of tea. On the other hand, it may mean long kitchen hours for your wife, using your home for hospitality among contacts and Christians. It will mean

being out at all hours and in all kinds of weather because of the needs of others or the opportunities to teach. It will necessitate being away from your family, sometimes leaving them to weather trying situations alone in your absence. It means that, no matter what circumstance develops, your goal is the advancement of God's church.

**Family Motivation for Going:** Many a good mission effort has been destroyed because only the husband wanted that kind of life. Other efforts have failed because the family was dysfunctional in the States and their remedy of going to another country to solve their problems didn't work. If you have problems you are not handling in your home environment, don't take them somewhere else; they will only multiply!

Mission work is a commitment for the entire family. Both husband and the wife must have their hearts in the work, and the family must not only know the possible sacrifices that will be required of them, but they must be willing and ready to make them.

### **What are the Wife's Motives?**

Just because the Scriptures teach that women are to keep silence in the worship assembly does not mean that they are nonparticipants in God's work. The missionary wife is as vital as her husband is to the success of their efforts in the kingdom. If her heart is fully committed to going, she will look for ways to partner in the preparation. She will accompany her husband in visiting churches in the fund-raising effort, so that the individuals and congregations supporting them can get to know the entire family. They will need to see that she shares the dream, and that she is planning for her own sphere of work.

We have known missionary wives who actually hated living in their chosen field. Local people commented to us that it was better for the wife not to have close association

with any of the local people, because her bad attitude was so obvious. What a sad thing, when even non-Christians can see the bitterness that develops in a wife who hates the work her husband is trying to do.

Is the prospective missionary wife willing to put her own needs last, and perhaps finding no room at all for their consideration, after attending to the needs of her husband, her children, young Christians, and of strangers who cross her path? Can she endure, not for a day, but for weeks, months and years?

Can the prospective missionary wife adapt to a totally different world? It is true that the world is growing more alike as the years go by. Telephones, televisions and cars are available almost anywhere now; it's difficult to find ways to sacrifice anymore! However, the real sacrifices are being away from family, missing out on the important family events year after year; leaving the support group of the local church and going, perhaps, to a large city in which you and your family are the only members of the Lord's church. We've done that three times, and we can tell you that many personal needs and whims will go unmet in those circumstances. When there is no fellow-preacher/wife, elders or close Christian friend to whom we can turn, with whom to talk over problems and challenges, you will learn to depend entirely on each other and on God – if the focus is right. However, if it is on my needs, bitterness and resentment, these will impair the work that could be done.

There may be conveniences in the new local situation, or a lot of “make-do” living may be required. Is the wife ready for those adjustments? If not, these factors should be fully considered in making a choice of where to work. Don't romanticize yourself into a “classic” missionary setting – out in the bush, surrounded by snakes, elephants and people who can't understand a word you're saying – unless you know you have the stamina to be that kind of person.

## **What Are the Children's Motives?**

In considering mission work, the children are an important part of the scenario. Their involvement and commitment are important, because the family will be miserable if the children are not able to adjust to the new life. On the other hand, it is our experience that if the parents are well adjusted, happy and involved in the work, the children will be contented, too. They usually reflect what they feel from Mom and Dad.

Very young children will grow up, quite at ease in their new home. Teenagers may have difficulty. If they are deeply spiritual and can share the focus of their parents, the experience of living and working in a foreign field will be invaluable to them. They will mature in every way, and especially spiritually, far beyond their years. However, if they are troubled teenagers in the States, don't take them to a foreign country, thinking that the change of scenery will enable them to blossom beautifully. Keep them at home and work harder at developing their spiritual focus, with the aid of other dedicated young people and leaders in the church. Wait to do your mission work until they are out on their own.

If you do go into a mission field with children, realize that they will be a constant example to the ones with whom you are working of the kind of Christianity you are preaching. If they have poor attitudes, their behavior will undermine all that you say. If they feel any American superiority, their friends will sense it. If they have rebellious attitudes, much harm will be done. If their dress is immodest and unbecoming of a Christian, and if they ignore the local culture and standards, no amount of preaching will erase that image. If they use slang language or curse in anger, or if they think bad jokes are funny, the image of Christ will be hurt.

On the other hand, children who are growing into young helpers, who love God and love the people with whom they are working, will be a tremendous asset to the efforts of the family. Why? Maybe the effect of children's behavior is felt in the extreme because people may feel that **they are seeing the living fruit of what the parents are teaching.** If the message is working in the home of the missionary, onlookers can be convinced more easily that it will work for them.

Schooling is another challenge for families with small children. Will they attend the expensive international school? Will they attend local schools? Will they be homeschooled? There are pros and cons for each of these possibilities. We personally felt that the international schools were too expensive for us to afford, and we didn't want to invest that large of a percentage of our work fund into our children's secular education, even if our brethren would have agreed. Further, we didn't want the school schedule to control our lives, and we didn't want to spend a large part of the day getting the kids back and forth to school.

In smaller cities where there is no international school, attending a local school can be a good way to integrate the family into the local culture and population. They would likely learn the local language. Their math and science skills might be developed better than in an American school, and probably they would learn that an education is "work," not "entertainment." However, they would also miss many of the subjects they would need on returning to the US.

We homeschooled during an era when that was a "missionary sacrifice," not a preferred education. Sometimes Betty felt that being the teacher of home life, the school-teacher and the Bible class teacher was too much of one teacher! Yet, on the whole, all of us came out of the experience feeling that it had been a very good thing. Certainly, the kids' education did not suffer; on the contrary, they

were always ahead of their class when they returned to American schools.

### **Willingness to Sacrifice**

There are wonderful rewards to the missionary family that focuses on God, seeking the kingdom first, and who is willing to sacrifice whatever is necessary to do God's work. Once, the question was posed to Jesus, concerning what the disciples would have since they had sacrificed everything to follow Him: "Then Peter began to say to Him, 'See, we have left all and followed You.' So Jesus answered and said, 'Assuredly, I say to you, there is no one who has left house or brothers or sisters or father or mother or wife or children or lands, for My sake and the Gospel's, who shall not receive a hundredfold now in this time – houses and brothers and sisters and mothers and children and lands, with persecutions – and in the age to come, eternal life'" (Mark 10:28-30)

Those who have spent time in the mission field know this to be true. We used to miss our physical family while we were in India. Then the time came that we missed our Indian Christian family when we were in the States. We had a Mama David in India, and we have "grandchildren" there. We stay in the homes of Christians all over the world. They share their food with us; they provide for our needs. Everything that we thought we were sacrificing for God, He gave back, many, many times over. It's true that one starts the missionary life by faith, making the commitment to sacrifice people and things that are dear to him. Nevertheless, at the end of years of living that life, and looking back at God's fulfillment of His promise, we can tell you that He has not failed.

Even in being alone in a foreign country, God turns that experience to good use. When we don't have brethren nearby, from whom we can draw strength, we depend more fully on God. We pray more. We look more carefully for the an-

swers to those prayers. Spiritual strength and closeness with God are the result of being alone in a mission field.

Since 1975, I have spent half of every year (until being hindered by cancer) in India and Asia, most of that time away from Betty and the children. When we first had the opportunity to have radio programs in India, we didn't have the funds to pay for them. We knew that if we went on the air, I would have to spend part of the time in India doing the recording, and part of the time would have to be spent in the States raising the funds. We felt that it would be best and more economical for Betty and the children to live in the States, and for me to travel back and forth. I suggested that we try it for a while and see. Betty said, "You know that once we begin, we won't find a time that we can say, 'That's enough. I'm more important than the work.' If we go into it at all, we have to make the commitment for years to come, because that's what it will be." Therefore, we made the commitment, feeling that being together was a sacrifice we were compelled to make for the good of the work. Nevertheless, to our surprise, the very separation brought us closer together spiritually and even in our marriage! We wrote to each other every day. Both of us knew what the other was doing, and both of us were emotionally and prayerfully involved, so we grew together. After the first few times of bliss the first week of reunion and then clashes the next week, we figured out the problem (that while I was away I had been going along being the head of the family, in my mind, but during my absence Betty had had to change roles completely – so when the thrill of reunion faded into the reality of readjustment, clashes naturally occurred). We learned to make the adjustment without much problem! In addition, our marriage grew stronger with the learning of the lessons. God does take every sacrifice we make to Him and turn it into a blessing a hundred-fold!

## **The Resulting Joy**

The reason Christians are left in the world is to bring to others the salvation someone brought to them. When a family with the right spiritual and personal motives goes into a mission field, immerses themselves in the lives and needs of the local people and trusts God to bless their efforts, their sacrifices, and even their lives in return for their commitment, He will bless. There will be deep peace and joy over the souls won to Christ, happiness over changes of good that have taken place because of the influence of the Gospel. Only eternity will tell the full story of what was bought with the sacrifices that were made.

## **Biblical Questionnaire**

Those who are going to a mission field to teach the Good News to those who have not heard it must be knowledgeable of what they believe and why they believe it. They must “always be ready to give a defense to everyone who asks you a reason for the hope that is in you, with meekness and fear” (1 Peter 3:15). This questionnaire will be helpful for both the teacher and the student, in ascertaining those areas of knowledge concerning biblical and doctrinal issues, and those areas where more study is needed. Please write full answers, with supporting Scripture.

### **What Will You Teach?**

- 1. What do the Scriptures teach concerning their inspiration? Is it by “thought,” verbal, inerrant?**
- 2. How absolute is the authority of the Scriptures?**
- 3. Are the Scriptures only a pattern, suggesting what God wants us to do?**
- 4. The Scriptures instruct in what three ways?**
- 5. What will you teach about the Godhead?**
- 6. What will you teach about the necessity of the sacrifice of Christ?**

- 7. Are the untaught lost?**
- 8. Are all men answerable to the laws of God, or does God hold responsible only those who have been taught the Bible?**
- 9. What will you teach about the necessity of faith?**
- 10. What will you teach about God's grace and its application to sinners?**
- 11. What will you teach about repentance?**
- 12. Does repentance require a change of life as well as a change of heart?**
- 13. What will you teach about baptism and its role in salvation?**
- 14. At what point does one receive forgiveness?**
- 15. At what point does one become a part of the family of God, in Christ?**
- 16. What is the church?**
- 17. How broad is the fellowship recognized by God, according to His Word?**
- 18. What do the Scriptures teach about the divisions in the believing world?**
- 19. Will God overlook these divisions and accept all who believe in Christ?**
- 20. Is there a designated day of worship?**
- 21. Can we partake of the Supper on Thursday, as well as on the first day of the week?**
- 22. Are we being legalistic to teach the necessity of following the examples and particular points concerning worship, as shown in the New Testament?**
- 23. Are Christians required to give of their possessions each Lord's Day?**
- 24. Is it wrong to "tithe"?**
- 25. Should poor people be spared lessons on giving?**
- 26. When the local culture incorporates instruments of music in their forms of worship as well as entertainment, should they also be tolerated in Christian worship?**

- 27. What is God's law concerning marriage?**
- 28. What about in countries where polygamy has been practiced for generations?**
- 29. What about cultures that freely accept "live-in" relationships?**
- 30. What about the marriage of Christians to non-Christians?**
- 31. What about marriage, divorce and remarriage?**
- 32. Why would God make such stringent laws concerning marriage?**
- 33. What are the character traits and qualifications required for elders?**
- 34. What are the character traits and qualifications for deacons?**
- 35. Why would God specify that elders are to be the fathers of children? What explanation is given in Scripture?**
- 36. What do the Scriptures teach about the role of women in the church?**
- 37. Is a missionary society wrong, or is it simply a modern, effective way of carrying out the Great Commission?**
- 38. What do the Scriptures teach about death?**
- 39. What do the Scriptures teach about resurrection?**
- 40. What do the Scriptures teach about Judgment?**
- 41. Is there a real and everlasting heaven for the righteous?**
- 42. Is there a real and everlasting hell for the lost?**

## M103 Field Training (1)

### Syllabus

**Course Description:** M103 Field Training (1) is designed to acquaint the student with foreign travel, work in a foreign country and special requirement of methods application on the mission field.

**Purpose of Course:** Prepares the student for work in a mission field, including travel, communications, dealing with cultural difference and performance of work to teach and preach the Gospel.

**Resources:**

1. Selected readings:  
*Travel Guides for countries of interest*  
*Fire in My Bones by Glover Ship*
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course should result in the following:

1. The student will travel with an experienced missionary to an Asian mission point.
2. The student will participate in mission fieldwork activities including preaching or teaching.
3. The student will be familiar with procedures and requirements of foreign travel.
4. The students will develop a greater understanding of the demands of work in a mission environment.

**Course Outline:**

1. Plan trip
2. Travel as planned
3. Participate in fieldwork
4. Prepare trip report

## **M103 Field Training (1)**

### **Course Outline**

- I. Introduction:**
  - A. Objectives of First Field Trip
  - B. Travel arrangements
  - C. Work Plans
  
- II. Objectives**
  - A. Prepare student for work in mission field
  - B. Better understand major obstacles to success
  - C. Experience teaching in mission environment
  
- III. Travel**
  - A. Assist with travel plans, reservations, etc.
  - B. Become familiar with foreign travel requirements and challenges
  
- IV. Work Plans**
  - A. Program planning for a mission
  - B. Program implementation
  - C. Mission fieldwork requirements
  - D. Program evaluation
  
- V. Reporting**
  - A. Written trip report
  - B. Verbal reports

## **M103 Field Training (1)**

### **Summary**

The first field-training trip will be made to allow the student to participate in trip planning, travel preparation, field program planning and implementation, mission field preaching and teaching, and program evaluation and reporting. The student will work closely with experienced missionaries with direct supervision of every aspect of the trip.

### **Objectives**

Written objectives will be prepared for the trip. Specific goals and outcomes with methods of achievement will be developed. The student will develop an understanding of the necessity of preparing detailed work programs. Work programs define specific operational activities with anticipated outcomes.

Possible obstacles to successful program completion will be discussed. Specific responses to overcome these obstacles will be determined.

Teaching methods, with desired results will be defined. Adjustments for course correction and criteria for program evaluation will be reviewed and discussed.

### **Travel**

The student will participate in travel planning, including reservation of airline tickets, lodging, etc. Specific travel requirements and potential problems will be discussed. Travel plan changes will be discussed and foreign field problems reviewed.

### **Work Plan**

The student will participate in preparation of specific evangelism program plans. Day-to-day and overall mission

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objectives and work activities will be defined. Program implementation will be reviewed and potential problems with mission field operations will be reviewed. Procedures to evaluate program and to redirect efforts will be developed and reviewed.

### **Reporting**

The student will prepare a comprehensive written report for the field trip and mission. Verbal reports will be given to select individuals and groups to gain experience.

## M104 Biblical Pattern for Missions

### Syllabus

**Course Description:** M104 Biblical Pattern for Missions covers the biblical basis for mission work. The Book of Acts, Paul's travels and methods, early church history and other relevant topics are studied. The biblical pattern is essential for everything done by man as he seeks to obey God, and the biblical pattern for mission work is discussed in detail in this course.

**Purpose of Course:** This course will provide the student with information to develop skills for defining the biblical pattern for planning, organizing, conducting and evaluating mission programs.

**Resources:**

1. Selected Readings:  
*The Life of a Missionary by J.C. Choate*  
*Mission Work by J.C. Choate*
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course should result in the following:

1. The student should develop an understanding of the biblical basis for mission work.
2. The student should be motivated to develop carefully his work using biblical principles and guidance.
3. He should develop the ability to evaluate criteria for mission programs based on biblical models.
4. The student will be motivated to use greater care in developing his work program out of deeper respect for God's will and instruction

**Course Outline:**

1. Introduction to the course
2. The Basis of Mission Work
3. A Model from the First Century

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4. First Steps
5. Plan Implementation
6. Reasons for High Probability of Success
7. Mission Teams
8. Examples of Successful Programs

## **M104 Biblical Pattern for Missions**

### **Outline**

**Introduction:** While there are numerous models of missions that could be used, the blueprint for missions needs to be based on biblical patterns.

#### **I. The Basis for Mission Work**

- A. Establishing a source of authority upon which to base the model
  - 1. Anthropological and sociological models
  - 2. Biblical models
- B. We have to start with the Bible and end with the Bible as the source for finding a sufficient model for missions.
- C. Does the Bible support mission activity?

#### **II. Model from the First Century for the Twenty-First Century**

- A. Set objectives (Acts 1:6-8)
- B. Establish strategic plan (long term)
- C. Programs are set in motion
- D. Local involvement is essential/native Christians must “buy in”
- E. Ongoing adjustment is necessary
- F. Paul was itinerant
- G. Paul preached in both cities and small villages
- H. Paul used the common language
- I. Paul stayed focused on the task
- J. Paul made use of most technological advancements of his time period
- K. The “Mission Team”

**III. The First Step**

- A. Recall the Mission: The entire world's population must be taught.
- B. A congregation must have set objectives.

**IV. Implementation of the Plan**

- A. Programs are set in motion
- B. Local involvement is enrolled
- C. Constant adjustment and modifications
- D. Continual consideration of overall mission
- E. Do your best

**V. Reasons for High Probability of Success**

- A. God gives the increase.
- B. Mass evangelism tools are excellent today.
- C. Travel
- D. English language

**VI. The Mission Team**

- A. Sponsoring eldership (Sender), supporters
- B. Missionary/ies
- C. Partner-associates (domestic)
- D. Coworkers-associates

**VII. Successful Programs: Looking at a Test Case**

## **M104 Biblical Pattern for Missions**

### **Summary**

(By Dr. Jeremy W. Barrier)

Biblical patterns are identified and followed for every facet of Christianity. How does one become a Christian? What does Christian worship involve? Are there behavioral norms for the Christian? The answers to all of these questions are found by searching the Scriptures to find answers. Biblical models or patterns are the only authoritative basis for men to follow today in every area of Christianity. There are biblical patterns for missions. Missions are undertaken to obey the commission of Matthew 28:18-20 that directs Christians to carry the Gospel to every person in the world.

The biblical approach to missions in the first century involved the use of numerous methods and applications of several models. When combined, one can identify a pattern that worked in the first century, and should be used today. These methods and models included (1) the use of mass communication tools, (2) extensive travel to preach and teach people where they lived and (3) the use of schools and training efforts to prepare preachers and teachers for leadership and evangelism for the development of congregations. First century mission evangelists used biblical models that were best suited to the field, circumstances and workers involved. In every case, the work always maintained a focus on the task of reaching every person with the Gospel.

First century missions involved “teams” of coworkers, which utilized the extensive Roman Empire’s common language, road system and political access. The work of the apostle Paul represents the overwhelming majority of information relevant to mission evangelism in the first centu-

ry. Paul's work can be used as the basis of models for work today.

### **Motivation for Missions**

The concept of mission work is introduced in the Book of Genesis. God's message to Abraham involves God's plan for salvation of man. Israel liked this idea, but they never seemed to understand their purpose. Jonah was sent to Nineveh, not to God's people (the Jews). This was a problem for Israel, but God desires for all people to be saved and has always had this desire.

John's birth is reported in Luke Chapter 4. This was the beginning of God's grand plan for man's redemption. If you were a Jew, you were waiting for the day the Jew could defy the Empire. The Jews read Isaiah, where he told of the Savior, but He is poor, heals and gives liberty to the captives. The Jews were excited. In Luke 4:20-27, Jesus gave two examples to clarify the place where this was to take place. Elijah and Elisha were the model prophets. They came to bring healing to the north, outside of Judea, but people didn't like this. God's mission for the earth is to bring the Gospel to the world. Jesus died, and then the apostles took the Gospel to the world. Paul told his story about how he didn't even walk with Jesus. The message of hope passed on from generation to generation about Jesus. All of these people were involved in bringing the good news. It was passed on to us. We have the responsibility to do this. God wants to reconcile people back to Him. Glover Shipp's book, *A Fire in My Bones*, traces the Gospel through the whole of the Old Testament.

Motivation for mission work must be a sincere and compelling desire to help save others because they are lost and without hope, and because we love God and desire with all our hearts, souls, and minds to please, honor and obey Him.

