

AN ABSTRACT OF THE THESIS OF

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Title: MANAGERIAL COMPETENCIES FOR CHURCH ADMINISTRATION AS
PERCEIVED BY SEMINARY FACULTIES, CHURCH LAY LEADERS, AND
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~~Dr. E. Wayne Courtney~~

The conceptual foundation of the study emerged from a concern regarding the application of managerial competencies in the local church. A review of the literature suggests that in spite of the increasing awareness for the need to make greater use of these skills, little consensus currently exists regarding their relative importance to the church context. Thus, this study identified the extent to which ministers, lay leaders and faculty were congruent in their perceptions of those competencies essential for ministers to promote effective administrative oversight in the local church.

The fifty-item questionnaire, containing statements of pastoral management competencies, was constructed through the use of a Delphi process and administered to three randomly sampled populations. The general population from which the three sample groups were randomly selected consisted of seminaries and churches associated with the Conservative Baptist Association of America (CBA), the Independent Fundamental Churches of America (IFCA), or in the case of faculty,

those seminaries (including two from the CBA), who by their doctrinal statements demonstrated a conservative, evangelical, theological position. The 482 respondents indicated on a six-point Likert-type scale the importance they attributed to each of the fifty pastoral management competencies. The data were analyzed by means of one-way and two-way analysis of variance and factor analysis techniques.

Selected Findings

The one-way analysis of variance revealed a significant difference between faculty and lay leaders on nine of the fifty competencies, and between faculty and pastors on fifteen of the fifty competencies. Little difference existed between pastors and lay leaders. While noting these differences, the evidence of this study did not substantiate the serious gap among faculty, lay leaders and pastors suggested in the literature.

The two-way analysis of variance disclosed that seminary faculty members are a highly homogeneous population when compared on the basis of experience, where differences existed on only one item. However, comparisons made on the basis of teaching discipline revealed that faculty with teaching backgrounds in the practical ministries consistently rated higher those competencies related to the areas of planning and interpersonal skills than did faculty with backgrounds in biblical or theological content.

The R-mode factor analysis generated a three-factor solution. The three factors were: (1) Pathfinding; (2) Interpersonal Skills; and (3) Implementing and Decision-Making. These clusters were regarded as meaningful categories that can form the basis for developing curricula in pastoral management training programs.

MANAGERIAL COMPETENCIES FOR CHURCH
ADMINISTRATION AS PERCEIVED BY SEMINARY FACULTIES,
CHURCH LAY LEADERS, AND MINISTERS

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Dedicated to the memory of Dr. William (Bill) Bynum, man of God,
mentor, and servant of all.

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MANAGERIAL COMPETENCIES FOR CHURCH
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CHAPTER I

INTRODUCTION

The major test of any educational system is its ability to produce satisfactory results. Recent years have seen an increased interest in the impact that an educational program has on the student. Within institutions charged with the preparation of professional practitioners, whatever the field, the growing concern has been one of measuring competence--seeking answers to the question: "What specific competencies does a person need to enter the profession and function effectively?" This concern is not absent in theological education. Further, recent years have seen an increasing awareness on the part of many within the Church of the need to consider the application of managerial skills and competencies to the role of the pastor.

Background of the Problem

Good management principles, far from restricted to the business community, can play an important role in the Church and in Christian organizations. Good church management by pastors and lay leaders enables the church to establish and carry out its mission (Shawchuck, 1979). Management involves both organizational and spiritual

Leadership (Emerson, 1976) and requires that leaders work through and with people to achieve the goals of the organization and the people.

Unfortunately, the (evangelical) Church has historically turned its back upon anything material or organizational as a form of evil (Emerson, 1976). To quote Dr. Vernon C. Grounds, President Emeritus of Denver Conservative Baptist Seminary:

...more evangelicals than one might suspect are allergic to everything that has to do with organization, methodology, and even sanctified common sense. They grow disturbed when it is asserted, for instance, that a pastor of necessity be an ecclesiastical administrator or that a missionary executive must be an executive indeed, using procedures which as procedures are no different from those of the business world outside the church.

The Bible and Management Principles (no date)

Such a view has been perpetuated by expositors such as C. I. Scofield, who, while making reference to the delegation of authority under Moses, stated in his notes, "Jehovah entirely ignored this worldly-wise organization, substituting His own order," (New Scofield Reference Bible, 1967).

In their desire to be "spiritual leaders," ministers and others have often failed to face the realities of administration and organization associated with their work. However, pastoral care is not a substitute for administration. Just as they are called to perform priestly functions and prophetic duties, so they are called to manage (Isa. 11:2ff; ICor. 4:1-2; and Eph. 4:11., New American Standard Bible).

There are a number of reasons why Christian leaders should be interested in management. First, management is a powerful teaching

tool. Through management one's teaching and preaching take on a visible, unified form for all to see. For example, when people listen to a sermon on the stewardship of time and resources they hear what the pastor says. But when they observe the way the pastor structures and leads the officers and committees they see what he means. The difference is significant, as people remember only about 10 percent of what they hear, but about 70 percent of what they see and hear (Richards, 1970b). Management is a way for ministers to provide a clearer demonstration for their congregations of how they are to live.

Second, a rapidly changing environment requires new procedures in order for the Church to be effective. John Naisbitt has identified ten new directions that are transforming our society and our lives. These include shifts from:

1. Industrial society to an information society
2. Forced technology to high technology/high touch
3. National economy to world economy
4. Short-term to long-term plans/rewards
5. Centralization to decentralization
6. Representative democracy to participatory democracy
7. Institutional help to self-help
8. Hierarchies to networking
9. Population shift from North to South
10. Either/or to multiple option

Megatrends, 1982

These changes will play a significant role, not only in the future of our world, but in our churches as well. The church that does not anticipate the impact of these new directions and strategically plan to cope with these changes will wind up being pushed by problems rather than being led by a vision of opportunity (Downs, 1983). Effective management will help prevent churches from losing sight of their goals in the midst of all the "uncertainties" and to use all of its resources more effectively to accomplish its mission.

Third, good management will broaden a church's decision-making base. People today tend to criticize leaders and refuse to take their word at face value, in stark contrast to what things were like, say thirty years ago. Among churches this appears to be especially true. It seems that no matter what style of leadership the pastor assumes, the very role of leadership in a traditionally authoritarian system apparently makes it an object of hostility (Hanson, 1976; Shawchuck, 1979). Today, church members want a greater share in decision-making (Gangel, 1981). They want the structures and the policies of the church to be public, open for critical examination. Pastors who preach unity and participation but manage in a "Lone Ranger" style, making unilateral decisions and working independently, treat people as immature and cause them to be immature.

Generally speaking, however, most pastors are unprepared to function in this role. With the tendency to rate high in relational skills, the minister has difficulty dealing with the idea of making hard-nosed administrative decisions (Emerson, 1976). Additionally, they have often questioned the need for management any place in the

church, since it implies authority and accountability, and since secular organizations use it (Richards and Hoeldtke, 1980).

Traditionally, seminaries have not adequately equipped church leaders for this part of their ministry (Shawchuck, 1979; Bynum, 1983). Practical theology courses deal more with how to conduct funerals and how to visit in the hospital than with the largely neglected management issues of making decisions, managing conflict, and setting and evaluating goals. Although more and more schools are beginning to see the real need for classes in these areas (Gangel, 1981; Bynum, 1983) few have the expertise to offer them. Likewise, no clear idea exists as to what should be included in such a program.

The major purpose of this study was to identify what managerial competencies ministers and others considered useful to provide effective administrative oversight in the local church. With their identification, educators would then have a solid basis for developing educational programs to acquaint students studying for the ministry with the managerial skills needed to successfully cope with the environmental uncertainties of the eighties and beyond.

Statement of the Problem

The problem considered in this study is that of identifying the extent to which seminary faculty, church lay leaders, and ministers are congruent in their perceptions of those common managerial competencies required by ministers to promote more effective management within the local church. Of particular interest is the comparison between seminary faculty (those responsible for the design and implementation of pastoral training curricula) and church lay

leaders (those who are most influential in assessing the performance of pastors in the field and who participate most directly in the process of calling pastors).

The major objectives of the study are:

1. To determine if significant differences exist among ministers, lay leaders, and faculty in the way they perceive managerial and administrative competencies for pastoral ministry.
2. To determine if significant differences exist regarding perceptions of such competencies between faculty members who differ on the variables of previous pastoral experience and teaching fields.
3. To identify the common essential managerial competencies needed by ministers as perceived by the respondent samples. Factor analysis was used to identify competency clusters with potential benefit to curriculum considerations.

Importance of the Study

The research focused upon the need to develop an educational strategy to provide ministers with the skills needed to provide more effective managerial oversight within the church. The environment of the church is changing faster and more unpredictably than ever before. Church leaders must develop the skills to: (1) read the signs of environmental change; (2) establish new goals and programs in response to these changes; and (3) manage the conflict that will inevitably arise when change is introduced. No single tool or technique exists to do this. What is needed is a basic understanding of the organization of the church and the skills to manage it appropriately amid the tension between the congregation's traditional reluctance to

change and the need for change in order for the church to remain effective.

The design of the program must be such that, at a minimum, it does two things: (1) provides for the study of administrative and managerial theory as it relates to local churches; and (2) provides ministers and other prospective church leaders with the skills, tools, and techniques necessary to promote church administration.

This study sought to identify the extent to which ministers, lay leaders and faculty were congruent in their perceptions of those competencies essential for ministers to promote administrative oversight in the local church.

Procedures

The research instrument employed was a questionnaire listing fifty randomly ordered pastoral management competencies. Each competency item was accompanied by a six-point Likert type scale enabling the respondent to assign a score reflecting his or her judgment as to the relative importance of that competency in pastoral ministry. These scores constituted the dependent variables in the study. The instrument was developed by means of research in relevant literature and a Delphi process.

The general population from which the three sample groups were randomly selected consisted of seminaries and churches associated with the Conservative Baptist Association of America (CBA), the Independent Fundamental Churches of America (IFCA), or in the case of seminaries, those who by their doctrinal statements demonstrated a similarly conservative theological position.

The three groups were: (1) selected seminary faculty members; (2) selected active church lay leaders; and (3) selected church pastors. The sample of lay leaders and pastors were stratified on the basis of geographic region and church size. Questionnaires were administered by mail.

Research Hypotheses

In light of the purposes of the study, the following null hypotheses were tested:

1. There is no significant difference among mean scores of ministers, lay leaders, and seminary faculty.
2. There is no significant difference between mean scores of seminary faculty in content disciplines and faculty in practical disciplines.
3. There is no significant difference between the mean scores of seminary faculty with previous pastoral experience and faculty without such experience.
4. There is no significant interaction effect between seminary faculty levels of pastoral experience and teaching field.

Assumptions

To ensure manageability of the study, as well as consistency in the findings, certain guidelines were followed. The guidelines of this present study rest upon the following underlying assumptions about theological education: (1) not all seminaries and church bodies are alike in all respects; and (2) differences that exist among them impose certain parameters for any meaningful comparative study of the educational dynamics at work within them. More importantly, it should be recognized that differing theological orientations existing among various church denominations and associations will produce differing

perceptions of the desired managerial competencies required in the role of the pastor. While it is beyond the scope of this study to discuss the documentation for this premise, such variables among seminaries and church bodies should be recognized. The Protestant-Catholic dichotomy would be an example of the first order. Beyond that, the fundamental distinction between the so-called liberal and conservative Protestant groups would present an equally significant dichotomy. It is assumed that a limitation must be imposed to enable homogeneous groups to be measured, homogeneity being established along the dimensions of theological orientation. Therefore, the following factors should be considered when the results of the study are interpreted.

Sample groups selected for comparison were drawn from institutions and churches affiliated with the Conservative Baptist Association of America and the Independent Fundamental Churches of America. These two associations are considered to be homogeneous by virtue of their similar doctrinal and theological positions on the fundamentals of the Christian faith. When utilized in the analysis of the findings, the terms "seminary faculty," "pastor," and "lay leader" will be limited to those included in these association's populations. While it may be possible to generalize the findings to other Protestant denominations of similar theological orientation, no such direct generalizations are intended or implied.

The pastoral management competency questionnaire used to measure the perceptions of the respondents in this study is viewed as representative rather than comprehensive. Since the primary objective

of the study involved the measuring of comparative judgments among the three groups regarding management competencies, the instrument was designed to reflect a relatively thorough range of such competencies. There are other competencies which may not be included. The list is not comprehensive.

Definition of Terms

In order to avoid any misunderstandings regarding the significant terms used throughout the study, the following definitions are provided.

1. **Minister** - A general term designating a person ordained to the service of God in a Christian institutional church. Such ordination is usually mediated through a particular authorized local church, group of churches, or denomination. According to the context, the term clergyman may be used interchangeably with minister.

2. **Pastor** - In general, it is similar to minister; however, it usually specifies one whose major responsibility entails the leadership of a local congregation.

3. **Local Church** - A congregation or assembly of Christian believers in a specific community. It is generally distinguished from the term "parish," which may include more than one local church under the leadership of a given pastor.

4. **Seminary** - A graduate level institution of education specifically designed for the training of candidates for the professional ministry.

5. **Lay Leader** - Designates a person who holds a formally approved position of active leadership in the local church, but is not

a member of the ministerial profession. Such leadership includes those who are church officers, board and committee members, and/or staff members other than that of pastor.

6. **Competency** - A specific ability or skill related to the performance of a task or responsibility. In this study competency is viewed in terms of those managerial tasks required of a professional church pastor. It should be noted that given today's dynamic environment where changes in technology, society, culture, etc. may make certain methods and techniques obsolete, competence is regarded as developmental, not simply achieved.

7. **Management** - The process of planning, organizing, staffing, directing, and controlling the operations of an enterprise (including its people) to accomplish its specific purpose. It is achieving goals through others.

8. **Administration** - While generally related to the concept of management, refers more specifically to the actual act or performance of managerial duties. It is the process of administering the duties of management. In most instances, depending upon the context, the term administration is used synonymously with management.

9. **Leadership** - Is the process of influencing the behavior of people so that they will work towards the achievement of specific goals. It is one of the essential functions of management.

Summary

Theological education, like other professional educational systems, is concerned with identifying and measuring the functional

competencies needed by those it trains for professional service. While research and study have been devoted to this question, little empirical evidence exists concerning the importance of managerial competencies to the role of the local church pastor.

There is considerable evidence of frustration and role conflict within the ministry, much of which seems linked to discrepancies between the perceptions of pastors and church laymen regarding the function of the pastor. Numerous studies point to the seminary as an important area for research (i.e. Kling, 1959, Bynum, 1983); however, with one notable exception, little attention has been focused upon the factors within the setting of theological education which have an impact on pastoral competence, much less managerial competence. With the seminary serving in such a vital role of preparing and producing the ministers of tomorrow it would appear especially important that the input of administrators and faculties be examined.

It would appear significant that those responsible for the planning and implementation of seminary curricula clearly understand the kinds of skills required of pastors to manage the tension between the congregation's traditional reluctance to change and its need to change in order for the church to remain effective. While seminaries must maintain a leading role in educating the churches, such understanding should lead to greater congruence between the expectations of the laity and clergy.¹

¹It should be noted that there are those within the Christian community who feel that the seminary has become a "dinosaur," a relic of the past, because it has failed to maintain a leading-edge role in the preparation and education of future pastors. These same individuals project that within ten to fifteen years students of the

This present study examined the extent to which ministers, church lay leaders, and seminary faculty within conservative evangelical circles were congruent in their perceptions to those managerial competencies necessary for ministers to promote administrative oversight in the local church.

ministry will instead "apprentice" themselves to leaders in their profession to learn the skills and gain the experience to successfully pastor the local church.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the conceptual foundations and issues relevant to the study, with a review of literature including the following areas of significance:

1. Management in the local Church.
2. The Functions and Demands of Management Jobs.
3. Related methodological studies.

Management in the Local Church

For years the cry has been that "you can't run a church like a business!" Sometimes it was heard from a pastor; sometimes from a layman. To ask the pastor to picture himself as the manager of an organization seemed to many to be an inappropriate, worldly concept. Some Christian leaders even felt that management terminology was non-spiritual, carnal, and that its use resulted in the sacrifice of spiritual orientation for the success orientation of the world (Buchanan, 1976). The general fear seemed to be that faith in human skill and technique would be substituted for trust in the sovereign operation of the Holy Spirit (Grounds, no date).

Yet, after years of apathy, if not outright hostility, the concept of "management" in the Church is attracting significant interest among both pastors and the executives of Christian

organizations (Travernier, 1974). Why the change? No doubt numerous factors have accounted for it. Perhaps it is just the Church's traditional lag behind the culture. Perhaps it is the realization that yesterday's system, whatever it was, is no longer working satisfactorily. Or perhaps it is the realization that in our increasingly fluid and dynamic society there must come changes in the church's organizational response.

Basic Issues of Defining Ministry

Whatever the reason, with this change in attitude towards management has also come a significant change in the concept of ministry as well, both in its content as well as its form.² But here, unlike many other periods of significant change that the church has experienced, the pressures in the last decade have come less directly from the surrounding culture and more from the clergy themselves (Schuller, Strommen, and Brekke, 1980). Their internal questioning of their role, though sometimes prompted by fear of ineffectiveness, reflected a continued search for relevance. Clergy tended to feel personally responsible for what appeared to be failures in their ministry. Yet when colleagues met, their old pattern of sharing success stories persisted. From this many concluded that if they were more dedicated, if they possessed greater faith, if they could

²For an excellent discussion of the conceptual framework of ministry and the pastoral role, see Sweeney, James E., "Professional Competencies for Church Ministry As Perceived by Seminary Faculties, Church Lay Leaders, and Seminary Seniors," Doctoral Thesis, Oregon State University, 1978.

increase their skills, then perhaps the sense of meaning and accomplishment would return.

In the midst of all this questioning ministers began to respond in a variety of ways. Some found confidence in a rediscovery of biblical fundamentals. They sought to reestablish the biblical and theological foundations of ministry as these were preserved and interpreted in their tradition. They were called, after all, to be faithful, not successful. Scriptural imagery of the struggle between Church and world, faithfulness and apostasy, the eternal and the transitory, all provided a means for the interpretation of their own experiences and a strengthening of their resolve. Such ministers often felt more comfortable with images of the ministry initiated in an earlier day, hence they pursued patterns of ministry work familiar to previous generations (i.e., preaching, teaching, visitation, ministering the ordinances, etc.). Experimental forms of ministry frequently were rejected as fads or symptoms of accommodation. This group's response to a future that might overwhelm them was to turn to the past for scriptural and theological anchors that might keep them from being swept away. Before plunging ahead, they wanted to clarify anew the goals and purpose of ministry, the relation of ministry to the church, and the task of the ministry in relation to the world (Perry and Wiersbe, 1980).

At the other end of the spectrum, another group turned to contemporary society, acknowledging the emergence of a society radically different from the industrial society that dominated the West in the period prior to World War II. Concepts and structures

developed to serve the industrial revolution had proved inadequate for addressing the issues that demanded solutions in the 1960's and 1970's. Arguing the inadequacy of pastoral images that emerged from a totally different context, this second group saw promise in viewing ministers as professionals among other contemporary professions.

James D. Glasse, in Profession: Minister (1968), provides one of the clearest and most extensive expositions of the effort to identify the ministry as a profession. Drawing from the earlier works of Carr-Saunders and Wilson (1933), Joseph Fichter (1961) as well as others, Glasse defined a professional as someone who is: (1) educated in some body of knowledge; (2) possesses a cluster of skills; (3) has an institutional commitment; (4) is responsible to a set of standards; and (5) is dedicated to the values of his profession. Further, he sees the church as a complex institution in contemporary society with organizational and administrative needs that demand professional leadership.

Central to this view is the concern to define as sharply as possible the competencies demanded in contemporary ministry. The traditional method of articulating a theology that could be "applied" in a local situation is completely reversed. The new question became: "What are the specific competencies needed to meet the demands of contemporary ministry as these are actually experienced in the field?" Numerous studies, most notably the project of The Association of Theological Schools in the United States and Canada and Search Institute, sought to identify those qualities, abilities, and knowledge of a beginning minister that made him able to do the work of

ministry acceptably and to continue growing toward professional maturity outside the formal instructional setting.³ The resulting statements of competencies became the basis for specific educational programs, evaluation and assessment.

Goals of Ministry

A major facet of confusion regarding contemporary ministry revolves around the goals of ministry and the implications those goals have for the clerical role. While church bodies differ in their definition of goals, a generalized response developed within the churches of North America that accented the pastoral care of the individual. Even while the content of the minister's role remained communal, involving a group in worship or learning, the point of focus was on the individual (Schuller, Strommen, and Brekke, 1980; Perry and Wiersbe, 1980). To a great extent, the work of the ministry was seen as involving individual contact in crisis situations.

It was frustration over the ineffective quality of this individual response which has led individuals to ask: "What were ministerial goals to be within the society as a whole, as expressed in its organized forms?" Once again the response was varied. Some ministers perceived the ultimate task of ministry as concerned with the inner life of people. Many learned personally that if ministers were to be more than functionaries they must have developed their own

³For a detailed report on this issue see Ministry in America; A Report and Analysis, Based on an In-Depth Survey of 47 Denominations in the United States and Canada with Interpretation by 18 Experts, David S. Schuller, Merton P. Strommen, and Milo L. Brekke, Editors, Harper & Row, Publishers, San Francisco, 1980.

inner spiritual life. Similarly, they perceived the ultimate task of ministry as focused on deepening people's own spirituality.

In sharp contrast to this were those ministers who defined the primary goals of ministry as centering in the public sphere. This group affirmed that the goals of ministry must include the structures of society. Ministers, it was felt, should view themselves as "change agents," not as people bandaging the victims of social structures. To preach an individual ethic of love and responsibility in a world community where the structures enforced, or at least perpetuated, inequity in opportunity, income, and housing appeared romantic or irresponsible. Thus, for some this translated into a radical stance where liberation of the oppressed, ridding the world of exploitation, and identification with the hungry and the poor of the earth overshadowed concerns with helping the individual better adjust to an overdeveloped, affluent world. For others this has meant allying themselves ideologically and politically with many of the existing federal, state and local mechanisms for social improvement historically ignored or rejected by the churches.

Lay-Clergy Gap

As the minister's own image of himself suffered from lack of precision, the problem was compounded by the confusion of laymen about the ministry. Glock and Roos (1961) found laymen quite unclear about how ministers spent their time. Horn (1961) concluded that the image of the minister is sociologically conditioned; he is seen as just another professional among an expanding number of professions. Schroeder's research (1963) confirmed the existence of a lay-clergy

gap, demonstrating that laymen do not highly value the cognitive and administrative skills that are frequently valued and developed by clergymen themselves. Instead, in Schroeder's study, what laymen valued most was the personal, flexible, and integrative qualities of the life of the minister.

Evans (1963) found, in comparing the expectations of pastors and lay church office-holders, that there was a wide difference between them regarding the pastoral role. Particularly significant was the greater degree of professionalism pastors seemed to expect of themselves. Interestingly, at about this same time the Educational Testing Service published a report on the results of their survey of 1000 lay leaders from various denominations (Look, Nov. 20, 1962, p. 117). Their conclusion, the profile of "the outstanding minister" most closely resembled that of a junior vice-president at Sears!

Sociologist Jeffrey Hadden (1968, 1969) warned of a "gathering storm" in the churches as a result of the widening gap between laity and clergy. He found serious conflict between those clergy and laity who want the church to be a source of comfort and those who want it to challenge its members to resolve social problems. From his studies he concluded that: (1) There is a deep struggle over the purpose of the church. Some laity are concerned that a new image of the church has been developed by the clergy, in sharp contrast with their own understanding of the meaning of the church. (2) There is a crisis of belief, the result of laity having been left out of the struggle to reinterpret contemporary theology. (3) There is a struggle over

authority. A power struggle appears to be developing over who should run the church and how.