## **Basis of Mission Work**

An evaluation of Christian missions across the world today reveals that the basis of many models for the work has roots in anthropology and sociology rather than the Bible. One reason for this occurrence is that the outreach efforts of many other elements of society, including business, government and education, rely on principles derived from anthropology, sociology and other disciplines. The church, seeking a model to follow for spreading the Gospel to the entire world, often, with good intentions, turns to the same models and methods of other institutions desiring to reach the global community. In many cases, the church follows non-Biblical models, but believes they are acceptable. Congregations simply are unaware that there are authoritative guidelines in the Scriptures for missions. Textbooks on missions written by brethren often begin by explaining the biblical basis for missions, and then proceed to suggest methods and procedures based on sociology and anthropology. Others quickly discount and reject the examples of first century missions, claiming that they cannot be duplicated because of the role of the Holy Spirit in the early church. They believe growth occurred in the first century due to the miraculous measure of the Holy Spirit. When one examines the actual principles followed to obey the commission of Matthew 28:18-20, we can identify a pattern and models that can be used today. These do not depend on the miraculous measure of the Holy Spirit, but rather depend on actions that men today can take.

The Bible is filled with instructions directly relevant to the design of mission efforts today. Consider the following passages:

- Matthew 28:18-20
- Mark 16:15-16
- 1 Corinthians 4:16-17

- 2 Corinthians 11:1
- 2 Corinthians 5:17-20
- Philippians 1:12-18
- Ephesians 4:11-13
- 2 Timothy 2:1-5
- 2 Timothy 4:1-5

These are a few passages that can be used to frame a pattern for successful mission work.

### **First Century Model**

The first step is to understand the mission. The mission, or overall objective, is to provide every person on the earth with the teaching of the Gospel. The scope of work is worldwide and is directed to every person. Paul's ministry had a worldwide scope. The objective was provided by Jesus and must be the same today. Once the mission is understood, the overall approach or strategic plan for carrying out the mission must be developed. The strategic plan of the first century was to use mass communication to reach the masses. The first mass communication event was the preaching in Jerusalem on Pentecost (Acts 1-2). Those taught and converted returned to their homes across the world to teach others. The use of the printed materials that could be duplicated and passed from person to person was the second mass communication tool. New Testament letters were used. These, available to us today, are easily distributed to large numbers of people with little effort and training. Literature to help one study and understand the Scripture can easily be printed and distributed to masses today. Preacher and teacher training is another way to mass-produce one's capability. Paul evangelized all of Asia using the School of Tyrannus (Act 19:8-10).

Paul and his coworkers traveled extensively to carry the Gospel to the world. They traveled and worked in interchangeable groups. They sometimes spent over a year in a

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single place, but most often stayed in a single area only a few days, weeks or months. Paul and his coworkers made mission trips and returned to supporters and sponsors to discuss and report work completed and being planned. Resources were pooled with numerous individuals and congregations contributing. Those sending the missionary (Romans 10) were partners with those going to preach and teach. Missionaries often sought the Jewish community to begin their teaching about Christ. Preaching was done in temples, synagogues, public meeting places, outdoors, in homes and among both those receptive and those hostile.

Paul would typically go to the Jewish community first, then to the Gentiles. Fund-raising was a significant element of Paul's work. Reporting followed each missionary journey. Paul used many associates and coworkers. Some traveled with him almost all the time, and others were with him for portions of his journey. Coworkers traveled and worked in teams to support and complement Paul's efforts. Paul multiplied himself using a team of coworkers. He followed the pattern of Jesus with His 12 apostles. Paul reported to those who were in authority in local congregations. He was overseen by an individual congregation.

The preaching by Paul and his team covered both cities and villages. Much attention was given to work in Corinth, Athens, Rome, Jerusalem and Antioch. Letters are addressed to groups in large communities, small congregations and individuals. Paul's early years were spent in rural Arabia.

The mission model from Paul's ministry involved workers from many backgrounds including Jews, Gentiles, educated, uneducated, rich, poor, urban and rural. Paul was a Jew from Tarsus of Cilicia, a metropolitan university city. Paul was well educated and from an advanced cultural background.

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Coworkers, Aquila and Priscilla, were Jews from Rome. Peter and James, advisors and mentors of Paul, were from Palestine, speaking Aramaic. Luke was a physician. Mark was of mixed ethnic background. Other coworkers were Gentile. Paul's reach was extensive, including the Roman province of Galatia (Celtic/Germanic culture), Macedonia and Greece, Asia Minor (Turkey), Italy, Syria, Saudi Arabia, Egypt and Spain.

Paul constantly evaluated and adjusted his plans. Consider Acts 16:6 where Paul was redirected from a planned trip to Asia to follow a better opportunity in Mysia. He diverted from his trip to Bithyia to go to Troas, then to Macedonia. This resulted in the planting of the church in Philippi, Thessalonica and Corinth. Missionaries must be aware of their ultimate objective and adjust plans to accommodate the most effective and beneficial use of time and resources.

Paul made use of the most common language of the day-Greek. His letters were written in Greek, even in the many places throughout the Latin speaking Roman Empire and within the Jewish (Aramaic speaking) community. Greek was the first century equivalent of today's English language. Greek was the language of scholars and recorded history. Even James and Peter wrote their letters in Greek.

Paul maintained his focus. Even after the entire world had heard the Gospel (Colossians 1:19), Paul wrote that he was not finished. The church must be prepared to teach the future generations. Those rejecting the truth the first time could be taught again. Paul knew that the most important thing for every person was to obey God. He had no problem with understanding our first priority in life. Paul was partially self-supporting (tentmaker). He was driven to accomplish the Lord's will.

Paul's mission program utilized the "team concept." The team was not homogenous. Fellow workers included local work teams, traveling companions, follow-up workers, native brethren, letter carriers, personal helpers, preachers, teachers and church workers of all kinds. Over 40 names are mentioned as team members with Paul. The team shared the responsibility and goal of accomplishing the international mission of spreading the Gospel throughout the world to every person.

### **First Steps Today**

The church must recall the mission of the church of the New Testament. The world's 6.4 billion people must hear the Gospel. Our mission must be brought back into focus. We have been diverted by local congregational priorities involving narrow ministries, buildings, entertainment and self-service. Many try to respond to the biblical directives on mission evangelism by simply doing *some* mission work. What should the local congregation do about mission work? Consider the facts. Billions are untaught. Millions die each month having never heard the Gospel. Each congregation should contribute to world missions in the most effective way possible. Take these steps to identify:

- Where preaching/teaching efforts are needed. Where are the untaught?
- Select targets for effort of the congregations. Consider the work of others.
- Develop a strategic plan
  - What can be done to reach the targeted mission field that will result in achievement of the mission to reach the entire world?
  - Allocate resources
  - Form strategic associations, work with other congregations and identify a missionary.

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- Assign responsibilities to develop an implementation of the plan
- Develop implementation plans
  - Select methods, procedures
  - Prepare work plans
  - Set goals for specific projects, programs, individuals
  - Define evaluation processes and procedures
  - Set plans in motion
- Plan Implementation
  - Missionaries must be preaching and teaching the lost
  - Mass evangelism is absolutely necessary to succeed and maximize efficiency
  - Develop involvement plans for native Christians
  - Maintain ongoing evaluations and adjust as appropriate
  - Pray
  - Remember God promises to be with us
  - Remember God gives the increase

### **Probability of Success**

God has promised to be with us and to provide for good results. He will give the increase. We must:

- Remember our job is to teach and convert those who will obey. All must be taught. We do not know how many will obey. We are not responsible for policing the brotherhood, controlling the local churches in the mission field, micromanaging every aspect of the work, sorting out every local problem, etc.
- Mass evangelism tools are excellent and available. Radio, printed materials, television, internet and other electronic media are inexpensive and available everywhere.

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- Travel is inexpensive, relatively easy and almost anywhere in the world can be reached with public transportation.
- The English language is universal, with people everywhere in every nation that can be reached.
- Financial resources in the U.S. are unbelievably large, especially when currency exchange rates of the world are considered. The church simply needs to plan to carry out the “Great Commission” and it can be done.

### **Mission Teams**

Much is written and taught concerning the use of mission teams. The team concept is biblical, but the approach often used today is very narrow compared to the actual biblical pattern. Members of the mission team should include:

- An overseeing eldership and congregation
- Numerous supporters to contribute, pray and encourage
- The missionary (or missionaries)
- Local (mission field) coworkers
- Fellow workers
- Members of church living in mission field involved in other work
- The mission field congregations

The missionary must bring the team together, encourage, motivate, lead and maintain focus on objectives, work performance and evaluation.

### **Successful Mission Programs**

There are numerous current and past mission programs that have followed the biblical pattern and which have met with success. There are not nearly enough. Masses die each week that have never been taught. The “World Evangelism” work of J.C. and Betty Choate will be examined as well as several others.

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The efficiency of mission programs should be a consideration when designing an effort. Many works are good, in that they involve attempts to reach the lost. Are they efficient? Could we use the same resources and reach more people? How many are taught per dollar spent? Can we do things in a more cost effective way? We need to reach everyone. We do not have resources to use inefficiently. The church is responsible for the stewardship of all resources.

## **M105 World Religions and Cultures**

### **Syllabus**

**Course Description:** M105 World Religions and Cultures reviews major world religions and cultures with emphasis on (1) proper ways to interact as a missionary, and (2) methods of approach for differing cultures and religious environments.

**Purpose of Course:** The purpose of this course is to provide the student with the skills required to work effectively in foreign cultures and religious environments.

#### **Resources:**

1. Selected readings on world religions and cultures  
*The Ugly American* by William Lederer  
*First Steps in Faith* by Betty Choate
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course should result in the following:

1. Students will be familiar with the teachings, values and practices for major world religions.
2. Skills to teach and relate to individuals of other religions will be developed.
3. Students will acquire skills and competencies to function in foreign societies and cultures.
4. Students will define approaches and appropriate Bible teachings to initiate and conduct studies with persons of other religions and cultures.

#### **Course Outline:**

1. Introduction to course
2. Survey of World Religions
3. Review of Cultural diversity across the world
4. Methods of teaching in foreign environments
5. Personal considerations for living in other cultures
6. Approaches in difficult religious environments

## **M105 World Religions and Cultures**

### **Outline**

- I. Introduction to Course**
  - A. Mission field characteristics
  - B. Missionary qualifications
  - C. Preparation for work
  
- II. Survey of World Religions and Cultures**
  - A. World population and demographics
  - B. Major religions
    - 1. Christianity
    - 2. Hinduism
    - 3. Islam
    - 4. Buddhism
    - 5. Animism
    - 6. Denominationalism
    - 7. Other eastern religions
    - 8. Catholicism
    - 9. Humanism
  - C. Cultural diversity
    - 1. Values
    - 2. Morals
    - 3. Religion and culture
    - 4. Customs
    - 5. Traditions
  
- III. Mission Approaches in Foreign Fields**
  - A. Foreign environment and religious assessment
  - B. Methods selection
  - C. Personal considerations

## **M105 World Religions and Cultures**

### **Summary**

The world's population is about 6.5 billion people in over 250 countries, speaking several hundred languages. Population diversity across the world is broad and presents a challenge to missions workers from the United States. Most Americans speak only English and have limited exposure to the culture, customs and religions of the rest of the world. The missionary should be capable of adapting to the mission field environment. Work in a different language population is difficult for any foreigner. Dealing with foreign religions, often followed by most of the population, incorporated into culture, customs and tradition can offer challenges that seem impossible. If the missionary is not fully aware of the work at hand and totally dedicated to carrying out the Great Commission, motivation will not hold up to the challenges.

Proper preparation for a particular field of work is especially important for success. Research and targeted training and education are essential for adequate preparation. The research should include a review of the experiences of other foreign workers, both religious and other, in the selected field. A detailed study of the religion or religions of the population should be made. The missionary should be aware of environmental conditions, economic factors and financial needs, culture, customs and the political situation. Preparation should include several visits to the field before relocation. Family and sponsors should be knowledgeable of the task being undertaken by the missionary.

### **Survey of World Religion**

The world population can be divided and segmented in several ways. The West, with a population of about 1.2 billion people, is usually thought of as the United States, Can-

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ada, Western Europe, Australia and New Zealand. These are places where denominational Christianity is the major religion. The church is relatively strong only in sections of the United States and Canada. Other areas are primarily populated by denominational believers or Catholics. Latin America, with a population of 500 million, includes Central America, South America and the Caribbean. These areas are populated by a large majority of Catholics.

Eastern Europe and Russia (Asia) are also areas with large populations whose religious preference, if any, is Christianity. A mix of Catholic, Orthodox and early denominational groups are found these areas.

Africa is a huge continent with large populations of several world religions. North Africa is primarily Islamic, while South Africa and several western countries have large Christian (in the popular sense) populations. Central countries have large populations involved in animism and nature worship. Several languages are spoken in the many nations of Africa. The African population exceeds over 750 million.

India, with a population of over 1 billion people is in south central Asia. The major religions of India are Hinduism (over 700 million) and Islam (over 150 million). Countries bordering India are primarily Islamic and Buddhist, with southern Asia being populated by another 1 billion people of Buddhist, Hindu, Muslim, Christian and other eastern religions.

China's population is about 1 billion, with large populations that practice ancestral worship, animism, Buddhism and other eastern religions. The Middle East has a population of several hundred million that are primarily Islamic. The Middle East is an extremely volatile area, with the source of many religious conflicts originating in its populations.

Humanism is becoming the religion of people in many areas of the world, with strong influence on all European countries, Canada, Australia and Russia. This religion involves belief in the human spirit as the Supreme Being. This religion is spreading rapidly in America and also is influencing many more educated members of society in countries across the world.

### **Cultural Diversity**

The world's population can be defined in terms of societal characteristics as well as language or geographical destruction. Societies are defined by values, morals, customs and traditions. Religion can impact each of these, and often is the dominate force that shapes, guides and impacts a particular society and population. Cultural differences are difficult for Americans to understand because of the monoculture of the United States. It is difficult to assess the strong influence of culture on the religion of a foreign population. These factors must be understood if opportunities to teach Christianity effectively are to be developed.

### **Mission Approaches in Foreign Fields**

The first step of preparing for work in a foreign field is to do a comprehensive assessment of the population, including definition of culture, societal norms, religious preferences, history, economic status and past involvement with Christianity and other major world religions. This analysis will provide the missionary with information to begin the process of identifying approaches and methods for spreading the Gospel message.

Methods selection should be designed to overcome natural bias and prejudice toward Christianity. This effort will require much research and some trial and error. The missionary must make certain that he is prepared to deal with an environment that can be hostile, or at best, totally uninterested in Christianity presented in any method. Patience,

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persistence, prayerfulness and hard work will be needed. The missionary must remember that the major goal is to provide every person with the opportunity to obey the Gospel. To obey, one must be taught effectively. The results are the responsibility of God. Some will obey and become Christians. We must simply find ways to teach everyone.

## **M106 The Missionary - Sponsor Relationship and Reporting**

### **Syllabus**

**Course Description:** M106 **The Missionary - Sponsor Relationship and Reporting** covers the activities associated with developing the relationship between the sponsoring congregation and the missionary. Development of support and the interaction between the sponsor, missionaries and supporters is reviewed. Methods of reporting will be defined and studied.

**Purpose of Course:** Emphasis will be on preparing the student to identify, select and develop the proper relationship with a sponsor. The student should be able to develop competence in maintaining relationships with the sponsoring eldership, supporters and brethren at home while working in the mission field. Acquire skills for preparing and presenting both verbal and written reports.

**Resources:**

1. Selected reading material  
*The Call of World Evangelism* by Roger Dickson  
*They Shall Mount Up with Wings like Eagles* by Robert Martin
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course should result in the following:

1. The student will be competent to evaluate and select a sponsor for the planned missions program.
2. The student should develop the skills needed to interact with sponsoring elders and congregation in a productive and meaningful way.
3. The student should understand the necessity of developing a close working relationship with the sponsor.

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4. The student should develop capability to interact effectively with supporters and maintain close communication on a continuous basis.
5. The student should learn to prepare and present verbal and written reports to sponsor, supporters and the brethren.

### **Course Outline:**

1. Introduction to Course
2. Sponsor selection
3. Missionary-sponsor relationship
4. Missionary-supporter relationship
5. Reporting

## **M106 The Missionary - Sponsor Relationship and Reporting**

### **Outline**

#### **I. Introduction to the Course**

- A. Biblical Basis
  - 1. New Testament Examples
  - 2. Biblical Models
- B. Sponsor Roles
  - 1. Authority
  - 2. Opportunity
- C. Missionary Roles
  - 1. Responsibility
  - 2. Opportunity
- D. Result of Proper Organization
  - 1. Trust
  - 2. Continuity

#### **II. Sponsor Selection**

- A. Mission Plan and Sponsor
  - 1. Sponsor and plan should be compatible
  - 2. Sponsor competence
  - 3. Financial considerations
- B. Selection Process
  - 1. Criteria
  - 2. Who selects whom?
  - 3. The result of the process
- C. Missionary –sponsor agreement

#### **III. Missionary-Sponsor Relationship**

- A. Expectations
  - 1. Long-term relationship
  - 2. Common goals and understanding of goals
- B. Areas of agreement and interaction
  - 1. Methods
  - 2. Support

3. Commitment
  4. Stability
  5. Communications
  6. Involvement
  7. Participation
  8. Programs of work
- C. A Change in Sponsor
1. Be prepared for disappointments
  2. Be committed to God

**IV. Missionary – Supporter Relationship**

- A. Congregational and Individual
- B. Expectations
1. Common goals and understanding of goals
  2. Sponsor-supporter relationship
- C. Areas of agreement and interaction
1. Methods
  2. Program of work
  3. Support
  4. Communication
  5. Involvement and participation

**V. Reporting**

- A. Purpose
1. Biblical basis
  2. Practical reasons
- B. The Overall Report
1. Find an advocate
  2. Report to him
  3. Make an appointment if necessary
  4. This is the report
- C. Methods
1. Personal visits
  2. Ongoing and routine
  3. Periodic written reports
  4. Brotherhood publications

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- D. Networking
  - 1. Conferences
  - 2. Lectureships
  - 3. Gospel meetings
  - 4. Community gatherings
- E. Results of good reporting process

## **M106 The Missionary-Sponsor Relationship and Reporting**

### **Summary**

A study of missions in the first century as recorded in the New Testament provides the basis for designing mission efforts today. The apostle Paul and his coworkers provide an excellent model for a missionary and his team. Paul was responding to the Great Commission (Matthew 28:18-20) as he conducted his work. He was involved in spreading the Gospel to the world (Colossians 1:23). Paul received guidance, oversight and sponsorship from the church at Antioch (Acts 13:1-4). Missionaries are sent to do their work (Romans 10:15). Those who send missionaries are accepting responsibility for preaching the Gospel, just as the missionary accepts this responsibility. The sponsorship role is just as important as the role of the missionary.

The sponsor takes responsibility for the missionary and his work. As Paul traveled throughout Asia and Europe to preach and teach, he maintained contact with those who sent him.

The Missionary-sponsor relationship should be based on mutual trust and commitment to common goals and objectives. Agreement on methods, approaches and fields of work are essential. The sponsor has the authority to provide direction and oversight to mission work as well as all other work of the church. Sponsors are to make certain that the truth is taught and that false teaching is exposed. Sponsors have the ultimate responsibility for the overall design of a mission effort, making certain that the effort is efficient, effective and can be properly implemented. Sponsors should be capable of taking corrective action when mission efforts are off course. Sponsorship of a mission program is

the greatest opportunity of a congregation to lead the church to be successful in accomplishing the Lord's will.

The missionary is bound by the responsibility assigned to evangelists. Missionaries take the Gospel to mission fields. The book of 2 Timothy provides much instruction the missionary should follow closely. The Word of God should be taught and efforts to help "seek and save" the lost are the dual goals of the missionary. The faithful missionary can expect long-term, dependable support and encouragement from his sponsor.

The missionary is given the privilege and opportunity to do work that few Christians can or will do. This responsibility must be seriously accepted and discharged. Success will result in the spread of the Gospel and the satisfaction of knowing that God's will is done. Mission success, properly reported and communicated to sponsors and supporters, can serve as a powerful source of encouragement and motivation for the local church. Proper organization, leading to successful mission efforts, begins with a biblical sponsor-missionary relationship.

### **Sponsor Selection**

Individuals decide to become missionaries and prepare themselves for this most important assignment. Congregations of the church should prepare to sponsor missionaries and mission work and should be actively seeking individuals to conduct mission work. Individuals, who have prepared themselves for mission work, should be seeking sponsors for their work. These two, the sponsor and the missionary, should come together as each seeks to begin a mission work effort.

The missionary should seek a sponsor that is interested in the same field of work, methods and general plans that he is committed to undertake. A sponsor should be sought that is capable of overseeing the work undertaken. The mis-

sionary should seek a biblically sound sponsor that is willing to act if problems requiring action should occur. The sponsor of a missionary and his work should be able to handle financial requirements of the work. Financial expectations should be mutually agreed upon by the missionary and the sponsor.