Hadden's research covered 7,441 parish and campus ministers identified with six mainline denominations and drew on a study by Fukuyama (1968) for data on the beliefs of the laity. With that context, his findings present compelling evidence of a serious incompatibility of lay-clergy expectations. (The more recent Christianity Today Gallup Poll (1980) of 1060 Protestant and 998 Catholic clergy appears to confirm that this continues to be the case).

The accumulated evidence seems to make clear the fact that church laymen and church ministers are not congruent in their perceptions of what the minister's role is or ought to be. What is important to note is that much of the unrest ascribed to the ministry today can be traced to this issue. In a church where the pastor follows one agenda for ministry and the congregation another, conflict and frustration are the inevitable results.

A Need for Synthesis

As responses to the crisis of ministry developed, more clergy began to suspect that the problems faced by ministers were not those of individuals but primarily problems of the whole system. In our increasingly fluid and dynamic society, the needs of people are changing rapidly and in many different directions. It follows that the Church's organizational response to such needs also needs to change. The old adage, "But we've always done it that way," is just not satisfactory any longer. Rapid change demands a flexible,

adaptable organization. [After all, organizations are really structures of relationships between people. An organizational structure must be tailored to the particular situation, able to change as the need changes.] In church after church, and Christian organization after Christian organization, the people who were having significant impact were those who had learned to tailor the organization to meet the need (Dayton, 1977, Gangel, 1981). For more and more ministers and laymen there has been a realization that "running the church like a business" is a much different concept from "managing the church like an organization." And regardless of what one might think about the term "management," someone has to manage, otherwise the organization will not survive. Ministers began flocking to management and leadership courses and reading books on "Christian Leadership." In addition, many large churches started their own "how-to-do-it" courses. Newsletters about leadership and other related topics also began to find acceptance in Christian circles. And a number of management associations, foundations, institutes and centers of management and organizational development, all oriented towards Christian organizations, now exist.

The Bible and Management

Over the years numerous individuals within the religious community have sought to address the issue of management from a Christian perspective. One has only to read but a few of them to conclude that in the Bible can be found most of the principles of effective management being espoused by secular theorists today. Evidence points to the fact that God included them in His natural

revelation and that He has described their working in the course of His special revelation (the Bible). This is true even though the typical management terminology may not always appear in the Scriptures. Whether examining the character and attributes of God, or the lives of key Old and New Testament men and women, most of these principles are exemplified (Buchanan, 1976).

To conduct a complete review of the Scriptures on management would be to duplicate unnecessarily much of the work that has already been done. Instead, let me make note here of some of the basic principles of management that Scripture mentions. The Bible teaches the need for:

1. **Planning** -- Christ through several of His parables has taught the importance of planning ahead.
2. **Organizing** -- Moses, the church problem in Acts 6:1-7, and the instructions of Paul for some of the churches can be cited as examples.
3. **Staffing** -- Particularly the recruitment, selection, and training of new personnel. Jesus is the prime example in the selection and training of men. He truly demonstrated a genuine concern in, and for, each individual. Both Paul in the New Testament, and Moses and Elijah in the Old Testament prepared their successors.
4. **Initiative** -- Self-reliance, decisiveness, and open-eyed adventure, illustrated by the Parable of the Talents.
5. **Delegated authority** -- Handled by Moses and also in the early Church.
6. **Adequate reward as an incentive to faithful service** -- Christ referred to rewards, as did Paul ("The laborer is worthy of his reward," I Timothy 5:18b) and John ("Look to yourselves, that we lose not those things which we have wrought, but that we receive a full reward," II John 8).
7. **Related virtues of diligence and faithfulness** -- "Seest thou a man diligent in his business?" (Proverbs 22:29).

8. **Counsel and advice** -- An emphasis of Proverbs.
9. **Motivation** -- Paul used many words of admonishment in his letters to individuals and the churches.
10. **Communication and feedback** -- Are noted in Luke 10:1 and 17, as well as in Acts 14:27.

What are we to conclude? Management is not just a necessary evil, as some would perhaps view it, but a ministry given by God. Therefore, the application of these principles in Christian organizations is not only morally correct but also biblically proper.

Pastoral Management Competencies

Fundamentally, however, a problem still remains. For all the research and writing conducted on such issues as the conceptual framework of ministry, the role of the pastor, the identification of ministerial competencies, and even the role of theological education in the professional training of ministers, little effort has been made to consider what **specific managerial competencies** pastors might need to help them effectively oversee the organizational side of the church. The assumption appears to have been that the functions and demands of management are generic and hence the skills a pastor, struggling to manage a church, might need would vary little from those needed by an executive at, say, Ford Motor Company. It has long been recognized, however that the Church, as an organization, is in many ways unique from either the straightforward business organization like Ford Motor Company, the not-for-profit organization, or even a volunteer organization such as the Red Cross (Harrison, 1959; Dayton, 1977; Graves, 1981).

A second problem is that most of the practice of management has occurred in the business world. As Peter Drucker (1973, 1985) points out, one of the reasons we equate "management" and "business" is that the business world is where we have had to make organizations perform. But now not-for-profit and service organizations are multiplying. And with this growth has come a number of new issues and conditions to be considered when managing effectively making what has been learned in businesses only a start. In the words of Ed Dayton (1977), "If we ever do learn how to manage churches effectively we will have much to teach secular organizations," but only if we take time to assess and consider those competencies and skills specifically needed to function in the church context.

Finally, there remains the issue of the apparent perceptual differences between the clergy and the laity regarding the role the pastor should play in the local church. Previous studies conducted in this area which have included the consideration of administrative and leadership issues have proved inconclusive, at best. Schuller, Strommen, and Brekke, in their "Readiness for Ministry Project" (Ministry in America, 1980), concluded that "...the greatest differences in perspective on readiness for ministry are between lay people and clergy." And although differences among professional (clergy) sub-groups did appear in their study, with seminary professors the most variant group, these differences were "...clearly minimal by comparison with the laity-clergy differences." But with no specific data available by which to make comparisons, comments on why

these differences existed were restricted to the interpretation of denominational representatives.

Sweeney (1978), while not making a direct comparison between the two groups, found no significant differences among Conservative Baptists in the perceptions of lay leaders when compared with those of seminary faculty and senior divinity students (the vast majority of whom were training for the pastorate). However, a comparison of the fifteen competencies for which lay leaders' mean scores were significantly different did show that at least seven of the fifteen were related to issues of management and administration. This suggests that, at least within this area, there may be some significant differences in their perceptions. With this in mind, there is a need to turn our attention to the consideration of the issues involved in the management of an organization.

The Functions and Demands of Management Jobs

A job can be described in terms of a title and list of responsibilities that the job occupant is expected to perform, decisions he is expected to make, and outcomes he is expected to produce. Every job can also be said to have a set of functional requirements (i.e., tasks and activities). These functional requirements and the associated output should, ideally, be designed to contribute to the output of people in other jobs. Taken as a whole, the output of the integrated performance of the jobs by all members of an organization yields the performance of the organization with respect to its mission and objectives (Fallon, 1983).

A person in a management job contributes to the achievement of organizational goals through planning, coordinating, supervision, and decision making regarding the investment and use of corporate human resources. A manager is someone who "gets things done through other people" (Appley, 1969). The basic task of all managers, at all levels and in all kinds of organizations, is to design and maintain the environment in which individuals, working together in groups, can accomplish selected missions and objectives (Koontz, 1961, 1962). Production supervisors are managers. Actions they take have an impact on and contribute directly to the performance of the entire production line, or at least their section of it. A vice-president of a marketing division is a manager. Actions he or she takes have an impact on and contribute directly to the performance of the marketing division. A minister is a manager as well. Such actions as providing direction to staff, planning the weekly services, or disciplining a potential church leader, all have an impact on the performance of the entire congregation.

Management job demands may be stated (and often are) in a number of ways. They may be stated in terms of: (1) outputs; (2) general functional requirements; (3) tasks to perform; and (4) activities and responsibilities expected (i.e., roles).

Output: For example, a plant manager is supposed to produce 100,000 units of a product during a quarter. This may be further qualified by the addition of conditions regarding the quality of the product and/or the efficient use of raw materials. For a pastor, the number of visitations made and/or sermons preached on an annual basis

might be two qualifiers used to measure output. According to George (1972), the work of Frederick W. Taylor, Henry L. Gantt, Frank and Lillian Gilbreth, and others of the "Scientific Management School," all emphasized using science to achieve maximum output.

Functional requirements: A synthesis of the works of Fayol (1916), Appley (1969), and Drucker (1973) would result in a description of the management job in terms of five basic functions: planning, organizing, controlling, motivating, and coordinating. The functions may be described in specific terms, such as selecting staff, delegating responsibility, establishing goals, making decisions, reviewing performance, rewarding subordinates, and so forth.

Tasks: Chester Bernard (1938) suggested that the task of managers is to maintain a system of cooperative effort in a formal organization. A marketing manager, for example, may be expected to plan, design, and coordinate a new marketing campaign for one of the company's major product lines at least once a year. This marketing manager is expected to identify, in conjunction with the corporate planning staff and financial analysts, which product is most in need of a new campaign. The campaign must then be designed and budgeted on the basis of market research and projected costs.

Roles: Management jobs can be described in terms of various activities and responsibilities expected of a person in the position (Mintzberg, 1973). Managers may be expected to perform an administrative role. Managers may be expected to perform an instrumental role with responsibility for "line" functions with specific output goals. They may perform an integrative role with

respect to "staff" functions with specific objectives regarding the interactions that they manage. Managers may be expected to perform a representational role with responsibility for interfacing between organizational units or the organization and various stakeholder groups (Morrison, 1980). Although a manager may have a job that calls for one of these roles, a management job usually calls for a number of various roles (McGregor, 1960; Hodgson et al., 1965; Schoenfeldt, 1979; Brush & Manners, 1979).

The Management Process Model

With such a variety of concepts some means of organizing the data into a meaningful reflection of the demands of management jobs was necessary in order to ensure that in the development of the initial set of managerial competencies all pertinent areas were included. The Management Process Model, developed by R. Alec Mackenzie (1969), was selected to serve as the basis for developing the competencies. This model, (see Figure 1) the result of a careful study of the works of many of the leading writers and theorists in the field of management, provides an effective means for organizing the activities, functions, and basic elements of the manager's job, thus providing a number of benefits for practitioners and students of management. Among these benefits are:

1. A unified concept of managerial functions and activities.
2. A way to fit together all generally accepted activities of management.
3. The identifying and relating of such activities as problem analysis, the management of change, and the management of differences.

4. A comprehensive model--one that easily allows new ideas, research ideas, and methods or techniques to be readily accounted for.
5. Clearer distinctions between the administrative, leadership, and strategic planning functions of management.

In addition, the diagram places more emphasis on the "behaviorist" functions of management, by elevating staffing and communicating to the level of a function. Moreover, it establishes functions and activities as the two most important terms for describing the job of the manager.

Description of the Model

The model presents a diagram showing the activities, functions, and basic elements of the executive's job. Starting from the center of the chart (elements) and working towards the outside (definitions), Mackenzie presents a unified approach to the understanding of the process of management.

Basic Elements

Level 1 presents the three basic elements with which all managers must deal: ideas, resources and people.

Tasks

Management of these elements is directly related to the basic tasks that managers must perform: conceptual thinking (of which planning is an essential part), administration, and leadership. Note the distinction that is made between leader and manager. The terms are not used interchangeably. While a good manager is often a good leader, and vice versa, this is not necessarily the case. For

example, in World War II, General George Patton was known for his ability to lead and inspire men on the battlefield, but not for his conceptual abilities. In contrast, General Omar Bradley was known for his conceptual abilities, especially planning and managing a campaign, rather than for his leadership.