The missionary should systematically approach the identification of a sponsor. Selection criteria, such as biblical soundness, capable overseers, financial capability, common interests, communications ability, participation potential, experience and other factors should be determined. Each potential sponsor should be rated for each selection factor, and then selection should be made on the basis of these ratings. Ideally, the sponsor should lead the process. The missionary should make certain that the process occurs. When the sponsor-missionary selection process is successful, the basis for a successful long-term work is in place.

### **Missionary-Sponsor Relationship**

Both the missionary and the sponsor should be interested in developing a long-term relationship. The task of effectively reaching into distant places across the world with the Gospel usually requires long-term work. The job should be started only when workers are prepared to complete the job.

The goals of a particular mission work should be agreed upon by the missionary and his sponsor. They should agree on methods, support requirements, commitment level, conditions for stability, communication (procedures, methods, vehicles, etc.), involvement and participation of the sponsor, and specific programs of work. The entire effort should be well understood by both the missionary and the sponsor. The level of rapport, trust and commit-

ment between the missionary and sponsor must be sufficient for free-flowing, open, honest communication.

Sometimes it is necessary to change sponsors. Hopefully, this time consuming effort will not be necessary, but if it is, the missionary must be prepared to undertake the effort. If the work is good and the missionary is able to continue the work, the change should be made. Even though the process is sometimes very difficult and stressful, the missionary should remember the purpose of doing the work and realize that God has promised to provide for us in these hard times. Sometimes the change of sponsorship may result in an even better effort.

### **Missionary-Supporter Relationship**

Often the missionary and his work will have the support of individuals and congregations that are not the designated sponsor of the work. These supporters often provide their contributions through the sponsor. The missionary is often responsible for developing much of their support and maintaining the relationship between these supporters and himself.

The non-sponsor supporters should receive timely reports, just as the sponsor. They should understand the methods, financial requirements and provisions, and program of work. These supporters are often willing to be involved in the work in ways other than their financial contribution. The missionary should manage the relationship with supporters, unless the sponsor can and will effectively perform this function.

### **Reporting**

Routine reporting on mission program efforts are essential to maintaining long-term support and involvement. Reports should be both “in person” and in written form. Electronic mail can enable some missionaries to communi-

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cate on a day-to-day basis if appropriate and practical. The early evangelists routinely returned to their sponsors and supporters to report (Acts 14:27). Based on these reports, the supporters and sponsor can pray for specific needs and can work to provide financial, personnel or material resources.

Often, the most important reports made in the work are made to the person contacted to schedule a visit to report to the elders and congregation. This contact is usually the missionary's strongest advocate in the leadership of the congregation. As the appointment is made, the missionary should use this contact as an opportunity to give a short summary report. This report provides the leader with the basis for discussion of the work and proposed visit with other decision makers.

Personal visits are usually the most effective reporting method. The missionary should make these visits as often as practical with well-prepared reports. The reports often are most effective if combinations of visual and verbal communications are used. Personal reports should remind the listener of program goals, objectives and methods in addition to discussion and presentation of recent results. Financial information should be included in personal reports only if requested by the sponsor/supporter.

In addition to periodic visits to report, a periodic (monthly, bi-monthly, or quarterly) written report should be provided to all supporters, partners, sponsors and other relevant parties. These reports should include a summary of overall results in addition to discussion of activities conducted to achieve the results. Reports should be timely and easy to read. Financial information should be included in written reports. Other reports that may be helpful to the work include (1) articles for brotherhood journals and publications, (2) bulletin articles and reports, (3) personal

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presentations at workshops and lectureships and (4) participation in mission meetings.

The missionary is responsible for the ongoing process of networking to facilitate the needs of the work. Constant attention should be given to identifying opportunities for enhancing the work by meeting others and presenting the work. Conferences, lectureships, Gospel meetings and other gatherings where brethren can be contacted provide opportunities to network. Brochures, reports and other descriptive materials are needed for this function.

All reporting efforts should be designed to communicate accurate, interesting, informative and understandable information about the mission effort. Good reporting efforts will increase potential for maintenance of suitable support for the work.

## **M107 Finance, Fund-Raising and Financial Management for Missions and Missionaries**

### **Syllabus**

**Course Description:** M107 Finance, Fund-Raising, and Financial Management for Missions and Missionaries is a course designed to provide practical, straightforward and easily manageable guidelines and principles for management, financial planning and fund-raising for personal needs and work programs. Detailed procedures, techniques and methods will be studied.

**Purpose of Course:** The purpose of this course is to provide the student with the skills required to effectively and efficiently handle all finance related functions of his work.

#### **Resources:**

1. Selected readings on financial management  
*A Return to Christ Centered Missions by Earl Lavender*
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course should result in the following:

1. The student will be capable of preparing budgets, financial plans and reports for the work and for personal finances.
2. The student will acquire knowledge and skills to improve efficiency in management of funds.
3. The student will be able to develop effectively the funding base required to adequately finance personal needs and work programs.
4. The student will develop a deeper appreciation of the importance of being a good steward of funds provided for the work of the church.

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5. The student will develop skills for reporting, personally to elders and sponsors, and to all supporters in written reports.

### **Course Outline:**

1. Introduction to the course
2. Financial planning
3. Budget preparation procedures
4. Financial reports
5. Fund-raising procedures and processes
6. Personal financial considerations
7. Evaluation of finance functions
8. Examples of financial documents

# **M107 Finance, Fund-Raising, and Financial Management for Missions and Missionaries**

## **Outline**

- I. Introduction to the Course**
  - A. Biblical Examples
  - B. Finance Functions
  
- II. Financial Planning**
  - A. Personal Budget
    - 1. Components
    - 2. Allocations
    - 3. Current and Long-Term
  - B. Work Fund
    - 1. Components
    - 2. Fund allocations
    - 3. Uncertainties
  
- III. Fund-Raising**
  - A. Supporter Identification
    - 1. Individual
    - 2. Congregations
  - B. Fund-Raising Visits
    - 1. Church leaders
    - 2. Congregation presentations
    - 3. Other
  - C. Financial Reporting
    - 1. Verbal
    - 2. Written
    - 3. Other
  - D. Fund-Raising Materials
    - 1. Work plan
    - 2. Brochure

**IV. Financial Management**

- A. Responsibilities
- B. Functions
  - 1. Current plans
  - 2. Long-term planning
  - 3. Evaluation

## **M107 Finance, Fund-Raising, and Financial Management for Missions and Missionaries**

### **Summary**

The financial functions of the missionary's duties are usually among the most difficult to perform. Missionaries are usually trained to be effective teachers, preachers and evangelists, but have little preparation for fund-raising, financial planning and money management. Unfortunately, these activities have the potential to make or break the mission. The management (or stewardship) of resources, including time, money and opportunities is necessary for one to be pleasing to God. Numerous examples are in the Scripture to support this requirement including many references in Proverbs and the Parable of the Talents. (Matthew 25). If the missionary will develop a good plan for maintenance of financial functions and approach it with the proper attitude, these tasks can be completed successfully without the expenditure of unrealistic time and effort. If poor financial management skills are used and one's attitude is negative and bitter, the job of fund-raising can consume most of the total effort of the individual.

### **Financial Planning**

The first financial planning step is to develop sound, realistic budgets. A budget is needed to cover the personal financial requirements of the missionary (and family). This budget includes: housing expenses (rent, utilities, telephone, insurance, taxes, maintenance, etc.), food, clothing, medical (insurance, medicine, dental, doctor visits, etc.), life insurance, retirement fund contributions, church contributions, income taxes and emergency funds. This list may seem long and some items may seem insignificant, but when the missionary becomes totally involved in the work

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of an evangelist, it is much better if provisions for all financial needs have been made, than to interrupt work to address problems. Both long-term and short-term budgets should be maintained.

The next financial planning area is the work budget (work fund). A serious and effective effort must be made to estimate the cost of all expenses associated with the evangelism mission. The type of expenses varies depending on the methods and circumstances for the work. Typical expenses include: study materials (Bibles, class literature, books, tracts, correspondence courses, study aids, commentaries, concordance, dictionary, etc.), facilities (personal housing on the mission field, meeting places for the church and study groups, office, storage), educational (school for the missionary's children in the mission field, personal improvement, etc.), training (preachers, teachers and leadership classes or schools), benevolent activities, etc. These expenses should be estimated using cost information from the mission area. Consideration for exchange of U.S. dollars into foreign currency, inflation and local taxes should be made when the budget is prepared.

A plan should be made for raising and maintaining funds to cover all financial needs. Missionary time must be allocated for this duty. When funds are raised, it is important to make provisions to maximize potential continued from year-to-year. Fund-raising functions include (1) personal communication with contributors via telephone or email, (2) personal visits to supporting congregations and (3) written financial reports. Time requirements for fund-raising efforts depend on many factors. In some instances, a single congregation completely supports the entire mission effort. This is a good situation, but not necessarily the best. There are potential negative aspects of this situation. Sometimes, without warning, the supporting congregation may

decide to discontinue its support. Obviously, such a decision creates serious problems for the missionary.

In most situations, funds will be provided by numerous sources, and it will be necessary for the missionary to be involved in raising and maintaining these funds. Sometimes the sponsoring congregation will help with the fund-raising process and will provide emergency funds when contributions are inadequate.

In every case, a plan for the fund-raising process is needed. The missionary is likely to be the primary worker as this process is carried out.

The last area of financial planning is to develop long-range estimates of financial needs. Work programs evolve through phases and usually involve increasing financial support. Personal support should also be considered on a long-term basis. These plans are updated each year.

### **Fund-Raising Functions**

Several functions must be carried out for successful fund-raising to occur. These include (1) supporter identification, (2) fund-raising appointments, visits and meetings, (3) financial reporting and (4) fund-raising tools. First, a list of potential supporters must be developed and maintained. Churches and individuals are the primary sources one can expect to contribute. Begin with a list of congregations where there are personal connections. These include one's home congregation, congregations attended in the past and congregations of family members, close friends and work associates. Potential individual contributors include family, friends, church members familiar with the field of your mission and contacts made through family, friends and preachers. Individual contributor lists grow as visits are made to promote the work or to report to supporting congregations. Presentation of the work at brotherhood

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workshops, lectureships and missions meetings sometimes yield interested individual and congregational contribution.

The fund-raising process revolves around the missionary's personal visits to existing and potential supporters. When the work is being presented for the first time, a detailed work plan in written form should be prepared and given to the decision makers (elders, missions committee) of the congregation. This plan should be complete with a concise description of the proposed work, discussion of the field, potential results (how many people can be reached, etc.), budgets, personal information (experience, educational, family data, etc.), letters of reference and sponsor information. Usually, the work is proposed in an elders' meeting. The presentation should be 25-45 minutes in length with adequate time to answer questions and discuss areas of special interest. The length of presentation should fit the schedule of those hearing it. The presentation should begin with expression of appreciation for the congregation or individual's interest in the work. The missionary should quickly cover the mission plan, be enthusiastic about the work and be responsive to the listeners. Questions will be asked and answers should be straightforward and accurate.

Often, following the meetings with leaders, the missionary is asked to speak to the congregation during Bible study or worship meeting. In addition to a well-presented, concise description of the work, including current results, a message dealing with missions evangelism should be given. If the work is well planned, worthy of the effort, well presented, the potential for financial support is maximized. The missionary will be the primary basis of the congregation's opinion of the proposed work.

### **Financial Reporting**

Financial reports are very important to the fund-raising process. Periodic (monthly, quarterly, annually) written re-

ports should include a complete financial accounting. This report should identify all contributors and amount of contribution. Some contributors desire to remain anonymous, and they should be listed in that way. The financial report should also provide a complete listing of expenditures for program expenses. Usually, finances are discussed in meetings with elders and leaders, but are not discussed in verbal reports to the supporting congregations. Leaders usually make written reports available to the congregation.

### **Fund-Raising Materials**

In addition to a current, well prepared and presented work plan, the missionary should have an attractive brochure describing the mission effort. Missionary information, including a recent photo, brief information summaries about the field of work, methods, results and expenses should be included in the brochure. Brochures should be updated periodically to reflect program changes and results. The brochure should be given to leaders during meetings to report or present the work. Interested individuals can be introduced to the work with a brochure. Supporters and other interested parties can be given brochures to maintain current information on the work.

### **Financial Management**

The missionary is often assisted with various components of the finance function. The sponsoring congregation usually helps handle work funds and sometimes helps with fund-raising. Help with financial reporting is usually provided by the sponsor. Even with help in all areas, the missionary is often largely responsible for financial planning and management.

The financial management requires the missionary to routinely review and evaluate all financial information. This evaluation provides the basis of routine budgets, fund-raising needs and efforts, reports to the sponsor, and long-range

plans. This function, if kept up to date, does not necessarily require a large allocation of time and effort. Poor performance in the financial management area ultimately results in more time and effort than a properly managed effort.

## M108 Field Training (2)

### Syllabus

**Course Description:** M108 Field Training (2) is designed to allow the student to work with an experienced missionary in a foreign country, and become familiar with work methods and interactions in a foreign culture.

**Purpose of Course:** The purpose of this course is to prepare the student to work in a mission field, including travel, communications, dealing with cultural differences and performance of work, and to teach and preach the Gospel.

**Resources:**

1. Selected readings on financial management  
*A Missionary Speaks Up by J.C. Choate*
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course should result in the following:

1. The student will travel with an experienced missionary to an Asian mission point.
2. The student will participate in mission fieldwork activities including preaching or teaching.
3. The student will be familiar with procedures and requirements of conducting evangelism programs in a foreign culture.
4. The student will have a greater understanding of the demands of work in a mission environment.

**Course Outline:**

1. Plan trip
2. Travel as planned
3. Participate in Field Work
4. Prepare Trip Report

## **M108 Field Training (2)**

### **Outline**

#### **I. Introduction**

- A. Objective of trip
- B. Travel arrangements
- C. Work Plan

#### **II. Objectives**

- A. Prepare student for work in mission field
- B. Anticipate obstacles to success
- C. Experience teaching in mission environment

#### **III. Travel**

- A. Assist with travel plans, reservations, etc.
- B. Experience foreign travel requirements and challenges

#### **IV. Work Plans**

- A. Program planning for a mission
- B. Program implementation
- C. Work Requirements
- D. Program evaluation

#### **V. Reporting**

- A. Written trip reports
- B. Verbal reports

## **M108 Field Training (2)**

### **Summary**

The second field-training trip will be made to allow the student to participate in trip planning, travel preparation, field program planning and implementation, mission field preaching and teaching, program evaluation, and reporting. The student will work with supervision of an experienced missionary.

### **Objectives**

Written objectives will be prepared for the trip. Specific goals and outcomes with methods of achievement will be developed. The student will develop an understanding of the necessity of preparing detailed work programs. Work programs define specific operational objectives with anticipated outcomes. Possible obstacles to successful program completion will be discussed. Specific responses to overcome these obstacles will be determined. Teaching methods, with desired results will be defined. Evangelism methods and outcomes will be discussed. Adjustments for course correction and criteria for program evaluation will be reviewed and discussed.

### **Travel**

The student will participate in travel planning, including reservation of airline tickets, lodging, etc. Specific travel requirements and potential problems will be discussed. Travel plan changes will be discussed and foreign field problems reviewed.

### **Work Plans**

Specific evangelism program plans will be prepared. Day-to-day and overall mission objectives and work activities will be defined. Program implementation will be re-

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viewed and potential problems with mission field operations will be reviewed. Procedures to evaluate programs and to redirect efforts will be developed and reviewed.

### **Reporting**

The student will prepare a comprehensive written report for the field trip and mission. Verbal reports will be given to supporters, sponsors and other interested groups or individuals.

## **M109 Mission Field Assessment and Selection**

### **Syllabus**

**Course Description:** **M109 Mission Field Assessment and Selection** is designed to equip the student with an understanding of methods and procedures needed to (1) identify mission field selection criteria, (2) evaluate missions opportunities, (3) select appropriate teaching methods, (4) match resource requirements and field needs, (5) determine probability of success and (6) conduct ongoing evaluation processes. The student will cover methods of evaluating the suitability of mission fields for particular family and personal needs. Mission field obstacles will be reviewed.

**Purpose:** Prepare the student with skills to effectively evaluate mission fields and match personal and family needs with opportunities.

**Resources:**

1. Selected Readings:  
*Mission Work by J.C. Choate*
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course should result in the following:

1. The student should be able to determine criteria necessary to evaluate mission field opportunities.
2. The student should be able to assess accurately personal and family capabilities and limitations that relate to mission field opportunities.
3. The student should show competence in assessing the particular city, country or location to determine opportunities, potential and appropriate methods for evangelism.

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4. The student should develop plans to match mission field needs with resources.
5. The student should develop skills to conduct ongoing evaluation of programs and work.
6. The student should acquire the skills to develop plans to redirect work and efforts if initial plans fail.

### **Course Outline:**

1. Introduction to Course
2. Review of Assessment Criteria for Missions
3. Development of Evaluation Methods and Procedures
4. Resource Allocation
5. Personal Evaluations
6. Program Redirection Procedures
7. Family Considerations
8. Mission Field Obstacles

## **M109 Mission Field Assessment and Selection**

### **Outline**

- I. Introduction to Course**
  - A. Objectives
  - B. Topics of study in course
- II. Assessment Criteria for Missions**
  - A. Personal considerations
  - B. Measures of success
  - C. Methods of data collection
- III. Development of Assessment Methods and Procedures**
  - A. Specific considerations for field of interest
  - B. Data sources
  - C. Data collection
  - D. Evaluation
  - E. Assessment
- IV. Resource Allocation**
  - A. Global considerations
  - B. Specific program requirements
  - C. Efficiency
- V. Personal Evaluations**
  - A. Personal profile
  - B. Field requirements
  - C. Compatibility determination
- VI. Program Redirection Procedures**
  - A. Initial planning considerations
  - B. Alternative course identification
  - C. Redirection Process

**VII. Family Considerations**

- A. Environmental conditions
- B. Family needs
- C. Adjustments in field

**VIII. Mission Field Obstacles**

- A. Anticipate obstacles
- B. Contingency plans
- C. Attitudes

## **M109 Mission Field Assessment and Selection**

### **Summary**

Mission field selection should be based on several factors, including an assessment of the specific inputs and resources required to accomplish effectively the goal of reaching the lost in the selected area. The earth is populated with about 6.5 billion people living in over 260 countries, representing hundreds of cultures, languages, environments and economies. Most of the world's people have never heard the Gospel, and most have never even studied or read any of the Bible. The use of the resources of the church must be based on careful analysis of mission evangelism needs. The number of missionaries and funds to support their work is only a very small fraction of supported church workers and the budget for the 13,000 plus congregations in the United States.

Mission field assessment and selection involves the use of methods and procedures requiring (1) identification of mission field selection criteria, (2) mission opportunity evaluation, (3) methods identification for a specific field, (4) determination of resources and personnel requirements, (5) assessment of success probability and (6) program evaluation. Personal needs, capabilities, and potential problems should be identified prior to commencement of a new work.

### **Assessment Criteria for Missions**

The first assessment to be conducted should involve the individual or individuals preparing to enter missions evangelism. Every person is equipped with different attributes, abilities and limitations. The first questions one should ask are, "What am I capable of doing?" "What are my strengths and weaknesses?" "Am I capable of the physical, mental and emotional requirements of foreign mission

work?” These requirements may include hundreds of hours of travel each year, living and working in very uncomfortable physical environments, working with cultures and religions very different from anything ever exposed to in our home country, dealing with communications involving foreign languages, and isolation from home and family for extended periods of time. The missionary family has an additional set of factors to consider. What can I do best, considering all factors? We should be honest about our capabilities as we make assessments of personal considerations.

The personal assessment will result in the identification of fields that can be considered and those that we should not attempt to undertake. The potential fields that match individual/personal strengths, attitudes and abilities must then be assessed to determine a target work. Several considerations are involved in field selection. First, we should be aware of the fact that millions are dying every year that have not been taught. The mission selected should target a large population of untaught people. We simply do not have the resources to select, design and undertake work that does not efficiently contribute to the overall task given to the church (Matthew 28:19-20) of teaching every person. If we don't know how to reach large numbers, we should learn how. If we cannot learn how, we should consider serving the Lord in other ways. Some individuals decide to do vocational evangelism in mission areas and contribute to world evangelism without the need for financial support from the church. Others choose mission work that does not require support or location in a foreign country. *World Evangelism, World Bible School* and numerous other mission programs that reach millions each year involve many workers that never leave home. Others can be involved with missions programs on a part-time basis, making short-term trips to assist full-time workers with ongoing programs in mission fields. The objective of this assessment is

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to match one's capabilities with a work that will result in the spread of the Gospel in a cost effective manner. The goal is to use our resources in such a way that everyone in the world hears the truth.