Similarly, in industry, education, and government, it is possible to have an outstanding manager who is not capable of leading people but who, if he recognizes this deficiency, will staff his organization to compensate for it. On the other hand, an entrepreneur may possess charismatic qualities as a leader, yet may lack the administrative capabilities required for overall effective management and he must staff to make up for the deficiency.

We are not dealing with leadership or administration in general. We are dealing with leadership and administration as a function of management. To that end the following definitions are provided for clarity and simplicity:

Management - Achieving objectives through others.

Administration - Managing the details of executive affairs.

Leadership - Influencing people to accomplish desired goals

Functions

The functions of management included in the diagram represent the results of a careful study of the works of many of the leading writers in the field and are classified into two categories: (1) sequential; and (2) continuous. The sequential functions include planning, organizing, staffing, directing, and controlling. The continuous

functions include analyzing problems, making decisions, and communicating.

Arrows placed on the diagram indicate the relationship between the five functions which tend to be sequential. More specifically, in any undertaking it is important to first ask what the purpose or objective is. This gives rise to the function of **planning**, best described as deciding in advance what to do, how to do it, when to do it, and who is to do it. Then comes the function of **organizing**--determining the way in which the work is to be broken down into manageable units. After that is **staffing**--selecting qualified people to do the work. Next is **directing**--bringing about purposeful action toward desired objectives. Finally, the function of **control** is the measurement of results against the plan, the rewarding of the people according to their performance, and the replanning of the work to make corrections, thereby starting the cycle over again as the process repeats itself.

Three functions--analyzing problems, making decisions, and communicating--are called "general" or "continuous" functions because they occur throughout the management process rather than in any particular sequence. For example, many decisions will be made throughout the planning process as well as during the organizing, directing, and controlling processes. Equally, there must be communication for many of the functions and activities to be effective. The active manager will be employing problem solving analysis throughout all of the sequential functions of management.

In actual practice, of course, the various functions and activities tend to merge. While selecting a top manager, for example, an executive may well be planning new activities which this manager's capabilities will make possible, and may even be visualizing the organizational impact of these plans and the controls which will be necessary.

Activities

Within each functional area, the basic activities that occur are identified and simple definitions added to ensure understanding of what is meant by the activities listed. For example, **organizing** is the creation of an intentional structure of roles for people to fill. The object is to arrange and relate work for effective accomplishment of objectives. It involves: (1) determination of the activities required to achieve goals; (2) grouping activities into departments or units; (3) assignment of such groups or activities to a manager; (4) delegation of authority to carry them out, and (5) provisions for coordinating activities and information throughout the organization.

Conclusion

The fundamentals related to the task of managing would seem to apply to every kind of enterprise in every kind of culture. Though the purposes of different enterprises may vary, the environment of each may differ, the scope of authority held may vary, and the types of problems dealt with may be considerably different, all individuals who obtain results by establishing an environment for effective performance of individuals operating in groups undertake the same

basic functions. However, what managers do in practice must reflect and be modified by the actual situations in which they operate, as well as the realities they face. This means that to achieve the best kind of practice, managers must apply science--the underlying organized knowledge of management--to the realities of the situation. It is towards this last end (a better understanding of the "realities" of the church organizational context) that this study is directed.

Related Methodological Studies

Factor Analysis

The use of factor analysis is a statistical means to reduce data for scientific parsimony and summary capability. According to Kim (1975), the application of factor analysis is varied and its uses are only limited by man's imagination. Factor analysis began in psychology but it was quickly adapted for use in education and numerous other disciplines (Cattell, 1952).

Kerlinger (1979) states that factor analysis is:

...a method for determining the number and nature of the underlying variables among larger numbers of measures...a method for extracting common factor variances from sets of measures.

Kim's explanation stresses relationship and interrelations of data, but his definition primarily agrees with Kerlinger:

Given an array of correlation coefficients for a set of variables, factor-analytic techniques enable us to see whether some underlying pattern of relationship exists such that data may be "arranged" or "reduced" to a smaller set of factors or components that may be taken as source variables accounting for the observed interrelations in the data.

Cattell (1952) indicates that factor analysis determines the degree of the association and selects "the essential wholes among the influences at work." Cattell emphasizes the whole, as Kim does, but he states further that it is also a degree of association.

Kim lists three major uses of factor analysis: (1) exploratory uses--viewing of variable patterns for detection of new concepts and reduction of data; (2) confirmatory uses--testing of hypotheses; and (3) measuring device uses--construction indices for use as variables for further study and analysis (Kim, 1975).

While terminology of definitions may vary slightly, the uses of factor analysis are widely accepted as valid statistical tests for application to behavioral data for research problems (Kerlinger, 1979; Cattell, 1952; Kim, 1975).

Factor analysis for the purpose of clustering competencies in education has been commonly applied in studies of teacher development. Another area of emphasis has been vocational education with a direct application to task analysis. Gunderson (1971), Lindahl (1971), and Miller (1971) conducted studies at Oregon State University to determine professional educational competencies needed by community college vocational instructors. One dimension of their studies was the application of factor analysis to data with the purpose of extracting factors into common clusters of competencies needed by community college vocational instructors. In each of the studies the sample consisted of forty community colleges and 160 participants in California, Colorado, Oregon, and Washington. The factor analysis,

R-mode, yielded five groupings in Miller's study, five groupings in Lindahl's study, and four in Gunderson's study. It was concluded that it is possible for factor analysis to "generate factors containing clusters." Gunderson (1971), Lindahl (1971), and Miller (1971) applied the Q technique of factor analysis which determined that vocational community college instructors resembled one another in relation to educational competencies. These studies were the first at Oregon State University designed to determine the needs and proficiency requirements of instructors at the community college level.

Spaziani (1972) conducted a study of the hierarchical levels of common professional education competencies needed by vocational instructors at the community college and secondary schools in Oregon. The sample consisted of the ninety-four respondents (vocational technical instructors) from randomly selected schools. Using the cluster technique of factor analysis, the data were grouped into four primary factors and one undeterminable factor. The analysis by cognitive domain level made possible specific recommendations for curriculum planning.

Mays (1975) did a study of factors relating to the adoption of consumer and homemaking curriculum. A sample of 180 teachers were included in the study. A factor analysis resulted in identifying three factors for both sets of statements. Canonical correlations and bivariate correlation coefficients were computed to determine relationships between factors scores and the demographic variables.

Based on the findings, it was recommended that the curriculum guide be reevaluated and the factors be considered for curriculum development.

Siewart (1978) conducted a study to determine the identification and validation of competencies needed by consumer educators at the secondary school level as judged by educators in the subject matter areas of business education, home economics, and social studies in the selected professional roles of teacher educators, secondary teachers, and undergraduate teacher education students. A list of 128 competencies, divided into two questionnaire forms, was responded to by 691 of the sample group representing a 53 percent return rate. One dimension of the study was to conduct a factor analysis using the R-mode to cluster the 128 competencies. One hundred six competencies emerged into thirteen factors: Consumer Protection and Decision Making; Consumer Information and Finance; Economic Orientations; Consumer Issues; Evaluation of Instruction; Execution of Instruction; Professional Leadership and Communication; Instructional Planning; Philosophy, Values and Ethics; Professional Improvement; Individualization of Curriculum and Instruction; Literature and Research; and Management Skills. Out of the 128 competencies, the highest goal to be ranked was "to enable students to develop values and standards of choice making." Based on the results of the study, Siewart made the recommendation that identified clustered competencies be used for planning the conceptual structuring of competency based curriculum in consumer teacher education programs.

Sweeney (1978) conducted a study that addressed the extent to which seminary faculty and church lay leaders were congruent in their

perceptions of those professional competencies which are important to pastoral ministry. A seventy-item questionnaire, containing statements of pastoral competencies, was constructed through a modified Delphi process and administered to three randomly sampled populations. The three sample groups represented faculty members at two Conservative Baptist seminaries, senior pastoral students from the same seminaries, and lay leaders from regionally stratified Conservative Baptist churches nationwide. The application of the R-mode of factor analysis generated a five-factor solution around which forty-four of the competencies clustered. These five factors were: 1) Interpersonal Skills; 2) Specialized Ministry and Functional Skills; 3) Personal Scholarship and Intellectual Capabilities; 4) Management of Personal Programs; and 5) Leadership, Participation, and Awareness at National, Community, and Extra-Church Levels. Sweeney recommended that the competencies within these clusters be used as a reference for the development of individualized, competence-based objectives in pastoral training programs.

Analysis of Variance

In three studies of professional education competencies needed by vocational instructors at the community college level, Gunderson (1971), Lindahl (1971), and Miller (1971) developed ninety-five competency items through a review of the literature, using as a foundation an instrument developed through a research procedure by Halfin and Courtney (1970). These competencies were subjected to a seven-member (Gunderson), ten-member (Miller), and five-member (Lindahl) jury of experts for evaluation. A questionnaire containing

ninety-nine competencies was field tested on twenty-one community college instructors. After minor revisions, the instrument was sent to 160 participants from forty community colleges in California, Colorado, Oregon, and Washington. In addition to the factor analysis discussed earlier in this section, the data were subjected to a one-way analysis of variance using the F statistic. It was applied to each of the hypotheses, one for each competency. Out of the ninety-nine tests, only one null hypothesis was rejected in Gunderson's, three in Miller's and three in Lindahl's studies. The investigators recommended the following: Further study of domains and taxonomic levels for each competency be done prior to the final transformation of the data in the research to objective statements; instructional strategies be developed and evaluated; and experiments be conducted on the instructional design.

Spazini's study follows a similar procedure. He used Gunderson's (1971), Lindahl's (1971) and Miller's (1971) instrument with slight modifications and used a six-point ordinal scale corresponding to the major headings as developed in the cognitive domain by Bloom. The purpose of the study was to determine the hierarchical structure of the ninety-nine professional education competencies needed by vocational instructors at the community college level. Since the competencies had been subjected to a jury in the Gunderson, Lindahl, and Miller studies, this step was not necessary. The questionnaire was given to a pilot group of ten members. After minor revisions, the instrument was sent to ninety-four vocational/technical instructors at both the community college level and the secondary school level. The

data were factor analyzed. In addition, a median test was applied to determine whether the two groups differed. It was determined that there was no significant difference between medians of the two groups. It was further indicated that professional development does not necessarily extend beyond the two lower levels of the hierarchy (knowledge or comprehension).

Tesch (1977) studied competency expectation of employers in data processing. A sample of 180 graduates from the graduating classes of 1973, 1974, and 1975 from nine degree-granting institutions in Wisconsin, and twenty-one data processing instructors, were sent two mailings which resulted in an 83 percent return for students and a 71 percent return for faculty. A one-way analysis of variance indicated significant differences in the rating of performance level between the groups, but none in the rating of importance. Twenty-seven competencies were recommended for emphasis in the curriculum.

In addition to the general techniques applied in research for validation of competencies, consumer education studies reflect a definitive population of study. Due to the interdisciplinary nature of consumer education, studies often include the response of the most common areas responsible for teaching the concepts. Those areas are business education, home economics and social studies. Siewert's study (1978), discussed earlier in this section, is one example of this.

Delphi Process

The Delphi Technique may be described as a method for structuring a group communication process that is effective in allowing a group of

individuals, as a whole, to deal with a complex problem (Linstone and Turoff, 1975). It originated at the Rand Corporation in the late 1940's as a systematic method for eliciting expert opinion on various topics (Sackman, 1974) and was popularized for use in business, industry, and education by Helmer (1966) and others in the 1960's. Part of the Delphi appeal lies in the presumed superiority of group rather than individual opinions, as stated by Martino (1972).

Although the Delphi method was originally intended as a forecasting tool, its more promising application in education appears to be in the following areas: 1) a method for studying the process of thinking about the future, 2) as a pedagogical tool which forces people to think about the future in a more complex manner than they ordinarily might, and 3) as a planning tool which may aid in probing priorities held by members and constituencies of an organization (Weaver, 1971). The many advantages, including the simplicity and directness of the method, ease of administration, minimal application time requirements, and low cost, make this technique particularly well suited to educational research (Soukup, 1983).

Usually one or more of the following leads to the need for employing Delphi (Samahito, 1984):

1. The problem does not lend itself to precise analytical techniques but can benefit from subjective judgments on a collective basis.
2. The individuals needed to contribute to the examination of a broad or complex problem have no history of adequate communication and may represent diverse backgrounds with respect to experience or expertise.
3. More individuals are needed than can effectively interact in a face-to-face exchange.

4. Time costs make frequent group meetings infeasible.
5. The efficiency of face-to-face meetings can be increased by a supplemental group communication process.
6. Disagreements among individuals are so severe or politically unpalatable that the communication process must be referred and/or anonymity assured.
7. The heterogeneity of the participants must be preserved to assure the validity of the results (e.g., avoidance of domination by quantity of or by strength of personality).

The conventional "Delphi Exercise" includes the following specific steps:

1. The first questionnaire would call for a judgment about the possible contents of the questionnaire. Panel members would be asked whether the competencies listed should be rejected for inclusion in the survey, accepted for use as a part of the data gathering tool, or modified for use in the device.
2. The second round would have the panel members reviewing the revised list of competencies to be considered. They would be asked to rate each item on a six-point Likert-type scale as to their level of importance in helping to promote effective church administration.
3. The third questionnaire, which would include the results from round two, asks the panel members to either revise their opinions or else to specify their reasons for remaining outside of the consensus of the other panel members.
4. The fourth questionnaire, if needed to bring about consensus, would include the list of items, the previous ratings, and consensus and minority views from the panel members. This step would provide a final chance for reviewing the competencies to be included in the questionnaire (Courtney, 1984).

Using this approach, the resultant questionnaire would be considered to represent a relatively thorough range of managerial competencies for church administration. Thus content validity will have been established using the results of the Delphi panel.

Summary

This review of literature has focused on three primary areas of interest: (1) the rising interest in management in the local church and the question of application; (2) the functions and demands of management jobs; and (3) related methodological studies.

The profession of ministry is currently in the midst of an identity crisis with ministers, lay leaders, and others apparently all holding to varying perceptions of what the minister's role is or ought to be within the local church. At the same time, however, many individuals are beginning to suspect that the problems faced by ministers and the church are not those of individuals, but primarily those of the whole system. With this has come the realization that closer attention to the "organizational" side of the church, in both its structure and management, may well hold a key to helping the Church maintain its effectiveness in the midst of an increasingly fluid and dynamic society. Effective management will prevent the churches from losing sight of their goals in the midst of all the "uncertainties," and to use all of its resources more effectively to accomplish its mission.

The fundamentals related to the task of managing would seem to apply to every kind of enterprise in every kind of culture. What managers do in practice, however, must both reflect and be modified by the actual situations in which they operate, as well as the realities they face. To date, however, no evidence appears in the literature to clarify what specific managerial competencies pastors might need to effectively oversee the organizational side of the church. This has

given rise to the burden of the present study to examine the comparative perceptions of faculty, lay leaders in the church, and local church pastors.

The selected methodologies (analysis of variance and factor analysis) appear feasible for use with data dealing with competency studies. The numerous research projects substantiate these techniques as applicable to studies which utilize continuous scale information.

CHAPTER III

DESIGN OF THE STUDY

This study represents an investigation into the comparative perceptions regarding pastoral management competencies among seminary faculties, church lay leaders, and ministers. This chapter describes the procedures which the investigation entailed. Included are the selection of the population and samples tested, the instrument used, the data collection methods, and the statistical procedures involved in the analysis of the data gathered.

Research Subjects

Selection of the samples for the three groups compared within the study were taken from seminaries and churches associated with the Conservative Baptist Association of America (CBA), the Independent Fundamental Churches of America (IFCA), or in the case of seminaries, those who by their doctrinal statements demonstrated a similarly conservative theological position. The sample groups were as follows: (1) Ministers: Pastors listed in the national directories of the CBA and the IFCA. The combined population of pastors $N \approx 3000$. (2) Church lay leaders: Individuals currently serving in formally identified positions within affiliated CBA and IFCA churches. The combined population of lay Leaders is estimated to range somewhere between 18,000 to 20,000. (3) Seminary faculty: Teaching and administrative faculty members who were available on the selected seminary campuses

during the period the research was being conducted. The combined faculty population $N \approx 450$.

While graduates from the seminaries serve a much more diverse representation of churches nationally, the CBA and IFCA are two of the more readily identifiable denominations associated with them and provide a context of lay perceptions of pastoral competencies appropriate to them. The total population represented in this study are $N \approx 23,450$.

Sampling Procedures

Selection of the samples for the three groups compared in the study were drawn at random from seminaries and churches associated with the Conservative Baptist Association of America and the Independent Fundamental Churches of America.

Faculty Sample

The faculty group comprised teaching and administrative faculty members who were available on the ten campuses during the period the research was conducted. The faculty sample was further divided into four sub-groups to test three of the hypotheses.

Sub-group one (1) was comprised of those faculty in the biblical and theological disciplines. Represented are instructors in systematic theology, Old Testament and New Testament languages and literature, biblical studies, and historical theology.

Sub-group two (2) included those faculty in the disciplines of practical theology--pastoral ministry, Christian education,

communications, counseling/pastoral psychology, church music, and mission/evangelism.

Sub-group three (3) consisted of those faculty who had previous experience in full-time pastoral ministry. While sub-group four (4) included those faculty without such previous pastoral experience.

A total of 328 faculty were contacted by letter (see Appendix A) and asked to complete an enclosed questionnaire. After a follow-up process, 172 questionnaires were returned representing a 52 percent return rate. Of these, two were discarded because of omissions, leaving 170 in the study. (see Tables 1 and 2)

Church Lay Leader Sample

The selection of the sample group of lay leaders involved a stratification process since it was assumed that both church size and geographic region may have an effect on the perceptions of members regarding pastoral competencies.

With no readily accessible group available, the need for some method to identify lay leaders had to be developed. Sweeney (Professional Competencies for Church Ministry, 1978), had originally developed a method for stratifying churches on the basis of geographic regions which had proved successful, and it was decided to adapt this technique for selecting the sample of lay leaders.

From the national directory of the Conservative Baptists of America and the Independent Fundamental Churches of America, 102 churches were randomly identified from five geographic regions across the United States. The total number of churches selected for each region was based upon the percentage of the total population

Table 1. Distribution of Faculty Respondents by Seminary

Seminary	Number of Respondents
Asbury Theological	14
Dallas Theological	35
Denver Conservative Baptist	18
Fuller Theological	22
International Graduate School of Theology (Conservative Baptist)	2
Liberty University School of Theology	15
Biola University, Talbot School of Theology	11
Trinity Evangelical Divinity School	24
Western Conservative Baptist	25
Western Evangelical Seminary	4
	170

Table 2. Seminary Faculty Sub-Groups

Faculty Sub-Groups:	Number
Sub-Group One: Teach in biblical or theological content disciplines with no previous pastoral experience	37
Sub-Group Two: Teach in biblical or theological content disciplines and have previous pastoral experience	30
Sub-Group three: Teach in practical ministry disciplines with no previous pastoral experience	37
Sub-Group Four: Teach in practical ministry disciplines and have previous pastoral experience	66
Total Faculty	170

represented by each region (e.g., NW Region, 16; SW Region, 22; C Region, 32; NE Region, 26; and the SE Region 6). The pastor of each church was contacted by letter and asked to contribute the names of five to ten individuals who were currently serving in positions of leadership within the church. Altogether, 438 such leaders were obtained in this way. They were regarded as regionally stratified. A letter with questionnaire was mailed to each of these individuals (see Appendix B). After a follow-up process, 142 questionnaires were completed and returned in usable form--a 32 percent return rate.

Since there was no prior method of determining church size in the sampling process, a provision was made on the questionnaire for the respondent to indicate this. The 142 questionnaires were sorted into church-size categories. Table 3 shows the resultant distribution which was considered to approximate that of the denominations nationally.

Ministers and Pastors

The sample of pastors was stratified on the basis of church size and geographic region on the assumption that they may have an effect on the perceptions of pastors regarding needed managerial competencies. A letter and questionnaire were mailed to 397 ministers (see Appendix C). Of the 209 completed questionnaires returned (representing a 53 percent return), nine were discarded because of omissions, leaving 200. One hundred seventy questionnaires were then randomly selected along regional lines. They were regarded as regionally stratified. Tables 5 and 6 show the distribution which was considered to approximate that of the denominations nationally.

Table 3. Distribution of Lay Group Respondents by Church Size

Church Membership	Number of Respondents	Percent
less than 100	43	30.0
101 - 200	51	36.0
201 - 300	22	15.5
301 - 500	22	15.5
more than 500	4	3.0
Total	142	100.0

Table 4. Distribution of Lay Group Respondents by Geographic Region and State

Region	State	Number of Respondents
Pacific Northwest	Idaho	7
	Oregon	8
	Washington	8
Southwest	Arizona	6
	California	12
	Utah	3
Central	Indiana	1
	Illinois	10
	North Dakota	7
	Michigan	10
	Minnesota	2
	Wisconsin	13
Northeast	Maine	8
	Maryland	1
	New Jersey	11
	New York	6
	Pennsylvania	17
	Washington D.C.	2
Southeast	Arkansas	2
	Oklahoma	8
Total		142

Table 5. Distribution of Ministerial Respondents by Church Size

Church Membership	Number of Respondents	Percent
less than 100	58	34
101 - 200	48	28
201 - 300	33	20
301 - 500	21	12
more than 500	10	6
Total	170	100

Table 6. Distribution of Ministerial Respondents by Geographic Region and State

Region	State	Respondents
Pacific Northwest	Idaho	1
	Montana	1
	Oregon	18
	Washington	6
	Wyoming	1
Southwest	Arizona	9
	California	19
	Colorado	6
	Nevada	1
	Utah	2
Central	Indiana	8
	Illinois	6
	Iowa	6
	Kansas	2
	Michigan	19
	Minnesota	1
	Missouri	2
	Nebraska	2
	Ohio	3
	Wisconsin	4
Northeast	Connecticut	1
	Delaware	1
	Maine	4
	Massachusetts	4
	New Hampshire	2
	New Jersey	9
	New York	9
	Pennsylvania	12
	Virginia	1
Southeast	Florida	4
	Louisiana	1
	Oklahoma	2
	South Carolina	1
	Tennessee	1
	Texas	1
Total		170

Preparation of the Questionnaire

The instrument used in this study was a survey-type questionnaire designed for mailing. The questionnaire itself contained fifty pastoral management competencies. Each item was accompanied by a six-point Likert-type scale enabling respondents to assign a score reflecting their judgments as to the importance of that competency in pastoral administration.

The preliminary list of eighty-two competencies was developed by reviewing the related literature on managerial and administrative competencies and screening those skills and observable behaviors which would seem to apply to the church context.

The construction of the survey questionnaire was validated through the use of a Delphi panel composed of professionals, pastors and educators in the field of Church Management. The panel consisted of three senior pastors, two executives from international Christian organizations, two seminary professors responsible for ministerial studies, two ministers with extensive research and publishing in church management, and one seminary executive responsible for continuing education in the area of organizational development. Each panel member was asked to review the list of competencies for their usefulness and to list any recommendations or suggestions for the survey. In the process the eighty-two competencies were reduced to fifty, with six new items included which were not on the original list. The resultant questionnaire was considered to represent a relatively thorough range of pastoral competencies.

Reliability for the instrument was established according to the analysis of variance method suggested by Hoyt and Stunkard (1952). This procedure produced a reliability of $+0.94$ for the questionnaire (see Appendix G).

Prior to mailing, the questionnaire was field-tested on a number of randomly selected pastors, lay leaders, and educators to identify any statements or terms which were unclear or otherwise difficult to understand. After minor changes in wording and randomly ordering the items, the instrument was mailed to the members of the sample population (see Appendix E).