Success in a mission's effort is for the Gospel to be taught to the untaught. We may or may not see an increase in converts as a result of our work. As we consider all the many places that we could work, where are we needed most? If our personal capability matches the places of greatest need, we should select a mission and begin designing a program. If the program needed does not match our capability, we should consider other areas or develop skills to do the work at hand. If we are serious about reaching the lost and prayerfully consider the needs, we will quickly identify our mission.

Our assessments should be based on reliable data and information. Professional help with personal and family assessment is recommended. Honest and accurate feedback from elders, counselors and behavioral science professionals can easily be obtained. Data and information on foreign fields can easily be obtained from local libraries, the internet, other mission workers and professional in educational areas. Information on population, demographics, culture, religion, standard of living, economies, logistics, living costs, medical care and family needs should be compiled for foreign fields. Background information on prior, if any, mission work of the church and other Christian (in the popular sense) groups should be obtained. Is there an existing church base to work with? What is needed to advance the cause, considering all factors? If there are already Christians in the mission field, it may be possible to facilitate their growth and expanded involvement in evangelism to accelerate greatly the rate of reaching the untaught.

## **Development of Assessment Methods and Procedures**

The process of selecting a field of work should involve comparison of alternatives and selection based on all assessment criteria. For each alternative, data should be collected. These data include potential number to be reached, cost of work, probability of success and feedback from other knowledgeable sources. Each alternative should be fully explored and rated. After all of the alternatives are rated, they should then be ranked. What is the highest field? A high rank will result if the field is “better” than the alternatives. It is “better,” (1) if probability of success (in reaching the lost) is higher than others, (2) cost of effort (should consider unit cost, that is the cost per person taught) is lower than the alternatives and (3) reliable outside feedback supports your analysis. Each alternative is a place where the Gospel has not been taught. Obviously, fields where large numbers need to be taught, and can be taught (good probability of success), at a reasonably cost, will rank high. These should be given prayerful and serious consideration.

What about fields that are difficult and expensive to reach? The fact that these fields have untaught people will increase their ranking. The larger the field, the higher the rating. What about small numbers in remote places? These deserve to hear the Gospel, too! They may not rank very high for most evaluators. They may be best considered by vocational mission workers, or targets of mass media approaches with part-time follow-up from workers in nearby areas. Circumstances will cause every place to rank high for someone, without compromising the goal to be good stewards of time and resources.

## **Resource Allocation**

Some mission programs in operation today involve supported teams of workers targeting relatively small numbers

of people. We need to reevaluate these types of efforts. It is highly possible that the same team could be taught, trained and equipped to expand their reach to masses rather than relatively small numbers. The whole world deserves to hear the Gospel. We cannot justify the deployment of heavily resourced teams to reach only the few. Programs can be designed to start with mass evangelism components. These efforts can be coordinated with personal contact, training and educational components to provide a cost effective program.

### **Personal Evaluations**

An important and critical assessment criterion is the personal evaluation of the missionary and family. A personality profile should be done for each person involved in the mission to identify possible problem areas. The evaluation of one's personal factors should be made with the field of work being considered. Some workers, with a given personality profile, can perform well in one field, but would fail in another. Professional help with the personal evaluation should be used.

### **Program Redirection Procedures**

After a mission field is selected and work is underway, it may be necessary to redirect efforts. Possible redirection options should be identified as the field is initially selected and evaluated. One does not anticipate the need for redirection, but should realize that it may be necessary with the best of plans. Alternate courses of work, including changes in methods, personal approach and involvement, location, etc. should be identified and defined. We should not consider this approach as a plan to fail, but rather a plan to succeed even if change is required. Redirection should be planned using a systematic, step-by-step approach that minimizes disturbance of successful components of the program, while changing elements in redirection.

### **Family Considerations**

The mission work environment is often extremely difficult, requiring one to work in harsh physical environments, deal with isolation and work with unstable financial and social circumstances. The missionary may be able to handle the work, but one's family may not. Family in the field and at home must be capable of working under the conditions required by the mission. Assessment and evaluation of the family should be included in the field selection process. Professional help for this process is recommended.

### **Mission Field Obstacles**

The very best planning and evaluation process may be inadequate at identifying obstacles that can occur in the mission field. Obstacles, in general terms, can be anticipated. For each possible obstacle a contingency plan should be developed. Attitudes are a major factor in dealing with obstacles. If one considers an obstacle as a possible basis for redirection and change that could improve the work or the individual's effectiveness, the ability to endure the change process is greatly increased.

## **M110 Logistics and Foreign Travel for World Evangelism**

### **Syllabus**

**Course Description:** **M110 Logistics and Foreign Travel for World Evangelism** is a course to prepare the missionary for dealing with passports, visas, travel, ticket purchasing, money exchanges, money transfers, housing, food, health care, communications and other elements associated with missionary travel and extended stays in foreign countries. Missionary preparations for conducting personal business while traveling or living outside the United States will also be discussed.

**Purpose of Course:** Prepare the student to handle the various tasks associated with foreign travel and maintaining personal business and family obligations while traveling.

**Resources:**

1. Selected Readings  
*Separate for Me* by Glover Ship
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course should result in the following:

1. The student should develop competence in arranging for foreign travel and conducting business in a foreign country.
2. The student will be able to anticipate and resolve problems and uncertainties while traveling or living in a mission field
3. Students will obtain competence in handling home business while in travel status.
4. The student should have a greater understanding of risks and risk reduction associated with foreign travel.

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5. The student should learn preparation techniques of living in difficult and unpredictable foreign environments.

### **Course Outline:**

1. Introduction of Course
2. Foreign Travel Preparation and Arrangements
3. Documents
4. Financial Matters
5. Communication
6. Personal Business
7. Housing Issues
8. Health Issues

# **M110 Logistics and Foreign Travel for World Evangelism**

## **Outline**

- I. Introduction**
  - A. Preparation
  - B. Areas of Consideration
- II. Passport and Visa Requirements**
  - A. Passport
  - B. Visa
  - C. Service Organizations
  - D. U.S. State Department
- III. Travel Arrangements**
  - A. Transportation
  - B. Travel Agents
  - C. Travel Vendors
  - D. Costs
- IV. Money Exchange**
  - A. Rates
  - B. Vendors
- V. Personal Finances**
  - A. U.S. Needs
  - B. Foreign Needs
- VI. Housing**
  - A. U.S. Needs
  - B. Foreign Needs
- VII. Health Issues**
  - A. Insurance
  - B. Care Providers
  - C. Medicine

**VIII. Communication**

- A. Email
- B. Surface Mail
- C. Telephone

**IX. Other Issues**

- A. Customs
- B. Immigration
- C. Questionnaire and Checklists
- D. Trauma Management
- E. Crisis Plans

## **M110 Logistics and Foreign Travel for World Evangelism**

### **Summary**

Foreign travel demands preparation that most Americans are not accustomed to handling. Missionaries must be competent in this area or they can find themselves in extremely difficult situations that could make it impossible to continue their work or at best waste unnecessary time, money and effort to resolve problems. Passport and visa requirements, travel arrangements, communications, housing, money exchange, health care, food and problem solving will be discussed.

### **Passport and Visa Requirements**

Foreign countries require the U.S. citizen to present a valid passport before entering their country. Any person leaving the United States is required to have a U.S. Passport to reenter following the completion of travel. Passports are obtained by applying to the U.S. Department of State. Applications can be obtained directly from the State Department (mail or online) or from a local government agency with authority to issue the application. Applications must be submitted through a local government agency (county court, state, etc.). These agencies require proof of identity (driver's license, birth certificate, etc.). The applicant presents this proof, signs the application and the agency sends the application to the U.S. State Department Passport Agency. The application process requires a fee. The passport is normally issued in 3-6 weeks, but may be expedited for an even greater fee.

Many foreign countries require visitors from other countries, including the U.S., to obtain permission to visit prior to entering. To obtain information on entry requirements for a particular country, the traveler can contact the

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nearest embassy of the country to determine requirements for visits. This information is now available online for most countries. In addition, many travel agencies can provide assistance with obtaining visa requirements. Visas vary in length and cost. India will issue a 6-month, 5-year or 10-year visa. Each visit is limited to six months with at least a two-month interval between visits. Visa limits vary from one country to another. Costs also vary, but usually are in the \$20-\$150 range.

Passport and visa services are available from travel agencies and travel service companies. These services include assistance with visa applications and updating of passports.

### **Travel Arrangements**

Airline tickets, ground transportation, lodging and other travel requirements can be arranged by making direct contact with providers, but the most efficient approach is often to use the services of a travel agent. Travel agents add fees to the cost of travel, but usually can more than save enough money to more than offset their fees. In addition, if a problem arises, the travel agent has connections to help with the problem. Travel agencies sometimes specialize in travel for missionaries, but usually the best help and lowest costs are from agencies that are large enough to get special price breaks from hotels, airlines and other travel organizations. Discount airline tickets are available through several online travel agencies.

Travel services should always be bought only after careful shopping for best values. Cost can vary over 150% for a given airline ticket, hotel room, etc. Direct contact with airlines is no guarantee that one will get the lowest cost. Airlines sell options to large travel agencies on large blocks of airline seats for lower than normal costs.

## **Money Exchange**

Foreign currencies must be obtained in exchange for U.S. dollars to conduct business in most foreign countries. The exchange rate varies considerably depending on the person doing the exchange. Most foreign airports have vendors offering the best rates of exchange. This is not always the case, but is usually true. In some countries (Burma), the best exchange rates are available outside the airport from private vendors. Rates can vary from day-to-day and from one vendor to another. A problem often encountered is the variation of exchange rates for local currency, but a fixed input of U.S. dollars for the work (salary, rent, etc.). A drop in the exchange rate results in few units of the local currency per dollar, while local rents, expenses, etc. remain constant. Hopefully, the variation over time will result in an average exchange that is satisfactory.

## **Personal Finances**

Missionaries are required to maintain personal finances in both the country where working and at home in the United States. Bank accounts, insurance policies, tax filing obligations and numerous other financial matters are maintained in both countries. Help at home from the sponsoring church, family members, local bank and others is essential. Help from trusted local advisors in the foreign country can greatly reduce stress and waste.

## **Housing**

Most missionaries must deal with housing requirements in two or more places. A home in the United States is almost always needed, even if located for longer periods outside the U.S. Help with ongoing maintenance of the U.S. home is most beneficial. In addition, the missionary may need a residence in the country of work. This requirement can be very difficult to handle. Housing that even remotely meets our requirements of comfort, security and

cost can be very difficult to find. Help from the local people, other Americans, church members, etc. can be used to reduce the cost of trial and error.

### **Health Issues**

There are many health issues to deal with in foreign countries. The U.S. Department of State provides information on which inoculations are required for entrance into a particular country. Whether you should take malaria medicine or not is just such a concern. Health care in foreign countries often falls far below the standards of the U.S. Provisions to be transported by air from a foreign country to the nearest healthcare provider of U.S. quality can be made through the purchase of emergency medical evacuation insurance policies. These are relatively inexpensive and available from many U.S. providers. More routine health issues can be dealt with in a foreign country through local providers. These should be selected carefully. Help from local residents is advised. Advice from the U.S. Embassy, travel service agencies and other U.S. citizens living in the country can be helpful.

The cost of health care in many countries is only a fraction of costs in the U.S. Medicines are often very inexpensive and available without prescription. In some countries, medicine quality is inferior to the U.S. It is advisable that supplies of common medications be brought from the U.S.

### **Communication**

Mail service is slow and very undependable in many foreign countries. In most countries today, it is possible to communicate by email easily and inexpensively. Most hotels provide email service. In addition, telephone service is now an affordable communication option in many places. Mobile phones can be purchased in the country at reasonable costs and unit costs of calls to the U.S. are often less than within the U.S.

**Other Issues**

Food, clothing and environmental differences between the U.S. and a foreign country can be extremely large and can create difficulty if preparation for these differences is not made. Research can be used to determine local conditions and provisions. Advance planning can provide for one's needs at a minimal level. Foreign environments can be very hot, dusty, humid, cold, rainy, etc. depending on the place. Arrangements often can be made on a local basis to have suitable food on a day-to-day basis. Clothing can often be tailor made in the foreign country. An awareness of needs is essential to prevention of problems.

## Appendix A

### I. Introduction

#### A. Preparation

- Be prepared so you won't make as many mistakes that cost time and money.

#### B. Areas of consideration

- Passports, visa requirements, travel arrangements, communications, housing, money exchange, health care, food and problem solving will be discussed.

### II. Passports and Visa Requirements

#### A. Passports

- Best website: [travel.state.gov](http://travel.state.gov)
- Register with the U.S. consulate at the above address. It can save time if you have problems.
- You may be able to get more than one passport at a time; J.C. had 3 at one time. This allowed him to enter countries multiple times.
- How to add pages to passport: Takes time and money. You must have 3-4 pages for each country you enter.
- Passport must be good 6 months after departure date of country visiting.
- New requirements all the time; keep up on them by reading on the website and talking to people who have recently visited the particular country.
- Some seasons are busier than others are and will require more time to acquire a passport.

- Sometimes because of national disasters, you may be denied one, but can go to other countries and try.
- When you buy non-refundable tickets, as we all do, time can put a lot of stress on you to get the passport back in time.
- You can pay extra to have it expedited.
- The forms can be filled out online, but you must take them to the courthouse with you.
- Passports can be acquired at the courthouse by taking birth certificate, driver's license and money.
- Take a copy of your passport with you or scan it into computer and email it to yourself, so you will have it wherever you go.
- Keep passport with you at all times.

### B. Visas

- Must send official itinerary with passport for visa applications: travel agent can give you one that looks official, even when your tickets haven't arrived.
- Have plenty of pictures when you apply for visas in foreign countries.
- The airlines or travel agent will tell you if you need a visa, or you can go to [travel.state.gov](http://travel.state.gov) for information.
- You may be denied visas sometimes; it usually is a blessing.
- Visas can be acquired in other countries, such as Singapore, from the embassy of the visiting country.

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- If you have trouble out of the U.S. getting a visa, they usually want a small monetary amount to purchase one.
- There are different kinds of visas: business, tourist, religious, diplomatic (never put religious anymore; can't get in).
- Most visas are for 30 to 60 days, some 1, 5 or 10 years.
- Sometimes you can get a 30-day visa at the airport in Indonesia, but if they catch you teaching or preaching, can deport you and may never get to come back to the country.
- In the Philippines, some preachers get their visas revoked because the local church members don't want them there, so they tell on them for preaching.
- **Tonya Ortiz**, 4844 7th Street South, Arlington, VA 22204; 703-486-3986 home, 703-528-1358 fax. She is a member of the church and will help with visas and passports. She can't do India visas anymore but will tell you who does.
- Sometimes you will need a letter of invitation to come to a country in order to get a visa.
- If you make a mistake on filling out forms, putting the wrong thing down, you may never be able to enter the country again. **BE VERY CAREFUL. ALWAYS ASK SOMEONE WHO KNOWS.**

### III. Travel Arrangements

- Know the weight limit on luggage; it changes all of the time. It can be different

from country to country. If you have too much, you will be charged.

- Americans are targeted by airline personnel in foreign countries.
- Make sure your tickets are correct before you leave; it is very hard to talk someone in another country into making a change.
- When you purchase tickets, you can go directly to airlines, online or to a travel agent. Prices will vary.
- You can change your departure date and lower or raise the price by \$100 to \$1000 or so.
- On layovers at airports, if it is a certain length of time, they will check the bags all the way through to your final destination. Other times will make you leave the airport and you can't get back in until the next morning. Always check at the departure airport to find out.
- Always keep \$500 in cash extra when traveling for emergencies.
- Keep plenty of \$1 bills for tips in all countries
- Be very careful filling out immigration forms.
- What to do at customs. What do you declare?
- Sometimes a customs official will say, "What do you have for me?" Play dumb. Sometimes all they want is a dollar.
- Keep a good Christian attitude at all times; if you have done something wrong, say, "What do I need to do?" and then

they will tell you if you owe a fee or something.

- For domestic travel in another country, check to see if you can go where you want to go and what documents you might need.

#### **IV. Money Exchange**

- You can change money in large airports in the U.S., but sometimes the exchange rate is not as good as in the foreign country.
- If you need money for tips, then go ahead and get a little. Take some \$1 bills for this also.
- When changing money overseas, some credit card companies charge to convert.
- Sometimes different denominations are not accepted in certain countries, Example: \$20 only, one time, or \$100 only the next, etc. The bills must be made after 2004 with a certain number on them. Big head only taken or no big heads.
- Talk to whoever went to the particular country last to find out changes.
- \$10,000 of U.S. money is all you can take out of the U.S. without filling out a form.
- The exchange rate changes sometimes daily and can make a huge difference in what you can do with your money-salary for example.
- Travel books give good advice on where to change money in foreign countries: airport, grocery store, banks, etc.
- Ask a local person where the best place to exchange money is.

- Some places (Burma, for example) will not take credit cards, travelers checks; always check before you go.
- Don't leave the local people your last bit of money or they will begin to follow you around just to get it. Keep it for the next time you go there so you will have tip money when you arrive, etc.
- Do pay the locals for things they do above and beyond the call of duty.
- Be careful not to use your credit card unless absolutely necessary because it is not safe in the foreign culture.

**V. Personal Finances**

- When you leave home, you can have your salary done by automatic deposit and bills paid by bank draft.
- You still need a person at home who can check all of these things for you. The computers sometimes make mistakes and you don't want it to go on for months.
- In many foreign countries, the banks are owned by the government and you should be careful.
- Someone in the U.S. should have power of attorney.
- Durable power of attorney, living will, if you become incapacitated.
- Have a will before you go.
- Have a plan before you go if you die overseas or if a family member dies over here.

**VI. Housing**

A. In the U.S.

- Will you keep a house here? Who will take care of it?
- Car here and there? Who will drive and keep it running?
- Insurance on the house?
- Must have a plan before you go.
- Some sell everything because they think they will spend their whole life in the foreign country, but return after 6 months because they can't handle it.
- Capital gains changes.
- Can you afford housing in both places?
- You may want to invest in a burglar alarm for your home.
- You might stop the paper, internet service, Dish or Direct TV while out of the country.

B. In the Foreign Country

- Can you afford to buy, rent?
- Some are not in step with the local people; they live in houses not good enough for Americans and the foreigners know it. Some live in houses too good and want to live a life of luxury and the locals know this, too.
- What about a car? Can you drive it? International driver's license? Cost?
- Can the sponsor let you borrow one when you return home?
- Public transportation is so good in most countries that there may be no need to buy.

- If you take public transportation, know the country; some buses are safe, but not taxis and vice versa.
- You may not be able to purchase or lease property overseas.
- Minimum needs: must get good rest, security, privacy.
- Don't be wasteful with your money; the local people won't respect you.
- It needs to be accessible and convenient.
- If you travel, get the passenger seat so you can arrive in good shape.

## **VII. Health Issues**

- Is your health insurance good in a foreign country? Life insurance?
- Hippa form for diabetics; Robert had 10 days to sign or would get in trouble.
- MedJet insurance needed or an equivalent kind. [info@medjetassistance.com](mailto:info@medjetassistance.com).
- 205-595-6626 worldwide, 800-963-3538 within U.S. See Dale Hubbert at 205-468-3203 or [dale@centurytel.net](mailto:dale@centurytel.net)
- You need an agreement with your sponsoring congregation before you go, so if a problem arises, you will know who will pay and how it will be paid.
- You need someone to handle your taxes while you are gone. Again, see Dale Hubbert.
- When you return, are you healthy, can you still acquire insurance?
- Malaria medicine: pros and cons.
- Blood pressure, cholesterol: do they have the medicines there?

- Can you depend on the local hospitals?
- You probably don't need insurance there because it is so cheap.
- Take vitamins while traveling.
- Get a good health exam each year.
- Keep up on your inoculations.

### **VIII. Communication**

- Much better now than before: letters only a couple of weeks, email, cell phones, international phone plans or buy a phone in the foreign country or use Skype.
- Cheaper to call from over there.
- You can buy sim cards to put in your phone from the foreign country.

### **IX. Other Issues**

- Clothes, food, cleanliness, allergies.
- If you don't like to camp, don't go!
- We don't need to call the shots, we are the visitor.
- Entertainment: Can we get along without our favorite kind? Can you substitute? We still need to enjoy some things: cards, monopoly, etc. Take games with you.
- Plan for your children to grow and change their interests.
- Let your wife get her nest built, and then you'll be free to go and work.
- Do a lot of research on the country.
- Find the American Women's Organization and get their books; they will be a lifesaver.
- Take superglue for cuts, tooth problems, etc.