The questionnaire included provisions for gathering appropriate demographic data for the respondents. A special form was used for each of the three groups for this purpose.

Statistical Analysis

The major focus of this study was to determine the degree to which pastors, lay leaders, and faculty were congruent in their perceptions of the managerial competencies needed by pastors to support administrative oversight in the local church. The dependent variable in the study were the scores assigned by the individual respondents to each competency item. The assigned score indicated the level of importance placed upon each item in helping to promote church administration by the pastor. Respondents were asked to indicate their judgment of each competency based upon their own experience. Each competency was assigned a score for importance based upon the following six-point Likert-type scale.

- 1.0 Very Little Importance
- 2.0 Somewhat Important
- 3.0 Important
- 4.0 Very Important
- 5.0 Considerably Important
- 6.0 Extremely Important

The statistical procedures used to test the hypotheses of the study dealt with differences of opinion among the respondents about which competencies were considered important. They describe the procedure utilized to facilitate the clustering of items on the basis of commonality.

The one-way analysis of variance (fixed-design, unequal cell size) was utilized to test for significant differences among the mean scores of the three groups. Specifically, it tested the following hypothesis:

- H1 There is no significant difference among the mean scores of ministers, lay leaders, and faculty.

The F-test was applied to each competency at the $\alpha = .05$ level to determine if real differences were present. The mathematical model and sources of variation associated with the one-way analysis of variance are indicated on the next page.⁴

⁴Courtney, E. Wayne. Analysis, Division of Continuing Education Publication, Oregon State University, Corvallis, Oregon, 1984, p. 293.

- H3 There is no significant difference between the mean scores of faculty with previous pastoral experience and faculty without such experience.
- H4 There is no significant interaction between faculty levels of pastoral experience and teaching field.

For testing these hypotheses, the two-way, fixed model uses the mathematical model shown below.

$$Y_{ij} = \mu + \alpha_i + \beta_j + \alpha\beta_{ij} + \epsilon_{ijk}$$

Where:

μ = a fixed constant

α_i = the effect of the treatment

β_j = the effect of the block

$\alpha\beta_{ij}$ = the interaction effect

ϵ_{ijk} = the experimental error

The sources of variance associated with the two-way model are as follows.

Two-Way ANOVA Table

Source of Variation	df	SS	MS	F
Teaching field	1	A	A/1	MSA/MSD
Experience	1	B	B/1	MSB/MSD
Interaction	1	C	C/1	MSC/MSD
Error	166	D	D/166	
Total	169			

The .05 level of significance served as the basis for retention or rejection of the null hypotheses.

The data were also analyzed using factor analysis techniques to isolate clusters of competencies and respondents. Two modes, the R-technique and the Q-technique, were employed. The model for factor analysis is keyed to three (3) kinds of variances which are present for all the data. Specifically, the model consists of the following.⁶

$$VT = Vco + Vsp + Ve$$

Where:

VT = total variance

Vco = the variance that two or more
measures share in common

Vsp = the variance specific to each measure

Ve = variance attributed to error

The R-technique was used to order the competencies according to the respondents included in the study. This form of analysis examined the relationship of every competency with every other competency and provided for a clustering of common pastoral management competencies. A fifty-item intercorrelation matrix, based upon the respondent data, was generated. Then the competencies were clustered in a manner that best accounted for the largest percentage of common variance.

The Q-technique ordered respondents according to the list of competencies. This analysis provided a measure of the commonality among respondents and indicated the extent to which faculty, pastors,

⁶Courtney, E. Wayne. Analysis. Division of Continuing Education Publications, Oregon State University, Corvallis, Oregon. 1984, p.591.

and lay leaders resembled each other with regard to their perceptions of the listed competencies.

R- and Q-technique results with factor loadings of $\pm.47$ or higher were regarded as being clustered within a factor.

Collection of Data

The data for the study were gathered via mail-administered questionnaires, submitted by 482 respondents from across the United States. Questionnaires were checked for completeness, coded, and the data analyzed in accordance with the design description covered earlier.

CHAPTER IV

ANALYSIS OF THE DATA

The analyses of the data collected are presented here in three major sections. The first section deals with the one-way classification analysis of variance, which was employed to test for significant differences among the mean scores of seminary faculty, church lay leaders, and church pastors.

The second section covers the two-way classification analysis of variance which tested for significant differences among mean scores on three levels concurrently: (1) between faculty with previous pastoral experience and faculty lacking such experience; (2) between faculty in academic content disciplines and faculty in practical ministry disciplines; and (3) for interaction effect between faculty levels of pastoral experience and teaching fields.

The third section contains the factor analysis of the data.

One-Way Analysis of Variance

The null hypothesis states that there are no significant differences among the mean scores of seminary faculty, church lay leaders, and church pastors. A one-way analysis of variance (fixed design, unequal cell size) was utilized to test fifty individual competency items for this hypothesis. The F-test was applied to each competency at the $\alpha = .05$ level to determine if real differences existed. With two degrees of freedom in the numerator and 479 degrees

of freedom in the denominator it was determined that an $F \geq 3.02$ would be considered significant.

In this analysis the null hypothesis was retained for thirty competency items. In these cases the F statistic indicated no significant difference between the three mean scores tested. The null hypothesis was rejected for twenty competency items where significant differences were found.

In order to determine which of the three mean scores was significantly different, a standard multiple range test (Tukey's ω) was employed. The results of these multiple comparison procedures are as follows (where μ_1 = seminary faculty, μ_2 = lay leaders, and μ_3 = church pastors):

1. $\mu_1 > \mu_2 = \mu_3$ for six competencies (items 4, 15, 28, 44, 45, and 46). This identified the mean score of the faculty group as significantly different. (See Table 7.)
2. $\mu_2 < \mu_1 = \mu_3$ for two competencies (items 14 and 33). For these items the mean score of the lay leaders was shown to be significantly different. (See Table 8.)
3. $\mu_3 < \mu_1 = \mu_2$ for two competencies (items 11 and 18). Here the mean score of the pastors was identified as being significantly different. (See Table 9.)

For the remaining ten competencies, where the F statistic identified significant differences between the mean scores, the multiple range test did not identify any one group as being significantly different from the rest. Instead, for these ten items, the results indicated two groups as being significantly different from each other, while the third group showed no significant difference from either group. The results of these multiple range tests indicate the following:

1. $\mu_1 = \mu_2$; $\mu_1 > \mu_3$; $\mu_2 = \mu_3$ for seven competencies (items 8, 22, 25, 29, 36, 37, and 48). Here the mean score of the faculty and pastors were identified as being significantly different from each other, while the mean scores of the lay leaders showed no significant difference from either group.
2. $\mu_2 = \mu_1$; $\mu_2 \neq \mu_3$; $\mu_1 = \mu_3$ for two competencies (items 13 and 32). In this case the mean score of the pastors and lay leaders were identified as being significantly different from each other, (with $\mu_2 > \mu_3$ for item 13; $\mu_3 > \mu_2$ for item 32) while those of the faculty showed no significant difference from either group.
3. $\mu_3 = \mu_1$; $\mu_1 > \mu_2$; $\mu_3 = \mu_2$ for the remaining competency (item 43) the mean score of the faculty and the lay leaders were identified as being significantly different from each other, while that of the pastors showed no significant difference from either group.

These competency items are identified and included in Tables 10, 11, and 12, respectively.

Two-Way Analysis of Variance

A two-way analysis of variance (fixed design, unequal cell size) was conducted to test three null hypothesis concurrently. For each hypothesis fifty individual tests were made, accounting for each of the fifty competency items. The F statistic was used to assess differences with $F \geq 3.91$ ($\alpha = .05$, $df. = 1, 166$) denoting significance.

The null hypothesis, that there was no significant difference between the mean scores of faculty in biblical/theological disciplines and those in practical ministry disciplines, was retained for twenty-two competencies and rejected for twenty-eight competencies. Table 13 represents the competencies for which this null hypothesis was rejected.

Table 7. Competencies for which Faculty mean scores were significantly different
(one-way ANOVA)

Item	Competency	MEAN SCORES			F VALUES	
		Faculty	Lay Leaders	Pastors	Computed	Tabular
4	Involve staff and lay leadership in development of mission or purpose statement.	4.98	4.70	4.74	3.49	3.02
15	Develop and maintain a staffing plan based on goals and objectives.	4.31	3.92	4.07	5.09	3.02
28	Delegate authority and responsibility to the lowest competent operational level.	4.60	4.16	4.17	6.53	3.02
44	Create an environment where independent thought is encouraged and occasional failure accepted.	4.99	4.48	4.64	9.80	3.02
45	Build and maintain staff morale (esprit de corps).	5.21	4.72	4.94	10.20	3.02
46	Develop and use evaluation standards.	4.25	3.87	3.83	7.04	3.02

Table 8. Competencies for which Lay Leader mean scores were significantly different
(one-way ANOVA)

Item	Competency	Faculty	MEAN SCORES		F VALUES	
			Lay Leader	Pastors	Computed	Tabular
14	Budget the allocation of resources required to support approved programs.	4.05	3.73	4.03	3.38	3.02
33	Design or modify positions to fit capabilities of staff.	4.36	3.77	4.10	9.73	3.02

Table 9. Competencies for which Pastor mean scores were significantly different (one-way ANOVA)

Item	Competency	Faculty	MEAN SCORES		F VALUES	
			Lay Leader	Pastor	Computed	Tabular
11	An organizational chart that depicts authority relationships and promotes communication among church members.	3.64	3.64	3.29	3.79	3.02
18	Plan and implement a "needs" assessment to identify strengths and weaknesses of church.	4.12	3.82	3.51	11.69	3.02

Table 10. Competencies for which significant differences were noted between the mean scores of Faculty and Pastors (one-way ANOVA)

Item	Competency	MEAN SCORES			F VALUES	
		Faculty	Lay Leaders	Pastors	Computed	Tabular
8	Evaluation plan that provides continuous feedback on major areas of church activity.	4.25	4.23	3.95	3.54	3.02
22	Identify and prioritize key activities to help bring about accomplishment of goals.	4.37	4.24	4.09	3.20	3.02
25	Develop and maintain an organizational plan and structure to fit the church's strategic plan.	4.01	3.93	3.69	3.77	3.02
29	Make use of well-planned information system to communicate with staff and leadership.	4.42	4.17	4.02	5.52	3.02
36	Apply appropriate communication techniques in directing staff and congregation towards goals and objectives.	4.34	4.30	4.06	3.27	3.02

Table 10. (cont'd) Competencies for which significant differences were noted between the mean scores of Faculty and Pastors (one-way ANOVA)

Item	Competency	MEAN SCORES			F VALUES	
		Faculty	Lay Leaders	Pastors	Computed	Tabular
37	Develop measurable statements of goals and objectives.	4.08	3.92	3.70	4.18	3.02
48	Apply standards of evaluation in monitoring activities.	4.19	4.08	3.88	3.41	3.02

Table 11. Competencies for which significant differences were noted between the mean scores of Pastors and Lay Leaders (one-way ANOVA)

Item	Competency	MEAN SCORES			F VALUES	
		Faculty	Lay Leaders	Pastors	Computed	Tabular
13	Identify issues or situations that could potentially affect the church's ability to accomplish its goals.	4.28	4.54	4.13	4.94	3.02
32	Develop and maintain job descriptions for staff and leadership positions.	4.10	3.89	4.28	3.97	3.02

Table 12. Competencies for which significant differences were noted between the mean scores of Faculty and Lay Leaders (one-way ANOVA)

Item	Competency	MEAN SCORES			F VALUES	
		Faculty	Lay Leaders	Pastors	Computed	Tabular
43	Understand and apply skills of conflict management.	4.72	4.25	4.45	7.04	3.02

Table 13. Comparison of faculty on the basis of teaching discipline. Competencies for which the two-way ANOVA indicated significant differences between mean scores.