## **M201 Teaching and Preaching in the Mission Field**

### **Syllabus**

**Course Description:** **M201 Teaching and Preaching in the Mission Field** provides practical instruction for preparing to teach and preach in the mission field environment. Methods, guidelines, and procedures associated with lesson preparation, presentation, and evaluation will be discussed in detail. Topics discussed include problems resulting from differences in language, society, cultural norms, economic status, availability of materials and literature, physical environment, and personal backgrounds. Methods and tools for personal teaching are discussed.

**Purpose of Course:** The purpose of this course is to equip the student with a working knowledge of requirements to be effective in teaching and preaching in the mission field. Students will be able to develop methods and approaches that will facilitate communication and learning in an environment where language, culture, social norms, and physical conditions are different from those in America.

### **Resources:**

1. Selected reading:

*A Missionary Speaks Out* by J.C. Choate

*Missions and the Message of the Master* by Bill Nicks

**Course Objectives:** Completion of the course should result in the following:

1. The student will be able to evaluate the mission field of work and determine the best approach and methods of effective preaching and teaching of the Gospel.
2. The student will be able to evaluate ongoing efforts and define adjustments needed to adapt, to change, or to increase effectiveness.

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3. The student will become familiar with alternative communication tools that can be used to facilitate preaching and teaching.
4. The student will understand needs of the local church and be able to train others to be effective preachers and teachers.

### **Course Outline:**

1. Introduction to course
2. The challenges of preaching and teaching in the mission field
3. Consideration of language, culture, and environment
4. Methods and approaches
5. Evaluation of work
6. Training others to preach and teach

# **M201 Teaching and Preaching in the Mission Field**

## **Outline**

### **I. Introduction**

- A. Biblical Considerations
  - 1. Examples from the 1<sup>st</sup> century
  - 2. Timeless messages
- B. Background Considerations
  - 1. Remember objectives
  - 2. Prepare properly for the mission
- C. Be Ready to Change
  - 1. Methods fail sometimes
  - 2. Flexibility required

### **II. Selection of Approach and Methods**

- A. Evaluate the field
  - 1. Language, culture, social, and political considerations
  - 2. Religious backgrounds
  - 3. Familiarity with Bible, Christianity, denominationalism
  - 4. Availability of materials, literature, etc.
  - 5. Define possible methods and approaches
  - 6. Experiences of others
- B. Method and Approach Selection
  - 1. Consider potential for success for each method
  - 2. Define potential problems
  - 3. Language considerations
  - 4. Implementation plans
  - 5. Approach strategies

### **III. Methods**

- A. Preaching and teaching in worship meetings
  - 1. Appropriate messages for the listeners

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2. Opportunity to develop relationships
- B. Bible schools
  1. Congregational
  2. Special schools
  3. Target specific groups
- C. Personal studies
  1. Families
  2. In-home
- D. Bible correspondence courses
  1. Can reach large numbers
  2. Follow-up necessary
- E. Training schools
  1. Congregations
  2. Preacher, teacher, leadership courses
- F. Mass Media
  1. Radio
  2. Television
  3. Print/literature
  4. Internet
  5. Videos, CD's, DVDs
  6. Telephone
  7. Other inventive ways

### **IV. Final Considerations**

- A. Stay focused
  1. "Preach the word"
  2. Set goals
- B. Be flexible
  1. Try methods
  2. Change and adapt to achieve success
- C. Trust in God
  1. Providence
  2. All things work together for good

## **M201 Teaching and Preaching in the Mission Field**

### **Summary**

#### **Objectives**

The objective of mission evangelism is to take the Gospel to people in places where the message of hope has not been taught. The mission is to be carried out even if the people and places to be reached are distant, culturally different, and speak a different language. First century missionary evangelists reached the entire world. They overcame obstacles that seemed impossible to conquer. The message was the same everywhere; Jesus died for our sins. He is the Son of God, and He was resurrected from the grave and sits at the right hand of God in heaven. We can be saved from our sins only if we follow Jesus and the teaching of God's Word. The Gospel is to be taught by men. The Word is to be preached to all men in all nations.

Mission field preaching and teaching requires Gospel communicators to adapt to the mission environment. The language of those in the mission field may be different, but means of communication can be developed. Customs, culture, and religions are likely to be very different from those of our home country, but we can prepare for these differences. Methods of teaching and preaching in the mission field must be determined to facilitate effective communication.

Mission field methods are designed to result in communication of the Gospel. Communication occurs when listeners are willing to hear and when the message is understandable. Methods used in our home are not likely to be effective in most mission fields. We must remember that the power is in the message, and not the messenger. The preacher or teacher must find a way to communicate effec-

tively the message to achieve success. Methods are tried, and sometimes they fail. The teacher should be ready to abandon or modify methods based on poor results. Be ready to change. The preacher must be flexible and competent to change the method without changing the message.

### **Selection of Approach and Methods**

The first step in preparing to enter a particular field is to know what to expect. Study the culture, language, social system, environment, and religion of the field. Develop an understanding of the effect of each of these factors upon efforts to teach the Gospel. Does the field have any knowledge of Christianity, the Bible, or denominationalism? What resources are available in the field? Are there reliable translations of the Bible in local languages? Do you have access to literature and study material? How hard will it be to mass-produce study materials?

Based on an evaluation of the field, develop a list of options for preaching and teaching. What does each option involve? What are the resources needed to implement and use the option? What costs are involved? What is the step-by-step process for implementing each option? Does the method result in goals being reached? Some methods are effective, but not efficient.

Determine, by estimation, the potential for success for each possible method that can be used. What are the potential problems for each method? Is there a solution that can be identified ahead of time? What about language consideration? Is translation of preaching and teaching needed? Who can do this? Is there a way to increase effectiveness if translation is needed?

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Develop implementation plans for the preaching and teaching methods selected for initial use. Assess resource requirements. Define initial approaches for acceptance.

Methods should be prioritized and ranked with a plan to move through the list based on ranking. Hopefully, the initial method will be successful, but if not, be ready to change without unnecessary loss of time and resources.

### **Methods**

Numerous methods have proven effective in past efforts across the world. First, the obvious place and time to focus on effective preaching and teaching is in worship meetings. The messages given in these meetings should be designed to facilitate both edification of brethren and encouragement of non-believers to obey the Gospel. The entire membership, which may only be missionary and family, should be actively working every day to encourage people to visit during *worship meetings*. This can be accompanied by Bible study at other times if possible. Messages should be appropriate for the listeners. Basic information should be presented in sequential studies to lead the listener through the study needed to know how to become a Christian. Worship meetings should facilitate the development of relationships that will result in Bible study opportunities.

*Bible Correspondence Courses* are often very effective teaching tools that can allow a teacher to reach large groups of students in a wide geographical area. These courses must be designed for target groups and must be followed by personal contact.

*Training schools* are very useful for teaching in areas where the church is growing and members are ready for development to serve and minister. Preacher training schools are used to develop preachers and teachers. Leader-

ship training is often used to prepare men for roles in worship or congregational leadership. Training schools facilitate church growth and development. They are to be practical, hands on, with students receiving instruction that will prepare them immediately to do the work being studied.

*Mass Media* methods are extremely effective in many fields as a tool for providing an opportunity for large populations to hear the Gospel. Radio, television, print media, and the internet are all available in many places across the world.

### **Final Considerations**

First, the missionary should “stay focused” on the work of spreading the Gospel, by “preaching the word.” Millions die every month that have never heard the Gospel. Our goal and focus should address the need to reach every person everywhere in the world. A missionary should accept responsibility for this work. Others do the work of shepherding, local teaching and ministering, and edification of the local individual Christian and congregation. The missionary should be committed to the great commission. Goals should be set for reaching the lost.

Next, the missionary should be capable of evaluating the progress of work and making changes when methods are not effective or efficient. Evaluation requires analysis skills. Change requires the strength and courage to abandon a course of pursuit and begin something new and different.

Finally, the missionary should always maintain a prayerful attitude with an awareness that God has promised to provide for our needs. God wants all men everywhere to hear and obey the Gospel. As we work to spread the Gospel, God will “bring all things together for good.” We can trust God to deliver. We need to maintain our own spiritual

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health and humbly obey the teaching of the Bible for a follower of Christ. We will please God and be successful if we maintain the proper attitude and work ethic.

## **M202 Mass Media Methods**

### **Syllabus**

**Course Description:** M202 Mass Media Methods is a study of various mass media that can be used in missions. Emphasis is placed on understanding the use of electronic and print media tools in mission field applications. In addition, the assessment of specific mission field opportunities to define appropriate mass media tools and methods will be studied.

**Purpose of the Course:** The purpose of the course is to introduce students to mass media methods of preaching and teaching, and to develop skills that will enable the student to define and use appropriate media tools in a specific mission field.

### **Resources:**

1. Selected Readings  
*Missionary Know Thyself* by Bert Perry
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course will result in the following:

1. A familiarity with the various mass media tools that can be used in a mission field evangelism work.
2. The ability of the student to assess the field of work and determine appropriate mass media tools to be used.
3. The ability of the student to implement the use of mass media tools selected for a given work.
4. Capability of evaluating the effectiveness of a mass media program and the ability to change or adapt as required to maximize results.

### **Course Outline:**

1. Introduction to course

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2. Review of media methods
3. Mission field assessment for mass media use
4. Implementation plan development
5. Evaluation of results

## **M202 Mass Media Methods**

### **Outline**

#### **I. Introduction to Course**

- A. Biblical backgrounds and basics
  - 1. Written word
  - 2. Multiplier principle
- B. Necessity of use
  - 1. Masses need to be taught
  - 2. Laborers are few
- C. Results
  - 1. Obedience of believers
  - 2. Power of Gospel

#### **II. Review of Media Methods**

- A. Print media
  - 1. Printed word
  - 2. Literature
  - 3. Mass production
  - 4. Distribution
- B. Radio
  - 1. Covers massive population
  - 2. Cost effective
  - 3. Opens door for use of other teaching methods
- C. Television
  - 1. Covers most urban populations
  - 2. Cost effective
  - 3. More personal than other mass media
- D. Internet
  - 1. Newest tool
  - 2. Worldwide use
  - 3. Opens door for other study methods

- E. Videos, DVDs, CDs, cell phones
- F. Campaigns
- G. Schools
- H. Medical Missions
- I. Disaster Relief

**III. Mission Field Assessment for Mass Media**

- A. Availability of mass media tools
  - 1. Radio and television broadcasting facilities
  - 2. Postal system for print media
  - 3. Costs, government restrictions
- B. Potential for results
  - 1. Evaluate potential for tools that are available
  - 2. Determine cost, resource requirements
  - 3. Follow-up methods
- C. Implementation requirements
  - 1. Costs
  - 2. Rules, regulations
  - 3. Logistics

**IV. Implementation Plan**

- A. Select methods
  - 1. Specific process requirements defined
  - 2. Costs, resources
- B. Develop plan for implementing method
  - 1. Step-by-step approach
  - 2. Personnel involved
  - 3. Schedule
- C. Operations
  - 1. Day-to-Day functions
  - 2. Maintenance of system
  - 3. Evaluation of system

**V. Evaluation of Results**

- A. Measurement of results
  - 1. How many are being taught?
  - 2. How complete is the teaching?
- B. Efficiency
  - 1. Low percentages
  - 2. High costs
- C. Comparison of media
  - 1. Compare results
  - 2. Compare costs
  - 3. Define optimum approach
- D. Change

## **M202 Mass Media Methods**

### **Summary**

#### **Introduction**

The missionary often finds himself in a field with few resources and masses of people that need to be taught. There are only a limited number of people that an individual can reach in typical teaching programs (one-on-one teaching, campaigns, Gospel meetings, Bible schools, etc.). The use of mass communications tools can greatly expand the reach of one individual. Numerous mass media tools are accessible to the missionary in any given situation. These tools often can be put to use with minimal cost and effort.

The first century church was developed and taught using a number of communication approaches. Paul used letters that were read to large groups and passed on to others for communication of the Gospel. Paul and others multiplied themselves with these communications. They also used training schools to duplicate themselves to reach large population areas.

The work of taking the Gospel to every person in the world is not an optional responsibility. Masses are born every week, while others die who have not been taught. Mass communications is required if all in the world are to hear. As in the day of Christ, the “laborers are few,” but the field is “white unto harvest.” Every evangelist should employ mass communication tools to reach as many people as possible.

Print media, radio and television broadcasting, and the internet can be put to work easily. Supporting brethren can support the cost of using these media types to help “send the missionary with the message of hope.” The Gospel is powerful and needs only to be presented to hearers. Results will follow. Our job is to present the message, and the rest

depends on the heart of individual hearers. God has promised to provide for our needs and for the “increase” as we do this work.

### **Media Methods**

*Print Medias* are among the most useful and the least expensive methods of spreading the Gospel. A single piece of literature containing a Bible lesson can be used over and over by many people over its lifetime. The writer can reach people with Bible teaching in places he may never be able to visit. The writer’s message can continue to be useful long after the writer is gone. Literature can be produced in the language of the readers. It usually can be printed locally and distributed through postal systems at very reasonable costs. Brethren can share literature with others. This valuable tool should be a major component of every missionary’s teaching portfolio.

*Radio* broadcasts can be used to cover the entire area where millions and even billions of people live. Radio programs can reach the massive rural populations in most of the world that do not yet have television and internet access. These people in remote areas are difficult to reach because of transportation limits, political restrictions, and economic limitations. Radio preaching and teaching can be used to expand a missionary’s reach to cover entire countries and regions of the world. Costs are reasonable and manageable in most areas of the world where radio broadcasts would be most effective. Radio listeners can learn what is needed to become children of God. They can request, through written communication, additional information for help with study. Literature can be sent to meet these needs.

Radio responses open doors for personal visits to preach, teach, and baptize, to form new congregations for the church. Church members in remote areas can receive

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ongoing teaching by way of radio programs to facilitate personal, spiritual growth. Every evangelist should identify opportunities to incorporate this tool in his ministry.

*Television* is also an electronic media that offers great potential for reaching masses of listeners. Television preaching and teaching is more personal than radio, and can result in greater response levels in a given area. Most large population centers of the world now have television. Program costs are more than radio, but can be more effective, and result in the same cost per response as radio. Follow up can be either by correspondence or in person, depending on the number of workers that can help with follow up. Literature should be provided to every person responding to television broadcasts, regardless of whether personal contact is made.

The newest mass media tool is the *internet*. The worldwide web of internet users and connections make it possible for teachers and preachers to reach around the world and communicate directly with masses of people. Communication can be two-way. Literature can be transmitted by way of the internet.

Areas where personal contact will be of greatest benefit can be identified using internet teaching. Follow up to facilitate personal spiritual growth and congregational development can be provided by internet access.

The use of this tool will become more common and important as more people across the world gain access to the internet. Every evangelist should use this tool.

### **Mission Field Assessment for Mass Media**

The first step in assessment of a field for using mass media is to identify the media available for the target field. What can be done with literature, radio, television, and the internet? Are there ways that literature can be produced at

reasonable costs for the population being targeted? What about language consideration? Is translation needed? Will English material be effective for an initial program?

What about the postal system of the region of interest? Is it reliable and cost effective? What about government regulations? Are religious broadcasts permitted? Maybe an area can be reached from another country that does not limit religious broadcasts.

Each media should be evaluated to determine its potential for success. A program should be designed, preferably using multiple media that is cost effective and efficient. As programs are operated, ongoing evaluation should provide the basis of adjustment and modification to maintain the best results. Follow up methods should be determined prior to initiating a mass media teaching program. Literature should always be used to support any teaching effort or method.

The missionary is responsible for management of the mass communication effort. Costs, follow up, quality, and regulatory requirements must be monitored and managed.

### **Implementation Plan**

After media evaluations and assessments are conducted to define an optimum program for a particular field, the implementation plan should be prepared. A specific process should be developed that is followed to carry out the program. Costs and resources should be determined. Personnel requirements and roles should be defined. Methods are selected and materials prepared, and schedules are developed.

The plan is then put into operation. Programs are initiated, and day-to-day functions to support the on-going effort are performed. The system is monitored continuously to maintain operation and to provide ongoing evaluation of

effectiveness. Adjustments are made as required to maximize performance.

### **Evaluation of Results**

The first step in developing an evaluation plan is to determine reasonable goals. These should be based on several factors, including the character and culture of the target population, media tools being used, and level of effort. In almost every program, the missionary will be operating with limited resources. Programs should be designed to maximize results for a given financial input. Programs should be designed to reach masses. Teaching should be thorough and complete. Listeners or readers should know why and how to obey the Gospel. Results should be monitored to measure against goals. Goals may be unrealistic, or the program may not be effective. Changes should be made to reach maximum effectiveness and efficiency. Costs should be compared for optimal methods and approaches. **The approach that is selected should reach the most people at the lowest cost.**

The evaluation process should be continuous, with efforts designed to seek better ways to reach more people. New media tools become available over time, and these should be investigated to determine if useful for improving the ongoing program of teaching. Change will be a constant, because of the rapid changes in available resources for mass media communications.

## M203 Field Training (3)

### Syllabus

**Course Description:** M203 Field Training (3) is designed to involve the student in all phases of work in the mission field, including preaching, teaching, and planning efforts.

**Purpose of Course:** The purpose of this course is to prepare the student for work in the mission field by performing duties in a real work situation, with minimal supervision, and to develop competence in travel planning, communication, work performance, and work evaluation.

**Resources:**

1. Selected Readings:  
Travel guides for countries of travel
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course will result in the following:

1. The student will travel with an experienced missionary to an Asian mission point.
2. The student will participate in mission fieldwork activities including preaching, teaching, and program evaluation.
3. The student will be familiar with procedures and requirements of foreign travel.
4. The student will have a greater understanding of the demands of work in a mission environment.

**Course Outline:**

1. Plan trip
2. Travel
3. Field work
4. Evaluate work
5. Prepare trip report

## **M203 Field Training (3)**

### **Outline**

#### **I. Introduction**

- A. Objectives of trip
- B. Travel arrangements
- C. Work Plan

#### **II. Objectives**

- A. Prepare students for work in the mission field
- B. Anticipate obstacles to success
- C. Experience teaching in a mission environment
- D. Develop competence in evaluation work effectiveness

#### **III. Travel**

- A. Assist with travel plans, reservations, etc.
- B. Experience foreign travel requirements and challenges

#### **IV. Work Plans**

- A. Program planning for the mission
- B. Program implementation
- C. Work requirements
- D. Program evaluation

#### **V. Reporting**

- A. Written trip reports
- B. Verbal reports and presentations

## **M203 Field Training (3)**

### **Summary**

The third field-training trip will be made to allow the student to participate in trip planning, travel preparation, field program planning and implementation, mission field preaching and teaching, program evaluation, and reporting. The student will work with minimal supervision of an experienced missionary.

### **Objectives**

Written objectives will be prepared for the trip. Specific goals and outcomes with planned methods of achievement will be developed. The student will develop an understanding of the necessity for preparing detailed work plans. Work programs define specific operational objectives with anticipated outcomes. Possible obstacles to successful program completion will be discussed. Specific actions to overcome these obstacles will be determined. Teaching methods, with desired results will be defined. Evangelism methods and outcomes will be discussed. Methods and criteria for program evaluation will be defined. Approaches for program adjustment will be reviewed and discussed.

### **Travel**

The student will participate in travel planning, including reservation of airline tickets, lodging, etc. Specific travel requirements and potential problems will be discussed. Travel plan changes resulting from field problems will be reviewed and discussed. Passport and visa requirements will be reviewed.

### **Work Plans**

Specific evangelism program plans will be prepared. Day-to-day and overall mission objectives will be defined.

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Program implementation processes will be reviewed and potential problems with mission field operations will be reviewed. The evaluation process for the mission will be developed. Procedures for redirecting efforts will be developed and discussed.

### **Reporting**

The student will prepare a comprehensive written report for the field trip and mission. Verbal reports will be given to supporters, sponsors, and other interested groups or individuals.

## M204 Follow-Up Evangelism Methods

### Syllabus

**Course Description:** M204 Follow-up Evangelism Methods provides a review of evangelism methods needed to follow-up and complement mass media evangelism efforts. Subjects studied include (1) campaign evangelism, (2) Bible schools, (3) correspondence study, (4) local team development, (5) missionary roles, (6) local church development, and (7) retention. Evaluation of programs involving local preacher support, orphan homes, widows' homes, social work, buildings, etc. will be included.