Item	Competency	MEAN SCORES		F VALUES	
		Theological	Practical	Computed	Tabular
1	Defining staff qualifications.	4.54	4.97	5.16	3.91
2	Group activities to facilitate decision-making and problem solving.	4.07	4.55	6.11	3.91
5	Plan and initiate change effectively.	4.85	5.14	4.08	3.91
8	Maintain an evaluation program that provided ongoing feedback on all major areas of activity.	3.94	4.46	10.04	3.91
9	Take corrective action to put activities back on target.	4.36	4.71	6.30	3.91
12	Help staff and lay leadership to develop and write effective goals and objectives.	3.43	3.96	9.05	3.91
15	Develop and maintain a staffing plan based upon the church's goals and objectives.	4.10	4.45	4.06	3.91
16	Assist in recruiting, selecting, and training staff and lay leadership.	4.25	4.70	6.88	3.91

Table 13. (cont'd) Comparison of faculty on the basis of teaching discipline. Competencies for which the two-way ANOVA indicated significant differences between mean scores.

Item	Competency	MEAN SCORES		F VALUES	
		Theological	Practical	Computed	Tabular
18	Plan and implement a "needs" assessment analysis with the congregation.	3.85	4.28	5.86	3.91
23	Have a thorough knowledge of the skills of the planning process and the ability to apply it.	3.70	4.30	9.95	3.91
24	Develop a reporting system to monitor the plan.	3.46	3.96	8.72	3.91
28	Delegate authority and responsibility to staff and lay leaders.	4.33	4.78	6.89	3.91
30	Use knowledge of leadership techniques in managing staff.	4.06	4.50	6.35	3.91
33	Modify positions to fit staff.	4.05	4.56	8.15	3.91
34	Develop a philosophy statement.	3.91	4.44	5.48	3.91
36	Apply communication techniques in directing staff and lay leadership.	3.90	4.62	20.50	3.91
37	Develop measurable statements of goals and objectives.	3.75	4.29	8.87	3.91

Table 13. (cont'd) Comparison of faculty on the basis of teaching discipline. Competencies for which the two-way ANOVA indicated significant differences between mean scores.

Item	Competency	MEAN SCORES		F VALUES	
		Theological	Practical	Computed	Tabular
38	Plan staff and membership development activities.	3.46	4.04	10.35	3.91
40	Develop a human resource plan.	3.67	4.40	15.32	3.91
42	Practice group leadership skills.	4.21	4.75	9.30	3.91
43	Understand and apply conflict management skills.	4.51	4.86	5.25	3.91
44	Create an environment where independent thought is encouraged and occasional failure accepted.	4.73	5.15	6.84	3.91
45	Build and maintain staff morale.	4.97	5.37	10.84	3.91
46	Develop and use accurate evaluation standards.	3.90	4.48	13.08	3.91
47	Involve staff and leadership in development of performance standards.	3.97	4.51	9.99	3.91
48	Apply standards of evaluation to goals and objectives.	3.97	4.33	3.98	3.91
50	Conduct staff evaluations.	3.69	4.08	5.16	3.91

Table 14. Comparison of faculty on the basis of ministry experience. Competencies for which the two-way ANOVA indicated significant differences between mean scores.

Item	Competency	MEAN SCORES		F VALUES	
		No Previous Experience	Previous Experience	Computed	Tabular
17	Plan and use time effectively in setting priorities for workload.	5.14	4.84	4.03	3.91

The null hypothesis, that there was no significant difference between the mean scores of faculty with previous pastoral experience and those without such experience, was retained for forty-nine competencies and rejected for one competency. This one competency for which the null hypothesis was rejected is shown in Table 14.

The two-way analysis of variance also tested the null hypothesis that there was no interaction effect between the faculty levels of teaching and pastoral experience. The nature of an interaction is such that the effect for one variable is not the same under all conditions of the other variable. Here the question is whether the variables of pastoral experience among faculty members will interact with, or have an effect upon, the variables of teaching fields with respect to perceptions of a given competency. The null hypothesis was retained for forty-nine of the fifty items. Attempts to eliminate the interaction, through a transformation of the data proved only partially successful. In the end one item (18) showed ordinal interaction between the position and experience. Given the number of items tested (50) and the confidence level (.95) this was not seen as an unexpected result and it is likely that the interaction can be attributed to chance error. (See Appendix H for full details.)

Factor Analysis Procedures

Factor analysis was utilized to facilitate the clustering of items on the basis of commonality. The procedure permitted the identification of clusters of competencies in which, according to the generated factor loadings, there existed a high degree of correlation with the extracted factors. Individual items received a loading which

determined placement within a factor. In this analysis, items with a factor loading of $\pm.47$ were regarded as being clustered within a factor.

R-Mode Analysis

The R-mode technique examined the relationship of every competency with every other competency and clustered them according to respondents in the study. The following criteria were established for the acceptance of a factor solution and for the various factors within a solution.

1. The factor solution chosen had to result in the greatest number of competencies having factors loading in any given factor with a minimum overlap.
2. The chosen factor solution had to account for as many competencies as possible with factor loadings of $\pm.47$ or higher.
3. The number of factors chosen had to show stability and consistency in their high loading competencies across several factor solutions.
4. Competencies had to be balanced over a number of meaningful factors or be identifiable as sub-factors where large numbers of competencies clustered under one factor.

Data were analyzed for three-, four-, five-, and ten-factor solutions. The five-factor solution accounted for forty-one competencies with factor loadings $\pm.47$ or higher. The three-, four-, and ten-factor solutions each extracted forty-three competencies with factor loadings of $\pm.47$ or higher with at least one competency clustering in each factor. The cumulative percentage of common variance accounted for in the analysis increased as the number of factor solutions were increased. The ten-factor solution was generated primarily to confirm

this increasing accountability. Table 15 lists the common variance accounted for in the ten-factor solution, which also contains the common factor variances found in the three-, four-, and five-factor solutions.

The ten-factor solution confirmed the relative stability of competencies across the first three factors when compared to the three, four-, and five-factor solutions. The five-factor solution corresponded nearly identically to the cluster patterns of the four-factor solution. The only exceptions were competencies 13, 18, 20 and 22, which loaded sufficiently to appear in a separate factor solution.

Of the solutions imposed on the data, the three-factor solution was chosen as best fitting the data. The solution accounted to 48.41 percent of the common factor variance. There were two overlapping competencies. The names of the three factors were judgmentally assigned, and are assumed to be indicative of the general nature of the competencies clustered under each factor. These factors were extracted from the fifty-item matrix based on data gathered from 482 respondents. The three named factors are described in the following section, and tables 16-21 provide the factors and sub-factors, factor loadings, means, standard deviations, and mean rankings for all fifty competency items. Spurious competencies, defined as those competencies which load highest under a particular factor but with factor loadings of less than +.47, are included and identified in the tables. Those spurious competencies with relatively high loadings, in some instances, were helpful in interpreting and naming factors.

Table 15. Percentage of Common Variance for the R-Mode Analysis

Factor	Percentage	Cumulative Percentage
I	40.19	40.19
II	4.38	44.57
III	3.84	48.41
IV	2.89	51.30
V	2.55	53.85
VI	2.44	56.29
VII	2.24	58.53
VIII	2.04	60.57
IX	1.96	62.53
X	1.85	64.38

Table 22 summarizes data on the ten highest and ten lowest mean-ranked competencies. Tabulation of all competency items by mean-rank order appears in Appendix F.

Factor I. Pathfinding Skills

Factor I was the largest of the three factors, accounting for a total of twenty competencies and 40.19 percent of the common factor variance. Two sub-factors were identified within this factor.

Sub-factor Ia, Strategic Pathfinding, included nine competencies with factor loadings of +.47 or greater. Table 16 presents the competencies clustered under this sub-factor.

Sub-factor Ib, Operational Pathfinding, included eleven competencies which loaded at +.47 or higher. Table 17 presents the competencies in this sub-factor.

Factor I also contained a total of four spurious competencies. They are identified in tables 16 and 17 under the appropriate sub-factors. This factor was characterized as containing eight of the ten lowest mean-ranked competencies. Two additional of the ten are included in the spurious competencies of this factor. Seven of the ten lowest ranked competencies clustered within sub-factor Ib, Operational Pathfinding (eight, if spurious competencies are included).

Factor II. Interpersonal Skills

This factor generated a total of twelve competencies and accounted for 4.38 percent of the total common variance. Factor II also included one spurious competency. This factor contained four of

the ten highest mean-ranked competencies including the number one ranked competency--building and maintaining staff morale.

Factor III. Implementation and Decision-Making Skills

Factor III accounted for 3.84 percent of the common variance and contained eleven competencies with factor loadings of +.47 or greater. Three sub-factors were identified within this factor.

Sub-factor IIIa, Staffing, included three competencies with factor loading of +.47 or greater. Table 19 presents these competencies.

Sub-factor IIIb, Directing, included five competencies with factor loading of +.47 or higher. Table 20 presents these competencies.

Sub-factor IIIc, Controlling, included three competencies which loaded at or above +.47. These competencies are presented in Table 21.

Factor III included two spurious competencies. Of these, one was identified under sub-factor IIIa and one under sub-factor IIIb. They are included and identified in the respective tables.

Factor III contains three of the ten highest mean-ranked competencies (five if the spurious competencies are included), including the number two-, three-, four-, five-, and ten-ranked competencies. Three of the competencies are included in the sub-factor IIIa, Staffing. The other four competencies are included in sub-factor IIIb, Directing.

Q-Mode Analysis

Results of the three factor Q-Mode solution indicated that the three groups differed from each other relative to their responses to the pastoral management competencies. This solution accounted for only 77.48 percent of the common variance among the respondents (see Appendix I for full details).

Summary of Findings

Statistical comparisons were made between seminary faculty, church lay leaders, and pastors using a one-way classification analysis of variance. The null hypothesis tested the question of no differences between the mean scores of these three groups. Where the statistic indicated that a difference did exist, a multiple range test was employed to locate the difference. The analysis revealed the following details:

1. The null hypothesis was rejected for twenty competencies, indicating difference existed between the groups.
2. Difference were attributed to the faculty group for six competencies.
3. Difference were attributed to the lay leader group for two competencies.
4. Difference were attributed to the pastors for two competencies.
5. For ten competencies the multiple range test failed to precisely locate the differences. In these cases, closer examination of the means indicated that:
 - a. For seven competencies, differences existed between the mean scores of the faculty and the pastors, with the lay leaders showing no difference from either group.