**Purpose of Course:** The purpose of the course is to provide the student with the skills needed to incorporate follow-up evangelism methods into the overall program to evangelize a mission field.

**Resources:**

1. Selected Readings:  
*Restoring an Evangelistic Phenomenon* by Roger Dickson
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course will result in the following:

1. The student will be familiar with the alternative methods that can be used for follow-up evangelism programs.
2. The student will be capable of evaluating the field to determine the best combination of follow-up evangelism methods for the work.
3. The student will be able to develop procedures for implementing and managing follow-up programs.

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4. Competence will be developed for defining an evaluation system for determining the effectiveness and efficiency of follow-up programs.

### **Course Outline:**

1. Introduction to course
2. Review and study follow-up evangelism methods
3. Procedures for implementing and managing program
4. Program evaluation

## **M204 Follow-Up Evangelism Methods**

### **Outline**

- I. Introduction to Course**
  - A. Biblical basis
  - B. Integration with other methods of evangelism
  
- II. Follow-up Evangelism Methods**
  - A. Campaign evangelism
    - 1. Purpose
    - 2. Resources required
    - 3. Pre-campaign activities
      - a. Mass evangelism
      - b. Training
    - 4. Campaign activities
    - 5. Procedures
    - 6. Post campaign program
    - 7. Use of literature
  - B. Bible Schools
    - 1. Types of schools
      - a. Preacher training
      - b. Teacher training
      - c. New student training
    - 2. Format for classes
    - 3. Communication
    - 4. Study materials
    - 5. Financial considerations
      - a. Student expenses
      - b. Support
      - c. Other
    - 6. Facilities
    - 7. Faculty
    - 8. Curriculum
    - 9. Objectives

- C. Correspondence schools
  - 1. Advantages and disadvantages
  - 2. Implementation
  - 3. Follow up
  - 4. Teachers
  - 5. Curriculum
  - 6. Materials
  - 7. Costs - participation of many individuals
- D. Local church follow up
  - 1. Potential roles
  - 2. Advantages and disadvantages
  - 3. Training requirements
- E. Videos and DVDs
  - 1. Similar to correspondence course methods
  - 2. Limited to students with access to Video/DVD players
  - 3. Advantages
    - a. Cost
    - b. Quality
    - c. Range
- F. Internet
  - 1. Universal access
  - 2. Two-way communications
  - 3. Access to extensive resource base

### **III. Follow-up Program Implementation**

- A. Planning
  - 1. Evaluate and select methods
  - 2. Define resources required
  - 3. Develop processes
  - 4. Train coworkers
- B. Implementation
  - 1. Start-up process
  - 2. Ongoing operations
  - 3. Evaluation

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4. Redirection, modification, correction
- C. Role of local brethren
  1. Advantages and disadvantages
  2. Training and development
- D. Missionary role
  1. Coordination
  2. Financial support
  3. Teacher
  4. Leadership
  5. Facilitator vs. manager
  6. Motivation
  7. Limitations
- E. Local church development
  1. Result of effective programs
  2. Definition of local church
  3. Worship leadership
  4. Buildings
  5. Preacher support
  6. Missionary roles
- F. Retention
  1. Problems
  2. Methods for success
  3. Ongoing training/teaching
  4. Involvement
  5. Importance of Bible knowledge and study
  6. Spiritual development
- G. Other follow-up issues
  1. Preacher support
  2. Orphan homes
  3. Church buildings
  4. Widow homes
  5. Social work

**IV. Evaluation**

- A. Purpose and requirements
- B. Process development
- C. Discipline

## **M204 Follow-Up Evangelism Methods**

### **Summary**

#### **Introduction to the Course**

An effective mission work that maximizes its reach will employ mass communication preaching and teaching. Large numbers of people will hear the Gospel as the result of the work of the missionary. If hearers with interest in further study are to be adequately taught and converted, the missionary must use follow-up evangelism methods for accomplishing this stage of his work. Follow-up methods are selected on the basis of availability, resources, skills, and local conditions. These methods include (1) campaigns, (2) Bible schools, (3) correspondence study programs, (4) internet classes, and (5) Video/DVD classes.

Follow-up programs are part of an integrated effort involving numerous methods that are selected to achieve the best results. The missionary should manage and facilitate the entire evangelism program. Local involvement should be at the highest possible level for best results.

#### **Follow-up Methods**

*Campaign evangelism* is usually the most effective follow up to mass media preaching and teaching. Personal contact with individuals proves to be the best opportunity to study the Bible and address questions regarding one's salvation. The missionary can organize and conduct follow-up campaigns. Local brethren, if available, should be involved. Campaigns should be designed to canvas entire cities or villages and offer Bible study to everyone. The purpose of a campaign is to provide for intensive teaching and preaching. Workers should be prepared for Bible study.

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Campaign workers should plan to be in the campaign area until the job is finished.

Prior to conducting the campaign, the missionary should prepare the field for the campaign. Mass evangelism teaching can target campaign areas. Workers should be trained for the work to be done. Local brethren can perform pre-campaign preparations. Advertising can be used in many situations. Logistical requirements should be identified prior to the beginning of the actual campaign. Where will workers sleep and eat their meals?

The campaign should be conducted under the supervision of the missionary or competent coworker. Day-to-day efforts should be monitored and managed. The campaign leader can evaluate results as the work is conducted and direct changes as required.

Canvassing of an area should be accompanied by daily meetings of workers and invited guests. These meetings should be conducted at a time that is convenient for local people to attend. The meetings should provide motivational, instructive Bible preaching and teaching.

After a campaign is completed, a plan for additional follow up to continue study with prospects should be made and implemented. Local brethren can handle this in some situations, but it may be necessary for the missionary to provide this function. Literature, correspondence courses, and Video/DVD studies can be used for campaign follow-up teaching. If the campaign results in the formation of a new congregation, the missionary should provide for the leadership of worship and church meetings.

***Bible schools*** are an effective and easily developed tool for follow-up evangelism. Bible schools can be used to teach non-believers, train and teach members for spiritual

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growth, and train and develop preachers, teachers, and leaders. The mission field conditions and circumstances determine which of these schools should be used. In addition, the field determines the class schedule format, level of instruction, selection of instructors, and facility requirements. Very few mission field schools are best when following the traditional resident student, college operations model. Classes can be held on weekends, evenings, or during short assembly periods, such as one week per month or 4-5 weeks throughout the year. Local brethren can often provide instruction, and in other situations, it may be necessary for some or all of instruction to be provided by the missionary. The missionary can arrange for foreign brethren to help with teaching. Classes can be conducted in distance learning programs with instruction and students being great distances apart. Circumstances and specific school objectives dictate specific program systems.

Communication in a mission field may require the use of translation for school operation. Faithful local brethren are the best source of translation help. **Non-believers can be used, but with caution and careful management.** Both verbal and written translation help is usually needed. Study materials including books, literature, videos, DVDs, and translation of the Bible are needed for school operation. Reliable materials may be available, but most likely will need to be developed. The missionary must be directly involved in the management of efforts to obtain, produce, or distribute study material.

School facilities depend on the situation in the field. Rented or borrowed buildings are usually adequate. It may be possible to operate a school from one's personal residence or from the usual meeting place for a congregation. In some cases, it may be useful and effective to acquire facilities for school use. **In these situations, it is best for**

**these facilities to belong to the church, rather than the missionary or another individual.**

Faculty needs are determined based on the specific school operating process. It is possible to have local faculty members in some mission fields. In other instances, brethren may be brought from other places to teach in short-term class sessions. The teacher can be on video or the internet. There are many approaches for providing good teachers for the mission school. The missionary should accept primary responsibility for facilitating the process of maintaining a good school faculty. School objectives determine the specific curriculum used by the school. If the primary goal of the school is to develop basic Bible knowledge and understanding, the curriculum will include courses to facilitate the objective. Other schools may place emphasis on preacher training. This school will have a different course offering than the traditional Bible school.

Operating costs for schools vary widely, depending on facilities, student load, travel requirements of students and teachers, and several other factors. Budgets should be developed based on realistic, attainable objectives and plans.

*Correspondence schools* are a particular type of school often used in follow-up programs. World Bible School and World Video Bible School are two examples of large programs of this type. Correspondence schools can be operated on a local basis. The advantages of this type of school is (1) low cost, (2) broad reach, (3) large reach of a single instructor, (4) and use of reusable materials (videos, books, tracts, literature, etc.). The disadvantage is the lack of personal contact, and delay between student/teacher response and interaction. Bible correspondence schools are easy to operate and provide an excellent manageable follow-up tool for mass evangelism efforts. Numerous programs are

already available for correspondence courses. Costs are usually low relative to other types of schools. Teachers can be located at great distances from the student. Follow up is important and requires an in-field counterpart to the teacher. The missionary can provide for this function.

*Local church follow up*, if possible, should be included in all follow-up program activities. The missionary should direct this process. If there are no local brethren, the missions program must handle all follow-up evangelism activities. The involvement of local brethren in the work should include only trained workers. The missionary should make certain that this training occurs.

*Video/DVD and Internet* are follow-up evangelism program tools that can be used to take advantage of electronic media. Videos and DVDs can be sent to students if players are available. Internet access opens numerous doors for follow-up study. Using these medias, the teacher in a follow-up program can work with large numbers of students. The teacher can rely on the strength of instruction in Video/DVD and internet materials.

### **Follow-up Program Implementation**

The first step for implementation of the follow-up program is *planning*. The plan should identify methods, state specific objectives, include budgets and time schedules, and identify human resources. Methods selection is the most important first step. This can be accomplished after potential methods have been evaluated to identify the potential for success. The planning process should include development of day-to-day operating processes and procedures. Roles should be defined. Program adjustment processes should be in place from the beginning. Coworkers for the program should be trained for their role in the process.

*Program implementation* begins with startup. Provisions for extra help to resolve start-up problems and adjustment should be made prior to implementation of the program.

Ongoing operations should be monitored on a routine basis to measure effectiveness. Routine evaluation will be the basis of redirection, correction, or program modification.

*Local brethren*, if available, should be trained and developed to participate in routine operation of follow-up programs. They should be equipped to handle the entire program without outside help as the church grows and develops.

The Missionary roles in the day-to-day operation of follow-up programs should include facilitator, teacher, motivator, manager, leader, and supporter. These roles will be emphasized as required for the program to succeed. **If local brethren can take over certain roles, they should do so as soon as possible.** The last role of the missionary should be motivator and evaluator.

The *local church* should be developed to reach **self-sustaining levels of operation** as follow-up evangelism programs are conducted, if possible. **Involvement of new brethren is the key to success in this objective.**

Follow-up evangelism should result in conversions. Retention of converts is often a problem in mission areas. Specific and directed programs that involve ongoing training, education, involvement, and spiritual exercise can help improve retention.

Several other follow-up program issues that the missionary must be able to manage and handle effectively include (1) native preacher support, (2) buildings, (3) homes for orphans and widows, and (4) social work programs. The

tendency, and encouragement of many local and foreign brethren, is to let the missionary provide the maximum help possible for local needs. This approach is counterproductive. **The missionary should facilitate the immediate formation and operation of totally self-sufficient local congregations.** This will require careful design of processes and procedures for ongoing evangelism program operations.

### **Evaluation**

**The follow-up evangelism program is extremely important to the formation and long-term function of successful congregations of brethren in the mission field.** Prior to implementation of any method, the missionary should be prepared to evaluate accurately its effectiveness. Evaluation programs are conducted as ongoing efforts. These programs are based on availability of good data and information of measuring success. The missionary must be disciplined to maintain an ongoing evaluation effort.

## **M205 Training of Local Workers**

### **Syllabus**

**Course Description:** M205 Training of Local Workers is a course that explores and reviews methods needed to recruit, train, develop, and deploy local workers in a scriptural, effective, and sustainable way. Long-term success in a mission field is dependent upon this effort.

**Purpose of Course:** The purpose of this course is to provide the student with the skills required to train effective preachers, teachers, and leaders from the mission field congregation to support church development and sustainable operation.

**Resources:**

1. Selected readings  
*Missionary Problems* by J.C. Choate
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course should result in the following:

1. The student will be equipped with skills to recruit, train, and develop local brethren for teaching, preaching, and leadership.
2. The student will have skills to deploy newly trained local workers for effective long-term work.
3. The student will be able to evaluate success of training program.

**Course Outline:**

1. Introduction to Course
2. Skills for local worker training
3. Deployment of local workers
4. Evaluation of training programs

## **M205 Training of Local Workers**

### **Outline**

- I. Introduction to Course**
  - A. Biblical basis
  - B. Practical considerations
  - C. Overall objective of program
  
- II. Training Program**
  - A. Recruiting
    - 1. Qualifications
    - 2. Source of evaluation information
    - 3. Expectations of recruit
  - B. Training areas of work
    - 1. Educational basis
    - 2. Training exercises
    - 3. On-the-job training
  - C. Development
    - 1. Placement
    - 2. Ongoing instruction, communication
    - 3. Spiritual growth
  
- III. Deployment**
  - A. Local church
    - 1. Relationships
    - 2. Responsibilities
    - 3. Involvement
  - B. Missionary role
    - 1. Facilitator
    - 2. Ongoing training
  - C. Support issues
  
- IV. Evaluation of Program**
  - A. Evaluation criteria
    - 1. Standards
    - 2. Scriptural qualifications

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- B. Measurement of performance
  - 1. Church input
  - 2. School input
- C. Implementation
  - 1. Act based on plan
  - 2. Constant adjustment required

## M205 Training of Local Workers

### Summary

The long-term success of a mission program depends on many factors, but **the most important factor is the success of efforts to develop the mission field congregations to the point of being self-sufficient.** This can occur only if local brethren are capable of performing preaching, teaching, and leadership functions. Training is necessary for this capability to be reached. Missionaries often are not willing to devote the demanding time requirements to train local workers. They find it easier to do the work themselves than to prepare others for these roles.

The missionary must possess skills and motivation to train local workers. If a work is successful and growth occurs, the missionary must train others to sustain growth. The missionary, initially, will be the primary trainer and teacher. Over time, local brethren can be developed to be a part of training efforts as teaches and leaders.

The first century church grew rapidly and Paul instructed Timothy (2 Timothy 2:2) to recruit and train men to do the same work that he was doing. **The overall objective of a training program is to reach the point when the missionary is no longer needed in the field.**

### Training Program

**Recruiting** is the first step in a good training program. The instructor, with help and input from faithful, local brethren, should identify and recruit candidates to become teaches, preachers, and leaders. The first qualification of any student is that he be a faithful Christian. He should possess the potential to do the work that he will be trained to do.

A student should understand what is expected of him. The student should be motivated by the desire to serve Christ and the church. **Local support will be a matter for the local church to handle. Support from the missionary or other external sources should be avoided.**

The actual *training* process should include two parts. The first should provide teaching to equip the student with skills and knowledge for the work function to be performed. Programs are needed for preachers, teachers, and leaders. The second part of the training process should provide opportunities to do the work with instructor guidance and supervision. On-the-job training allows the student to experience problems while in an environment where support and assistance is available on an as needed basis. Training exercises should be designed by the missionary to allow the student to work in the full range of responsibility. Potential problems should be previewed with alternative solutions provided.

***Development of local workers should be a high priority function of the missionary.*** Students should be undergoing training at all levels to provide **a continuous supply of new workers entering the field.** Development should provide for spiritual growth as well as skills acquisition. The missionary should administer the entire training effort to insure quality and efficiency. Workers should be placed according to their personal capabilities and the needs of the church.

All training efforts should include elements to guarantee that the student is totally capable of rightly dividing and teaching the Bible. Preachers and teachers should be able to defend the Truth, proclaim the Word and motivate the listener to consider and obey what is being taught. Leaders should be trained to serve the church according to the bibli-

cal pattern. When congregations select and install elders and deacons, they should be well qualified and highly motivated. Worship leaders should be competent in performing leadership functions, and provide the environment for growth and edification in worship.

Training programs can be accomplished in congregational training classes, Bible schools, or mentoring programs. **Specific program formats are less important than designing the program to get the job done.**

### **Deployment**

Newly trained workers should be put to work as they reach competence for their respective work areas. They should be prepared to work under the oversight of a local congregation, accepting the biblically designed responsibility for doing their work. Preachers are always responsible of declaring the whole counsel of God, as they preach the Word in all circumstances and situations. All teachers and preachers have the responsibility for equipping the brethren for service in the church. **Every Christian should be a worker.**

**The missionary should become a facilitator as quickly as possible in any work environment. When ongoing and day-to-day operations of the church can be led by local men, the missionary should willingly relinquish any role of giving direction and leadership to local men. Every congregation should be self-sufficient and self-sustaining.** The congregation should be motivated to participate to the maximum extent possible in carrying out the mission of the church. **Every member should be involved in evangelism.**

The missionary should be an ongoing resource to the church for special teaching and advice, but should discour-

age any dependence on him for church operation. **Preachers support from mission resources should be discouraged.** The model often used by denominational groups usually involves the missionary placing local preachers in work areas with financial support. This model has failed over and over. **Foreign support should be given to workers involved in evangelism. A distinction between “local work” and evangelism efforts should be made.**

### **Evaluation of Program**

Mission field training efforts should be subjected to ongoing evaluation. The primary criteria for evaluation include (1) worker competence and (2) scriptural soundness of work and workers. Competent workers perform their duties and the church grows and develops. Poorly trained workers will harm the church. Scriptural soundness is absolutely required of all workers. Training programs should produce workers that are sound and well grounded.

Missionaries should maintain contact or access to input that will enable them to monitor their former students. Areas of strength and deficiency should be identified based on evaluation of former students. This information can serve as the basis of training program adjustment. Churches should be consulted to monitor and track former students. Input from church leaders can be used in evaluations, but should be validated prior to use.

Implementation of evaluations processes usually requires only that the missionary maintain a record system to accumulate information for evaluation. These processes and systems can be very simple. The primary problem for most mission personnel is to follow through with program assessment, evaluation, and adjustment processes. Long-term success depends on the effectiveness of in-field, local, worker training.

## **M206 Evangelism Program Development Syllabus**

**Course Description:** M206 Evangelism Program Development involves bringing together all the components of the evangelism program to form a complete, well-defined set of plans that can be followed to carry out the mission. Areas of study will include (1) mission field assessment, (2) selection of methods, (3) program development, (4) program implementation and operation, and (5) program evaluation and redirection or adjustment.

**Purpose of Course:** To prepare the students for development of a plan for carrying out the mission. Develop skills to select program components including methods, implementation plans, operations plans, and evaluation processes. Prepare the student to deal with a range of differences and alternatives within the mission field. Develop planning skills needed to set and maintain focus on meaningful goals.

**Resources:**

1. Selected readings  
*Grouped in Groups* by Roger Dickson
2. Experienced faculty
3. Guest lecturer

**Course Objectives:** Completion of the course should result in the following:

1. The student should gain an understanding of the major components of the evangelism program.
2. The student will gain competence in developing plans for accomplishing the mission of reaching the lost in the selected field of work.

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3. The student should recognize the differences in mission fields and acquire the ability to select appropriate methods based on specific field needs.
4. The student will gain understanding of missionary roles and responsibilities.
5. The student will be competent in designing a program and following through with program implementation and operations.
6. The student will have the ability to evaluate the program and determine adjustments and changes for improvement.

### **Course Outline:**

1. Introduction to the course
2. Review evangelism program tools
3. Program development
4. Program implementation
5. Program evaluation and change

## **M206 Evangelism Program Development**

### **Outline**

- I. Introduction to the Course**
  - A. Scriptural basis
    - 1. Mission
    - 2. Results
  - B. Evangelism program
    - 1. Major component of overall mission plan
    - 2. Focus on methods
- II. Review of Evangelism Program Components**
  - A. Local preaching
    - 1. Base of operations
    - 2. Opportunity to develop local congregation
  - B. Mass communications
    - 1. Design program to reach masses
    - 2. Radio/television
    - 3. Literature
    - 4. Video/DVDs
    - 5. Internet
  - C. Campaign programs
    - 1. Gospel meetings
    - 2. Follow-up mass evangelism
    - 3. Opportunity to involve local brethren
    - 4. Saturate area with contact and literature
  - D. Bible school
    - 1. Correspondence courses
    - 2. New contacts
    - 3. Preacher, teacher, leader
- III. Program Development**
  - A. Assessment of field
    - 1. Mission field differences
    - 2. Language
    - 3. Resources

4. Specific considerations that influence use of methods

- B. Selection of methods
  - 1. Consider options
  - 2. Rate performance potential
  - 3. Rank
  - 4. Select method combinations
- C. Test program
  - 1. Trials
  - 2. Refinement of program
- D. Missionary role
  - 1. Manager
  - 2. Evaluator

#### **IV. Program Implementation and Operation**

- A. Operations plan
  - 1. Specific activities
  - 2. Process
- B. Day-to-day operation
  - 1. Management
  - 2. Problem solving
- C. Information
  - 1. Records
  - 2. Follow up

#### **V. Program Evaluation**

- A. Objectives
  - 1. Specific goals
  - 2. Realistic expectations
- B. Measurements
  - 1. Data
  - 2. Reliability
- C. Evaluation
  - 1. Goals vs. results
  - 2. Explain variances
- D. Redirection and Adjustment
  - 1. Based on specific needs
  - 2. Ongoing process

# M206 Evangelism Program Development

## Summary

### Introduction to Course

The largest and most important component of the missions program is the evangelism plan. How are the lost going to be reached with the Gospel? Numerous evangelism tools are available. What combinations of tools are best for the field to be targeted? The evangelism program must be carefully designed to fit well with the specific opportunities and needs of the target field and with the specific capabilities of the missionary. Programs are often influenced by resource availability as well as program opportunities.

First century evangelists designed their approach and methods of reaching a population on the basis of local conditions and situations. **The mission and the message are always the same, but the way to accomplish the mission varies.** Methods vary and may be effective for a period of time and then lose their effectiveness. The missionary must be competent to develop the evangelism program, manage its ongoing operation, evaluate performance, and make adjustments.

### Review of Evangelism Program Components

The missionary must know how to use every possible evangelism method. The ongoing evangelism effort demands competence in moving from one method to another to maintain best results.

**The most basic method that is common to all evangelism programs is the *local preaching* element.** The missionary must be preaching to the lost wherever he is located. The local church, even if it is only the missionary and his family, is the base of operations for the entire work.

The local effort provides the missionary with firsthand experience in the target field.

All missionaries should use a combination of *mass evangelism tools*. Those include radio broadcasting, television programs, video/DVDs, internet teaching, and literature programs. These tools are the only means of reaching the masses across the world that are untaught.

*Campaign evangelism* is an excellent means of involving local brethren in evangelism efforts that reach every person in a given target area. Gospel meetings and literature distribution should accompany these community-canvassing efforts. Campaigns can be used as part of mass evangelism follow-up efforts.

*Bible schools* can be used to offer classes for basic Bible study, skills development, preacher and teacher training, leadership development, and many other focused areas of training and education. The design and operation of Bible schools can be tailored to specific needs and resources. Some schools are traditional, resident student and faculty programs with traditional class schedules and methods. However, mission environments may be better served if schools are less traditional. Classes can be for non-resident students on evenings, weekends, or for short periods each month or year. Programs may involve local or foreign teachers. **The key to success is to design schools to meet mission field needs.**

### **Program Development**

The first step to develop the evangelism program is to *assess* the field of work. What are the particular characteristics of the field? Is the population rural, urban, or both? What is the population density? What are the modes of travel in the field? Are cost of living and other expenses low or high relative to the U.S.? What languages are spoken, and what are the needs or availability of translation?

Can mass media methods be used? What are the costs of media use? All these questions and many others must be answered to determine the possible methods and approaches for evangelism.

Next, the missionary must consider all evangelism options, estimate results, and rank the options in order of preference. Each option should be rated for effectiveness, and the cost of application must be determined. With this information, a combination of tools can be selected for implementation. It is possible to test some or all options before full implementation. These test results can be used to fine-tune the evangelism plan.

The missionary must be involved in this phase of work on a detailed level. The quality of planning information must be good if programs are to be effective. The missionary manages the entire evaluation process.

### **Program Implementation and Operation**

Program implementation begins with preparation of operating plans. These include budgets, schedules, day-to-day operating processes and monetary systems. Specific activities must be listed, sequenced, and managed. The missionary is responsible for this effort, but can be assisted by others. Day-to-day operation is implemented by the missionary. Constant monitoring will guarantee more success. Problem solving is a day-to-day effort requiring constant missionary input.

Information to measure performance should be collected on a routine basis. This information is the database for follow up and program evaluation. The missionary must be prepared to maintain control of the effort with sufficient ability to adjust or redirect programs that are not an effective as possible.

## **Program Evaluation**

The evaluation process involves a comparison of pre-determined goals and objectives with actual results. Goals should be realistic and specific. Mass evangelism programs should reach certain populations with understandable messages.

Ongoing measurement of results provides evaluation data. The missionary must make certain that data is reliable and valid. Results and goals are compared.

Based on this comparison, it may be necessary to define alternatives to current efforts to allow adjustments within the program. Complete redirection may be necessary. Each option for change should be evaluated and tested, if possible, before implemented. The evaluation process is ongoing and managed by the missionary.

## **M207A Missionary Family Preparation Syllabus**

**Course Description:** M207A Missionary Family Preparation reviews the issues and topics relevant to preparation and maintenance of the missionary family. Issues and topics covered include (1) family adaptation to full-time missions requirements, (2) family relationships, (3) children's education, (4) health issues, and (5) family involvement in the work.

**Purpose of Course:** The purpose of this course is to prepare the student and family for the missionary work requirements that impact family life. Each family member should be prepared for the mission field issues, problems, and demands. Preparation requires awareness and training.

**Resources:**

1. Selected readings  
*Missionary Preparation* by J.C. Choate
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course will result in the following:

1. The student will be aware of special demands on a missionary family.
2. The student will be able to anticipate issues, problems, and special needs of life in a mission field.
3. The student will be able to define resources to assist with mission field family needs.
4. The student will be aware of options for addressing special needs if unanticipated problems arise in the field.

**Course Outline:**

1. Introduction to the course

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2. Mission family issues and topics
3. Mission field resources
4. Problem solving

## **M207A Missionary Family Preparation**

### **Outline**

- I. Introduction to Course**
  - A. Historical and background information
  - B. Current situation in foreign fields
- II. Missionary Family Issues and Topics**
  - A. Full-time adaptation
  - B. Family relationships
  - C. Education issues
  - D. Health issues
  - E. Family involvement in work
- III. Mission Field Resources**
  - A. Family preparation
  - B. Government
  - C. Schools
  - D. Other Americans
  - E. Emergency medical
  - F. Family counselors
- IV. Problem Solving**
  - A. Importance
  - B. Approaches
  - C. Prevention

## **M207A Missionary Family Preparation**

### **Summary**

The missionary family should be very familiar with the cultural, social, religious, economic, and environmental characteristics of the field prior to moving there. Knowledge of past results and experiences of other missionaries should be acquired. The current status of field characteristics should be known. The missionary family will likely experience some culture shock under the best of circumstances, and the more knowledge of the field, the less impact culture shock will have.

### **Missionary Family Issues and Topics**

Missionary families preparing for resident work in a foreign field can prepare for the assignment by anticipating the circumstances and preparing for adaptation requirements. Each area of adaptation should be anticipated to allow provision for minimum discomfort, adjustment, and culture shock. The missionary family should be prepared for separations and anticipate its response to the situation. Means of routine communication should be determined and contingency plans for dealing with problems should be developed. Family members living in the field should prepare for the degree of isolation to be faced. Preparation will involve identification of coping strategies for each family member.

Children in the mission field face challenging differences in the educational experience from schools at home. They may be “home schooled,” attend a foreign public or private school, or attend an international school designed for foreign individuals. In each case, a number of issues will confront the student. Each has potential for creating an unworkable situation. The school situation should be ad-

dressed in planning prior to field location of the missionary family. Family members can be prepared for the field experience to minimize shock.

Health issues in the mission field can be a major consideration in field selection. There should be a match between anticipated health care needs and the resources for health care. Provisions for availability of health care can be difficult, expensive, and time consuming. The situation is not always bad. Some mission areas offer excellent medical care systems at a fraction of the cost of similar care in the United States. Health care resources should be identified and evaluated prior to location to the field. Plans for addressing every possible health care issue should be prepared. Provisions for obtaining needed care must be made in advance of problems.

A meaningful way to reduce the culture shock on missionary family members is involvement in the work program. Plans for ways to involve every family member should be developed prior to reaching the field. Modification can be made based on actual experience and field conditions.

### **Mission Field Resources**

A complete inventory of mission field resources that can be used to accommodate the needs of the missionary family should be made prior to entering the field. Each resource should be identified, with possible applications defined. The process or procedure for using a resource should be understood in advance of attempts to use the resource.

Families should be prepared for the field by reviewing and discussing every environmental consideration. The discussion should include a review of field resources that address family needs.

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Government agencies, particularly the U.S. State Department or Embassy, should be considered a potential resource for the missionary family. Provisions for access to this resource and an assessment of their response to a range of potential problems and needs should be prepared. Government agencies can help address a wide range of family needs.

Mission field schools include local schools, private international schools, and home school programs. Each has a set of advantages and disadvantages. The family member's educational needs and desires should be considered in defining the approach selected to provide the service. Schools can be an excellent outlet to open doors for filling social and emotional needs in addition to satisfaction of educational needs.

Other Americans or western culture members may be considered a resource for the missionary family. This resource should be developed over time, beginning with a survey of individuals in the foreign country. The value and benefit of potential relationships with other Americans should be assessed prior to development. Some situations may not be good or beneficial. A consideration of background, including religion and character, should be made prior to initiation of contact.

Mission field medical resources should be identified and evaluated prior to location in the field. If resources to meet family needs are not available, a plan to gain access should be developed. Provisions can be made for transport from the field to places where medical personnel and facilities are located. Emergency medical resources should be carefully evaluated, with access accurately defined. Provisions for return to the U.S. may be required for some family situations. Costs for this provision must be addressed.

Counselors to help with missionary family members should be identified and evaluated prior to the need for their

use. Local counselors will likely be unable to provide help in difficult situations involving the need for help with mental, emotional, or family issues. Counselors may be available at international agencies or schools. Other religious groups may have counselors with qualifications for some problems. Provisions for help from back home should be made prior to moving to the field if problems are anticipated.

### **Problem Solving**

Family problems are extremely important and can quickly result in negative impact or termination of work. Every missionary should be aware of the significance of preparing the family for the field assignment and be prepared to solve problems in this area.

The approaches to problem solving vary depending on the nature of the problem, but all have some common areas. Problem solvers must be genuinely interested in the person with difficulties and be prepared to devote adequate time to problem resolution. Problem solving always has an assessment phase to determine the causes of the problem, intensity of difficulty, potential impacts, and possible solutions. Problem solvers must be individuals with good listening and communication skills.

Prevention is the best method of problem management. The missionary, if alert and thoughtful, can often prevent formation of many family problems. Teamwork can facilitate the prevention process. Open and frequent communications can serve to prevent problems.

Management of the missionary family preparation process is the responsibility of the missionary family head. Input and involvement from all family members is essential to the successful implementation of the missionary family preparation process. The sponsor, home family, and other interested brethren can help with this aspect of the mission work preparation. Professional evaluators can be used to

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predict the response of each family member's reaction to mission field conditions and situations. Preparation can be tailored to individual needs.

## **M207B Role of a Missionary Wife**

### **Syllabus**

**Course Description:** **M207B Role of a Missionary Wife** is a course designed for women that reviews the work of a missionary wife in a foreign country. The course is taught by experienced missionary wives. The single female missionary is also discussed.

**Purpose of Course:** The purpose of this course is to provide the missionary wife with skills needed to fulfill their role in the mission field.

### **Resources:**

1. Selected readings  
*Here We Go Again* by Betty Choate  
*Journey with Joy* by Lonanna M. Bawcom  
*Role of Woman* by Betty Choate  
*Journey into Yesterday* by Ruth Coles
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course will result in the following:

1. Missionary wives will understand the unique work they must perform to support the overall mission objectives.
2. Missionary wives will develop skills for performing missionary wife roles.
3. Missionary wives will be familiar with the wide range of potential problems and issues faced in the mission field.

### **Course Outline:**

1. Introduction to course
2. The work of a missionary wife
3. Skills required for success
4. Mission field problems and issues

## **M207B Role of a Missionary Wife**

### **Outline**

- I. Introduction to Course**
  - A. Historical roles
  - B. Current needs
  
- II. Work of a Missionary Wife**
  - A. Partner and companion
  - B. Role model
  - C. Teacher
  - D. Church member
  
- III. Missionary Wife Skills**
  - A. Wife
  - B. Hospitality leader
  - C. Hostess
  - D. Teacher
  - E. Mentor
  
- IV. Mission Field Problems and Issues**
  - A. Culture shock
  - B. Living conditions
  - C. Customs
  - D. Communications
  - E. Family problems
  - F. Personal problems
  - G. Expectations of local brethren
  - H. Other

## **M207B Role of a Missionary Wife**

### **Summary**

Missionary programs often fail when the missionary is doing excellent work and methods are well planned and implemented. Failure can result from numerous situations not directly part of the work plan. Missionary wives can cause failure, or greatly strengthen the work, depending on the performance of her work.

Mission field environments are usually very different from America. Wives must be trained and prepared to work just as the missionary is prepared for his work. A good husband-wife team can provide the strength and motivation for one another when no other source of help can be found. The wife's role is different from her husband's role, but it can ultimately serve the overall effort and result in success or failure.

### **Work of a Missionary Wife**

The first responsibility of the missionary wife is to fill the biblical role of a wife. She is a companion to her husband that provides encouragement, support, and assistance. She must respect biblical guidance and be in submission to her husband. She is keeper of the home.

The missionary wife is a role model as a Christian and wife for other women in the mission field community. Her example is seen by all and is very influential. Her role includes being a godly wife, teacher, servant, mother, mentor, and evangelism worker.

The teacher role of a missionary wife is very important. Classes for ladies, young women and girls, and children should be organized as soon as possible. Christian women should be trained to be teachers. The missionary wife is in an excellent position to be the leader of efforts to

prepare newly converted women for their roles in the church and in the home.

The missionary wife should be a model church member. Her example of behavior and attitude as a member of the mission field church can be the basis of behavior and attitude of all women there.

### **Missionary Wife Skills**

The missionary is prepared for the mission assignment by developing skills through education, training schools, and field exercises. The wife should receive the same preparation. Missionary wives must have skills to extend hospitality, host a wide range of events and gatherings, teach a number of different types of classes, and serve as a mentor for others. These skills are essential to success and can be acquired through several avenues for learning.

### **Mission Field Problems and Issues**

The missionary wife will possibly feel the impact of culture shock, environment, and customs more than her husband will. The man is still doing what he did at home, teaching people, and these people are usually even more interested than in the U.S., so he is in heaven, but the woman's world is upside down. Her way of cooking, cleaning, washing, and shopping, and everything else is different for her. The role of women in the home and family may be more impacted by these factors. Plans for dealing with these potential problems should be prepared prior to entering the field. The missionary couple should go on an exploratory trip first, take notes of things that they will need to bring from home, and then she will be better able to adjust to her new environment.

Communication problems are great for every member of the mission team. The missionary wife will be the focus of much attention, especially for the women in her envi-

ronment. She needs to be able to communicate. Preachers and teachers usually have made provisions for the communication requirements of the work, and missionary wives need to communicate too. They may require the assistance of a translator. They need help with day-to-day duties of the home, church, and family.

Personal and family problems will be encountered by the missionary wife. In the American environment, these problems are difficult, but in a mission field, such problems may seem impossible to resolve. She may often feel all alone because her husband is busy with the work night and day. Plans to address such problems should be made prior to locating in the field. Resources should be identified and accessible. Expectations of local brethren on a missionary wife are even greater than in the American environment. The wife should be prepared for the day-to-day requirement to perform at peak levels as a wife, teacher, leader, example, and mentor.

## M208 Field Training (4)

### Syllabus

**Course Description:** M208 Field Training (4) is designed to allow the student to conduct a mission in a foreign country with minimal supervision to become familiar with work methods and interaction in a foreign culture.

**Purpose of Course:** This course should prepare the student to work in a mission field, including travel, communication, dealing with cultural differences, and work performances.

#### **Resources:**

1. Selecting Readings  
Travel Guide for Country of Interest  
*The Dew Breakers* by Dow Merritt
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course will result in the following:

1. The student will travel in a foreign country with minimal supervision. The student will handle all travel preparation.
2. The student will plan and implement the work program for the mission.
3. The student will become familiar with adjustments in preaching and teaching required for foreign travel.
4. The student will develop some experience in evaluating performance and progress adjustment.

#### **Outline:**

1. Plan trip
2. Plan mission program
3. Implement plan
4. Evaluate performance
5. Prepare trip report

## **M208 Field Training (4)**

### **Outline**

#### **I. Introduction**

- A. Objectives of trip
- B. Travel arrangements
- C. Work plan

#### **II. Mission Program Plan**

- A. Objectives and goals
  - 1. Overall objective
  - 2. Specific goals
- B. Activities
  - 1. Methods and approach
  - 2. Anticipate obstacles to success
- C. Evaluation
  - 1. Determine results
  - 2. Evaluate efficiency

#### **III. Implement Plan**

- A. Schedule
- B. Budget
- C. Work process
- D. Compile results
- E. Evaluate

#### **IV. Evaluated Performance**

- A. Goals
- B. Compare goals with results
- C. Determine future work plans

#### **V. Report**

- A. Write trip report
- B. Verbal reports

## **M208 Field Training (4)**

### **Summary**

The final field-training trip will allow the student to plan the mission, including arrangements for travel, and preparation of the work plan. The student will be allowed to implement and conduct the planned work with little supervision. Trip objectives will be written and or evaluation report will be prepared for the work.

### **Mission Program Plan**

The program plan will begin with a description of the overall mission objective along with specific work results goals. Methods and procedures to be used to accomplish goals will be included in the program plan. Potential problems will be identified and potential solutions will be developed.

A plan for evaluating the mission will be prepared. Measures needed to determine program efficiency will be identified.

### **Implementation Plan**

Specific evangelism and mission plans will be prepared. The process for implementing plans will be developed and discussed. Work schedules will be developed, along with resource budgets for completion of the work. Work will be conducted according to plans and results will be measured.

### **Evaluate Performance**

Work performance will be compared to goals. An evaluation based on this comparison will be made. Recommendations for future work, including any changes needed to redirect or redefine plans will be made.

**Reports**

A written trip report covering all aspects of the mission will be written. Verbal reports will be prepared and given.

## M209 Mission Field Relationships

### Syllabus

**Course Description:** M209 Mission Field Relationships is a study of procedures, attitudes and methods to build strong mission field relationships with other missionaries, foreign brethren, and local populations.

**Purpose of Course:** The purpose of this course is to prepare students for work with other missionaries, local brethren, and the local population. The missionary must be equipped with skills to develop strong working relationships in an environment with few resources and systems to support an evangelism ministry.

**Resources:**

1. Selected readings  
*Missions* by Van Rheenam
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of this course will result in the following:

1. The student will be prepared to assess the mission field to determine the current status of the church and identify individuals with which to work to facilitate mission objectives.
2. The student will develop skills to identify resources to support ongoing activities in the mission field.
3. Skills to manage relationships with other mission personnel will be developed.
4. The student will be taught to interact with existing brethren, if the church already exists in the chosen field of work.
5. Skills to help the missionary relate to foreign populations will be developed.

**Course Outline:**

1. Introduction to course

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2. Mission field assessment
3. Resource management
4. Relationship skills development

## **M209 Mission Field Relationships**

### **Outline**

- I. Introduction to Course**
  - A. Biblical basis
  - B. Role of relationships
- II. Mission Field Assessment**
  - A. Population survey
  - B. Church presence
  - C. Other resources
- III. Resource Management**
  - A. Relationship opportunities
  - B. Avenues of interaction
- IV. Relationship Skills Development**
  - A. Basis of relationships
  - B. Principles for social interaction
  - C. Support associations
  - D. Community
  - E. Other missionaries
  - F. The church
  - G. Denominational groups
  - H. Family Support

## **M209 Mission Field Relationships**

### **Summary**

Mission field relationships are among the most important factors that determine the success or failure of the work. A missionary that is able to interact and work well with the mission field population, including other missionaries and churches, will be able to achieve success.

The first century evangelists always sought people with whom they could work and communicate as they sought a base to begin work. If brethren were in the field, the first work to be done was to develop a good relationship with them. The new missionary should begin immediately to initiate and to establish a good working relationship. Relationships are needed to conduct every aspect of work. The missionary must deal with cultural, social, language, business, logistics, and religious differences from work in the United States. Relationships are needed to address each of these areas. Strong, well-managed associations are the result of the missionary's skills in relationship development.

### **Mission Field Assessment**

The missionary begins work by performing a comprehensive assessment of relationship needs when work is beginning. Every field is different and needs depend on the methods that are to be used. The population should be surveyed. Who are the people to be taught? What are their language, religion, culture, attitude toward Christianity, etc.? An understanding of the field will help the missionary define approaches for developing the relationships required to carry out the planned program of work.

The church may already exist in the field of work. What is the strength and capability of the church? Are there other missionaries working in the same field? The new

worker should immediately begin developing a good relationship with the existing church. There should be efforts made to prevent competition and to encourage cooperation. If new methods are being introduced, the existing church should be included in the work, if meaningful involvement is possible.

Most mission fields will have workers from denominational groups. They will likely share some common interests and characteristics, including culture, language, and values. They will likely have a very different concept of Christianity. Much care should be given in developing and managing a relationship with this group. Opportunity for support in identifying logistical needs, including a place to live, buy food, and other goods can be utilized by this relationship. They may know the best way to develop means of communication, if languages of the local population are different. These relationships must be carefully managed to prevent unnecessary tension and conflict when religious and doctrinal differences are learned.

Other resources for assistance in relationship development include U.S. government agencies, companies, and American workers. International schools often operate in foreign cities. Each potential relationship can serve to provide support to the new missionary and missionary family.

### **Resource Management**

As potential relationship opportunities are identified, the missionary must accept responsibility for its management. This process involves planning, investment of time, constant analysis, proper motives, and sincere interest and interaction.

Interaction is the key to development of good relationships. A wide range of appropriate and productive means of interaction is required because of the wide range of relationships needed. The missionary must always display an

unquestionable Christian character and example. Meetings, visits, and numerous other interaction opportunities can be used.

### **Relationship Skills Development**

The missionary must always keep his overall goal in mind. Also, the short-term objectives will be used to define relationship needs. Relationships should not result in compromise or unequally yoked associations.

Basic principles of social interaction must be used. Christians should be caring, kind, considerate, and motivated individuals that benefit the people who interact with them. Social skills should be developed that will allow the missionary to effectively work and communicate with a wide range of people.

The missionary may find existing avenues to facilitate support of personal needs. These avenues must be defined and assessed. The mission field community must be comfortable with the missionary if at all possible. And effort to “fit in” and gain acceptance should be made.

Relationships with other missionaries of the church must be developed to encourage cooperation and unity. The existing church must also be approached with careful attention to development of a good working relationship. Effort to prevent competition and conflict should be successfully managed by the missionary.

Other Americans and denominational groups may provide a good avenue to relevant common interests. The missionary can manage these interactions for maximum benefit. Their basis should be common gain and good. Being a good friend and neighbor that displays a Christ-like example is the best approach to any relationship.

The most important relationship is between the missionary and the local church working with him. **Care must**

**be given to allow local congregations to be self-sustainable. They should not depend on the missionary for support and leadership.** The missionary ought to develop mission field congregations that look toward him as a resource person, but not as an authority figure, except in the teaching and training areas. This relationship must be carefully developed and requires that the missionary be disciplined and resist temptation to encourage over reliance on his leadership skills. The missionary should be a teacher and evangelist, setting an example of each.

Missionary families often rely on family members back home for help. These relationships are extremely important and should be carefully nurtured. The home group can easily feel manipulated and used if the missionary's attitude is not right. Good communication and extra effort at understanding each other will greatly facilitate these relationships. Family members at home can help with the missionary's finances, home in America, travel requirements, and numerous other areas of need.

## **M210 Comprehensive Mission Plan Development**

### **Syllabus**

**Course Description:** **M210 Comprehensive Mission Plan Development** covers each of the elements of a comprehensive plan of work for conducting a successful evangelism mission. This plan includes (1) discussion of the particular area and field being targeted, (2) detailed descriptions of methods to be used in the evangelism program, (3) overall resource requirements, (4) personnel requirements, (5) schedules, (6) budgets, (7) goals, (8) objectives, (9) background/historical information, (10) administrative procedures, (11) management and coordination plans, and (12) evaluation criteria and procedures.

**Purpose of the Course:** The purpose of this course is to prepare the student for assembling a comprehensive plan for the work to be undertaken. The student will understand the various components of the plan and be capable of developing the overall plan. Skills in communication, management, and leadership are required to plan and to implement a successful work program.

### **Resources:**

1. Selected readings  
*Here Am I, Send Me* by J.C. Choate
2. Experienced faculty
3. Guest lecturers

**Course Objectives:** Completion of the course will result in the following:

1. The student will be knowledgeable about each component of a comprehensive missionary plan.
2. The student will be competent to assemble a comprehensive mission plan.

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3. The student will be capable of evaluating plans to identify areas of weakness.
4. The student will appreciate the need for maintaining an ongoing planning process to guide and encourage work success.

### **Course Outline:**

1. Introduction to the course
2. Review components of mission program plan
3. Comprehensive plan
4. Program evaluation

## **M210 Comprehensive Mission Plan Development**

### **Outline**

- I. Introduction to Course**
  - A. Purpose of planning
  - B. Components of a plan
- II. Mission Plan Components**
  - A. Discussion of mission field
  - B. Background and historical information
  - C. Mission goals and objectives
  - D. Evangelism methods
  - E. Resource requirements
  - F. Personnel
  - G. Budgets
  - H. Schedules
  - I. Administrative procedures
  - J. Management and coordination plans
  - K. Evaluation criteria and procedure
- III. The Comprehensive Plan**
  - A. Missionary background information
  - B. Sponsor information
  - C. The mission plan
  - D. Reporting process and procedures
  - E. References
  - F. Letters of recommendation
- IV. Evaluation Process**
  - A. Assessment
  - B. Evaluation
  - C. Program change and modification

## **M210 Comprehensive Mission Plan Development**

### **Summary**

The success or failure of any mission program is significantly dependent upon the quality of planning done for the work. The comprehensive mission plan is needed to compile the multiple components of the plan in a single document. This plan is suitable for communicating with sponsors, supporters, and coworkers. Plans should be specific, with enough detail to describe clearly the work, approaches, resource requirements, relationships, basis of mission, goals and objectives, costs, administrative, coordination, management processes, reporting process, and personnel. The document should be thorough and comprehensive, but direct and brief enough to easily read and understand.

### **Mission Plan Components**

The plan should begin with a letter from the missionary providing a basic statement about the work, including the target area, approach, sponsor, and initial activity plans. In addition, a letter from the sponsor should be included at the beginning of the plan to identify key contact information and provide endorsement of the work. The target area of the mission should be described with information about its culture, religions, status of the church, economic conditions, population, demographics, relevant background, and historical references. Maps and other demographic data should be provided in this section of the plan. The mission field section of the plan should provide the reader with enough information to be able to develop a good understanding of the place of work and its population.

The next component of the plan should provide specific goals and objectives set by the missionary for the initial and long-term work efforts. Goals should provide specific

*numbers* that the missionary plans to reach with the Gospel. Objectives provide more detailed results than the program should achieve. It is important to remember that we cannot know how many will obey the Gospel, but we can develop plans, based on methods, to reach a certain number of people with the message.

The goals section should be followed by a methods discussion and evangelism plan. Specific methods should be discussed in detail. The anticipated reach of each method should be discussed. Methods include approaches such as (1) campaigns and Gospel meetings, (2) Bible schools, (3) literature programs, (4) radio and television programs, and (5) other outreach efforts. Methods discussion should provide the plan for implementation and follow up. The overall evangelism plan is the heart of the mission and should provide enough detail for a reader to understand the evangelism approach and the basis (logic and rational) for the process selected.

The next section of the plan should summarize resource needs. How many workers are required? What are the financial requirements? Identify other resources needed.

Personnel requirements should be described in detail, beginning with the missionary. Other workers should be discussed to describe roles, qualifications, and type of association. Human resources are among the most important of all inputs.

Budgets should be provided for (1) the missionary's personal needs, (2) the various components of the work program, (3) travel, and (4) other costs associated with the work. Budgets must be accurate, based on actual cost quotes and economic data.

Schedules should be developed for various aspects of the work. Schedules include time budgets and allocations. What happens when? Schedules provide milestone dates

for major events and goals achievement. Schedules should be challenging, but achievable.

A section of the document should describe administrative matters, as appropriate for the work. This section should deal with communications, financial transactions and banking, logistical information, information management, and day-to-day procedures.

Plans for management and coordination of the work should be described. If several people are involved, the missionary should provide leadership to the process and accept responsibility for the work undertaken. Responsibilities are usually assigned by the sponsor to the missionary for all day-to-day operation of the program of work. Coordination plans should be discussed and reviewed, including a description of roles and duties of all team members.

### **The Comprehensive Plan**

The plan document should include, in the appendix, a resume with background information, qualifications, contact information, and personal goals for the missionary. A letter of introduction should also be included for the sponsor of the work.

The mission plan should follow the missionary's introduction letter. A section to outline reporting plans should follow the mission plan. This should provide for reporting on progress, finances, and plans. Provisions should be made for each verbal and written report. The reporting process should be described so supporters can be confident of a steady feedback from the field concerning work progress.

Letters of reference should be included in the appendix. These should be prepared by relevant individuals, churches, or schools to provide confirmation of confidence in the missionary, sponsor, and work plan.

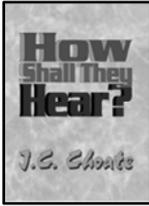
### **Evaluation Process**

A separate section of the plan should outline the evaluation process. The procedures for data collection and assessment, methods and work evaluation, and process for modification of programs should be discussed. This component of the mission plan is especially important, since it is likely that initial methods will need adjustment and change before the most effective program is developed. Supporters need assurances that the missionary is competent to plan for program evaluation and adjustment.

### **Conclusion**

The comprehensive mission plan should include a discussion of every aspect of the work to be undertaken. The reader should be able to understand clearly the work. The document should produce confidence and trust in readers. The missionary should consider the plan a guide and contract for the mission.

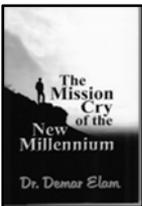
## RECOMMENDED READING



*How Shall They Hear?* has been a haunting question in the mind of J.C. Choate since soon after his obedience to the Gospel as a teenager. He concluded that at least part of the answer lay within his use of his own life: he must become a preacher, and his preaching must take him to people who had not had opportunity to hear the Gospel. This book contains 13 lessons on the ways and means of world evangelism. Each chapter concludes with questions at the end.



All along the way, during nearly thirty years of doing mission work, there have been many times when J.C.'s heart spilled over with words he needed to say about the subjects dearest to his heart: the Lord's church and her purpose in the world. He compiled his thoughts in three volumes: *A Missionary Speaks*, *A Missionary Speaks Up*, and *A Missionary Speaks Out*. Many Christians would not choose to read such books as these because they feel that the subject is of no concern or interest to them. I would urge those who are interested – especially those who are not interested – to order a copy and to give them a fair hearing. Their perspective is from the “firing line,” the “cutting edge” – out there where realities and priorities are stark in their identification, not muddled as they often become in the midst of our materialistic American society.

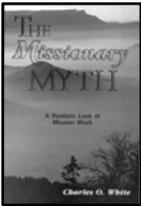


*The Mission Cry of the New Millennium* by Demar Elam. A new mission methodology as old as the first century is proving highly successful in winning the lost to Jesus in this new millennium. It is new in that few have used it in recent history. It is old in that this

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was originally used by the apostles, in particular the great apostle Paul. Examine the pages of the New Testament and travel with Paul on his missionary journeys. One cannot help but see the explosion of new congregations that Paul and the other apostles helped establish in their day. This book attempts to teach us how we can replicate similar evangelistic success stories, resulting in new congregations being started everywhere. The mission cry of the new millennium is: “New Congregations, New Congregations, New Congregations” all over the world!



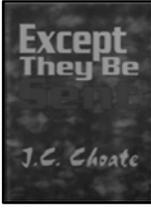
*The Missionary Myth* by Charles White. Brother White and his family began doing mission work in 1976 in Grenoble, France. He moved to Lyons, France in 1987. In this book, the author seeks to remove the misconceptions concerning mission work that fill the minds of most of our brethren by informing us and making us aware of what really is involved in mission work. He raises questions, draws on personal experiences, points to our inconsistencies, makes suggestions and tries to excite us and challenges us to do more for the Lord.



*What Makes Us Tick?* by Rebecca Rushmore. Rebecca has written a wonderfully useful study book that helps the user to better understand himself as well as others, providing better opportunity to interact with them profitably. The rewards will improve interpersonal relationships between spouses, siblings, friends, coworkers, brothers and sisters in Christ, etc. Throughout Rebecca maintains a biblical perspective and assesses biblical characters who seemed to exhibit these personality types. This book is suitable for personal enrichment, ladies' classes, teen classes and adult Bible classes. 13 chapters. Questions, illustrations and puzzles.

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*Except They Be Sent* by J.C. Choate. Every missionary is confronted with the question of how he can be sent to the mission field. The challenge of finding a sponsoring church and sufficient support brought many lessons that J.C. decided to share with other brethren.

It is his prayer that this book as well as the first volume, *How Shall They Hear?*, will serve as biblical guidance to those who wish to go and to those who wish to send to the fields that are still white.



*Fire in my Bones* by Glover Shipp. In this book brother Shipp does a superb job of tracing the theme of missions from Genesis to Jeremiah. He takes the great characters of the Old Testament, and the powerful stories that are woven around them, to show how God worked in their lives and of the purposes that He had for them. From those in-depth studies, he draws lessons for our times to inform, encourage and to prepare us to go on to greater things for the Lord's church and for His cause. This is a book for every member of the family and one that hopefully will be widely read. Its message is eternal, and the purpose of it is to edify and to encourage the reader to dedicate his life to God. Surely it will lead many to a stronger faith and a more fruitful life for the Lord.



*First Steps in Faith* by Betty Burton Choate. Experience the excitement, the wonder, the loneliness, the growth in faith of a young family going to Pakistan, then to Sri Lanka, and finally to India to teach the story of Christ to Moslems, Buddhists and to Hindus. "The seat belts were buckled, but we strained forward against them to catch a last glimpse through the window of the little group huddled together against the cold of the February day. Daddy, Mother, Ted, and Curtis raised their

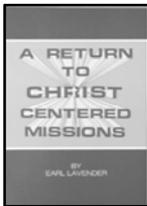
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hands in a final wave and though I couldn't see, I knew tears streamed down their cheeks as they did down mine and their hearts ached with the pain of the long separation that had begun... I confess to my shame that as I sat there thinking over the past and imagining the future, I was well pleased with my growth as a Christian. I had come a long way – I had sacrificed being with my people, enjoying the comforts of home and the joys of living in the United States. I was willing to share with J.C. whatever the years in Pakistan might hold. And I did it without begrudging the giving. At twenty-one, I felt grown up in Christ. What more can one give? I was to learn many answers to that question.”



*They Shall Mount Up with Wings like Eagles* by Robert Martin. Robert and Mary Martin spent many years teaching the Gospel among the peoples of the Pacific Islands. This is a book about mission work, written out of his unique experiences. It is written in outline form, covering many aspects of mission work and will be useful to elderships planning to support foreign work as well as to families who are considering long-term commitments to the mission fields of the world.



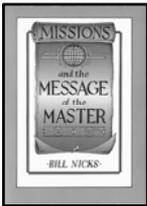
*A Return to Christ Centered Missions* by Earl Lavender. Brother Lavender gets to the heart of the problem in this excellent study. We cannot hope to evangelize the world until we have made the Christ Himself the center of our thinking and our actions. When we work from this perspective, the impression we make on others will automatically be right, regardless of their response to it. May God help us as His people to reevaluate ourselves and our purposes to determine who really is Lord of our lives.

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The message of *Separate for Me* by Glover Shipp reaches out to the local church and to its leadership, urging education and motivation toward the completion of the great work of God. Brother Shipp pinpoints the problem when he says that not a single congregation will rise above the plans – or absence of plans – of its eldership! Until churches of Christ plan to evangelize, to start new congregations at home and abroad, very little will be done toward these ends.

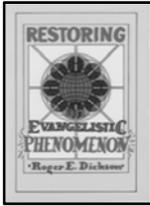


*Mission and the Message of the Master* by Bill Nicks. The most difficult problem encountered in West Africa was that of polygamy. This culture trait had become so entrenched through many centuries that it did not, nor I predict will not, go away for a long time. It will require the practicing of monogamy on the part of many Africans as a result of Christian conviction for many years, and teaching their children this as a matter of conviction, so that in other generations polygamy will die as an outmoded symbol of an uncivilized state. Polygamy is woven into their economy, since money was paid for the brides, and they become a part of the work force of the compound. Some of my African friends who are strong Christians violently oppose polygamy as what they call “female slavery.” Many of them were brought up by a father who had many wives, and they were acquainted firsthand with the bickering, the jealousies, the partiality, the envyings, quarrelings, which such a household breeds. Polygamy was not a command in the Old Testament, but was a tolerance of God during a period of time when “man’s heart was hardened” (Matthew 19:8), and which Jesus added by way of explanation of a new order, “but from the beginning it hath not been so” (Matthew 19:8b). Even in the moonlight age of the Mosaic economy, God forbade them

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to ‘multiply unto themselves many wives’ (Deuteronomy 17:17). Jesus returned to God’s original plan in the Garden of Eden (Genesis 2:24), and forbade not only the multiplying of wives, but forbade divorce, making marriage a permanent institution until death with but one exception – fornication (Matthew 19:9). (From Missions and the Message of the Master)



*Restoring an Evangelistic Phenomenon* by Roger Dickson. Have you noticed that, almost without exception, text books for mission courses taught in our Christian colleges and universities were written by denominational men? Do such choices silently speak of a lack of respect for the abilities and work of our own brethren? I believe so, and I would say in response: Capable men among us have written excellent books and have made contributions to our store of mission knowledge and experience that deserve to be used by our teaching brethren. These books would also immeasurably benefit churches and elderships involved in sponsoring and supporting active mission programs. Obviously, the better informed we are on our subject, the better we will be able to do our work. For those who thought the activities of the church in the first century were far removed from today’s situation, Roger Dickson’s *Restoring an Evangelistic Phenomenon* will be a unique view. Beginning with current thinking in mission practices, brother Dickson ferrets out parallels in the record of the early church. He delves into their motives, their methods of support, their dealing with local customs and culture, their methods of preaching, their use of legal rights, their training of converts, their follow-up work, etc. His purpose, though, is to discover the key to the amazing success in their evangelistic efforts, and to spur us to reproduce their successes in the twentieth century. The book is a

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pleasure to read and an inspiration to “Go and do thou likewise.”



*Grouped in Groups* by Roger Dickson. Having been a part of group evangelism in Brazil, brother Dickson writes *Grouped in Groups* from the standpoint of experience as well as careful study of the subject. His book is one of the few on the market dealing with team efforts in the mission field, and it should serve as a worthy text for mission classes in our colleges as well as on the congregational level. His logic is sound; his application of Scripture is excellent. Please note the following example: “As long as two people exist upon the face of this good old earth, disagreement is going to hang around. If you have ever been a missionary, you know what I’m talking about. Every missionary has his own ideas of how it ought to be done. Get two missionaries together, and sure enough, you have two ways in which one thing ought to be done. The only problem comes in trying to decide who is going to give in. Disagreement was what broke up one of the first group mission efforts (Acts 16:36). However, that disagreement wasn’t all bad, because two separate groups formed from that original split (Acts 15:39).”

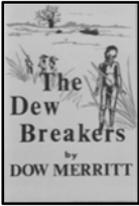


Burney and Louanna Bawcom did work in Nigeria for a number of years. Sister Bawcom put a lot of time and effort into compiling information from many on-the-field missionary wives concerning an array of mission-related topics. These finds were printed under the title *Journey with Joy, A Handbook for Missionaries*. It serves as a comprehensive guide in preparing those who desire to enter foreign work. Topics include: Let Christ Use You in Worldwide Evangelism!; Learn How to Work With Others!; Have a Happy Home Overseas!; Keep Your Fami-

## RECOMMENDED READING

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ly Healthy Overseas!; and more. There is a very useful index at the back of the book.



The Dow Merritts served as pioneer missionaries in Northern Rhodesia, and brother Merritt described this book in this way: “*The Dew Breakers* is a series of stories of happenings in the lives of a few old school friends who undertook to do pioneer mission work in Zambia. This country derives its name from the great Zambezi River which rises in its northwestern corner. It formerly was called Northern Rhodesia. The author is just an old farm boy. He served several years in the Navy, some of this included World War II days, when he learned something about the care of the sick and injured. He spent some time in the Bible schools at Cordell and Odessa, where he picked up the germ of the missionary idea. This book should be read for enjoyment, but if one looked real hard between the lines, he might find a bit of method...”

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