Table 16. Factor I - Pathfinding

Sub-Factor Ia - Strategic Pathfinding

Item	Competency Description	Factor Loading	Mean	Standard Deviation	Mean Ranking
37	Develop measurable statements of goals/objectives which translate into action the "mission" of the church.	.74	3.90	1.21	39
20	Develop with staff and leadership a statement of values that identify the important constraints on the planning process.	.60	4.30	1.17	18
23	Have a thorough knowledge of the planning process along with the ability to implement it to assess the planning needs of the church.	.59	4.02	1.20	35
19	Develop a set of policies and procedures.	.58	4.06	1.14	32
15	Develop a staffing plan based upon the church's goals and objectives.	.56	4.11	1.11	26
18	Plan and implement a "needs" assessment analysis with the congregation to identify the strengths and weaknesses of the church.	.55	4.23	1.01	20
35	Develop and maintain a mission statement that identifies the church's reason for existence.	.54	4.45	1.24	14
22	Identify and prioritize key activities or programs to help accomplish the church's stated goals and objective.	.51	3.87	1.13	41

Table 16. (cont'd) Factor I - Pathfinding

Sub-Factor Ia - Strategic Pathfinding

Item	Competency Description	Factor Loading	Mean	Standard Deviation	Mean Ranking
34	Develop and maintain a philosophy statement which supports his/her position on ministry and the role of the pastor in the local church.	.48	4.07	1.37	29
<u>Spurious Competencies</u>					
13	Identify issues within the church and the local community that could potentially affect the church's ability to accomplish its stated goals and objectives.	.40	3.81	1.18	43

Table 17. Factor I - Pathfinding

Sub-Factor Ib - Operational Pathfinding

Item	Competency Description	Factor Loading	Mean	Standard Deviation	Mean Ranking
24	Develop a reporting system for monitoring the implementation of the plan.	.72	3.68	1.11	47
27	Determine how critical data will be gathered to monitor overall progress.	.71	3.48	1.21	49
25	Develop an organizational plan/structure to fit the church's strategic plan.	.69	3.87	1.13	41
49	Use techniques such as MBO as part of a control or evaluation program.	.65	3.44	1.17	50
11	Develop a church-wide organization chart.	.62	3.52	1.35	48
26	Develop/set individual performance criteria.	.62	3.77	1.21	44
32	Develop written job descriptions for staff and leadership positions.	.61	4.10	1.26	27
12	Help other staff and leadership in the development of personal, specific goals and objectives.	.59	3.75	1.16	46
50	Conduct consistent staff evaluations.	.57	3.90	1.21	39
48	Apply standards of evaluation that are consistent with the church's mgmt. plan.	.55	4.05	1.12	34

Table 17. (cont'd) Factor I - Pathfinding

Sub-Factor Ib - Operational Pathfinding

Item	Competency Description	Factor Loading	Mean	Standard Deviation	Mean Ranking
29	Make use of well-planned information systems to communicate with staff and leadership.	.49	4.20	1.13	23
	<u>Spurious Competencies</u>				
40	Develop a human resource plan.	.46	3.95	1.15	37
38	Plan staff and membership development activities.	.46	3.77	1.09	44
21	Develop and administer a leadership training program designed to provide an ever increasing number of potential leaders.	.35	4.57	1.11	8

Table 18. Factor II - Interpersonal Skills

Item	Competency Description	Factor Loading	Mean	Standard Deviation	Mean Ranking
44	Create an environment where independent thought is encouraged.	.78	4.72	1.08	6
43	Understand and apply skills of conflict management to resolve differences.	.76	4.49	1.13	9
42	Develop and practice group leadership skills.	.69	4.44	1.13	15
45	Build and maintain staff morale.	.61	4.97	.99	1
41	Understand and use knowledge of power and authority effectively.	.57	4.46	1.30	12
47	Involve staff and lay leadership in the development of performance standards.	.55	4.13	1.18	25
30	Use knowledge and skills of leadership techniques in managing the activities of staff.	.55	4.23	1.09	20
36	Apply knowledge of appropriate communication techniques in directing staff and congregation towards achievement of goals.	.54	4.23	1.07	20
39	Participate in continuing education programs to broaden personal growth and understanding.	.53	4.06	1.23	32

Table 18. (cont'd) Factor II - Interpersonal Skills

Item	Competency Description	Factor Loading	Mean	Standard Deviation	Mean Ranking
46	Develop and use evaluation standards that are accurate and mirror church's org. structure.	.52	3.99	1.14	36
33	Design or modify individual positions to fit capabilities and/or motivation of the existing staff.	.49	4.09	1.20	28
31	Work to create harmony of all activities to facilitate achieving goals and objectives.	.47	4.60	1.08	7
<u>Spurious Competencies</u>					
28	Delegate authority and responsibility to staff and lay leadership.	.44	4.32	1.29	17

Table 19. Factor III - Implementing and Decision-Making

Sub-Factor IIIa - Staffing

Item	Competency Description	Factor Loading	Mean	Standard Deviation	Mean Ranking
1	Participate in defining individual qualifications for staff and leadership positions.	.56	4.77	1.09	5
10	Modify the organizational plan to take into account available staff and leadership.	.52	4.07	1.14	29
16	Assist in recruiting, selecting, training and developing staff, lay leadership and others.	.50	4.48	1.10	10
<u>Spurious Competencies</u>					
4	Involve the existing staff and lay leadership in the process of developing a mission or purpose statement.	.44	4.81	1.05	4

Table 20. Factor III - Implementing and Decision-Making

Sub-Factor IIIb - Directing

Item	Competency Description	Factor Loading	Mean	Standard Deviation	Mean Ranking
2	Group activities to facilitate communication, decision-making, and problem solving.	.62	4.25	1.15	19
5	Plan and initiate change effectively.	.62	4.94	1.01	3
6	Harmonize personal goals of individuals with goals of the church.	.60	4.07	1.19	29
3	Apply policies, procedures, and rules uniformly.	.60	4.46	1.15	12
7	Make decisions and clear, concise directions.	.56	4.47	1.15	11
	<u>Spurious Competencies</u>				
17	Plan and use time effectively in setting work priorities	.34	4.95	.97	2

Table 21. Factor III - Implementing and Decision-Making

Sub-Factor IIIc - Controlling

Item	Competency Description	Factor Loading	Mean	Standard Deviation	Mean Ranking
9	Adjust plans and take corrective action to keep projects on track.	.64	4.43	.99	16
8	Maintain an evaluation program that provides for ongoing feedback on major activities.	.60	4.14	1.14	24
14	Budget the allocation of resources required to support approved plans	.50	3.95	1.21	37

Table 22. Highest and Lowest Mean-Ranked Competencies

Ten Highest Mean Scores

Item	Competency Description	Rank	Mean	Factor
45	Build and maintain staff morale.	1	4.97	II
17	Plan and use time effectively in setting work priorities.	2	4.95	IIIb
5	Plan and initiate change effectively.	3	4.94	IIIb
4	Involve the existing staff and lay leadership in the process of developing a mission or purpose statement.	4	4.81	IIIa
1	Participate in defining individual qualifications for staff and leadership positions.	5	4.77	IIIa
44	Create an environment where independent thought is encouraged.	6	4.72	II
31	Work to create harmony of all activities to facilitate achieving goals and objectives.	7	4.60	II
21	Develop and administer a leadership training program designed to provide an ever increasing number of potential leaders.	8	4.57	Ib
43	Understand and apply skills of conflict management to resolve differences.	9	4.49	II
16	Assist in recruiting, selecting, training and developing staff, lay leadership and others.	10	4.48	IIIa

Table 22. (cont'd) Highest and Lowest Mean-Ranked Competencies

Ten Lowest Mean Scores

Item	Competency Description	Rank	Mean	Factor
49	Use techniques such as MBO as part of a control or evaluation program.	50	3.44	Ib
27	Determine how critical data will be gathered to monitor overall progress.	49	3.48	Ib
11	Develop a church-wide organization chart.	48	3.52	Ib
24	Develop a reporting system for monitoring the implementation of the plan.	47	3.68	Ib
12	Help other staff and leadership in the development of personal, specific goals and objectives.	46	3.75	Ib
38	Plan staff and membership development activities.	44	3.77	IIa
26	Develop/set individual performance criteria.	44	3.77	Ib
13	Plan and implement a "needs" assessment with the congregation to identify the strengths and weaknesses of the church.	43	3.81	Ia
25	Develop an organization plan/structure to fit church's strategic plan.	41	3.87	Ib
22	Develop and maintain an organizational plan/structure to fit the church's strategic plan, goals and objectives.	41	3.87	Ia

- b. For two competencies, differences existed between the mean scores of the lay leaders and pastors, with the faculty showing no difference from either group.
- c. For one competency, differences existed between the mean scores of the faculty and the lay leaders, with the pastors showing no difference from either group.

A two-way classification analysis of variance was used to make statistical comparisons between faculty in theological/biblical disciplines and faculty in practical ministry disciplines, and between faculty with previous pastoral experience and faculty without such experience. These analyses revealed the following:

1. Of the fifty items tested for differences based upon the level of teaching discipline, twenty-eight were rejected.
2. Except for one competency (number 18), no difference existed between faculty differentiated on the level of previous pastoral experience.
3. Interaction effect was found to exist between faculty levels of teaching field and pastoral experience for one competency. Attempts to eliminate the interaction effect by transforming the data proved only partially successful.

The R-technique of factor analysis was used to identify clusters of common pastoral competencies. A three-factor solution extracted forty-three competencies with factor loadings of $\pm .47$ or greater from the total of fifty items included in the study. Another seven items were identified as spurious competencies in the factoring process. All fifty competency items had means ranging between 3.44 and 4.97 indicating that each was to some degree considered important to pastoral management. Thirty-five of the items had means of 4.00 or more, indicating they were considered very important to pastoral management. Four of the ten highest ranked competencies were in the area of Interpersonal Skills, five of the ten in Implementing and

Decision-Making skills. On the other hand, thirteen of the fifteen lowest ranked competencies were in the area of Strategic and Operational Pathfinding (planning).

While the three-factor solution was chosen as best fitting the data, there were several competencies with means above 4.30 which did not have factor loadings high enough to be extracted in one of the factors. These items should receive due consideration in any application of this analysis to curriculum planning for pastoral management training. (See Table 23.)

Table 23. High Mean Score/Low Factor Loading Competencies

Item	Competency Description	Mean Score	Mean Rank	Factor Loading	Factor
17	Plan and use time effectively in setting work priorities	4.95	2	.34	IIIb
4	Involve the existing staff and lay leadership in the process of developing a mission or purpose statement	4.81	4	.44	IIIa
21	Develop and administer a leadership training program designed to provide an ever increasing number of potential leaders	4.57	8	.37	Ib
28	Delegate authority and responsibility to staff and lay leadership	4.32	17	.44	II

Chapter V

SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER STUDY

Summary

The data collected and analyzed in this investigation relate to the issue of managerial competencies for local church administration. The conceptual foundations of the study emerged from discussions with pastors and church leaders, as well as a review of the literature. Together they suggest two things: (1) In today's rapidly changing and complex environment there is need, like never before, for churches to anticipate and strategically plan for the impact of new directions; and (2) A serious gap exists between clergy and laity in terms of ministerial expectations, including the area of pastoral management; a gap that has been attributed in part to a growing estrangement between seminaries and the churches they serve.

An underlying assumption of this study has been that the planning and development of seminary curricula for training pastors in the area of church management requires that those responsible for them have a clear idea of the kind of skills churches need and expect of their pastor. Thus, the major purpose of this study was to identify the extent to which seminary faculty, church lay leaders, and local pastors are congruent in their perceptions of those managerial competencies which are important to pastoral ministry.

Four additional areas of investigation were also pursued. First, evidence was sought to determine what, if any, differences exist among seminary faculty themselves with regard to the kinds of preparation pastors need. Second, a comparison was made of the perceptions of pastors with those of church lay leaders. Third, data were sought regarding the impact of seminary training on pastors by comparing faculty and pastor perceptions of competencies. Finally, the data were subjected to factor analysis to isolate clusters of common competencies as perceived by the respondents in the three populations samples.

The following is a summarization of the objectives, procedures, and findings of this study.

OBJECTIVE I. To determine if significant differences exist between seminary faculty members, church lay leaders, and ministers in the way they perceive managerial competencies needed for pastoral administration.

For statistical testing, this hypothesis was stated as null hypothesis number one. The research instrument employed was a questionnaire listing fifty randomly ordered pastoral management competencies. Each competency item was accompanied by a six-point Likert-type scale enabling each respondent to assign a score reflecting his or her judgment as to the relative importance of that competency in pastoral ministry. The null hypothesis was tested for each of the fifty items. This testing yielded significant implications for the issue central to the study.

Significant differences were found to exist between the three groups for twenty of the fifty competencies listed. Overall, both

faculty and church lay leader perceptions reflected greater concern for pastoral leadership in the area of strategic and operational planning than did those of pastors. In addition, faculty rated as more important than either group the pastors' involvement in the area of providing oversight to the work of the church staff and lay leadership. Specific comparisons between the groups revealed the following:

1. **Faculty and pastors** differed in their perceptions on fifteen of the fifty competencies, or approximately 30 percent overall. Interestingly, for all fifteen competencies, faculty mean scores were higher than those of the pastors. In addition, some marked dissimilarities between the two groups are indicated from the results, especially in the areas of pathfinding and interpersonal skills.

In the area of pathfinding, where twenty-four of the competencies factored, faculty and pastors differed significantly on eight items. Of these eight, four are related to strategic pathfinding and four to operational pathfinding. In strategic pathfinding, the faculty placed more importance on the pastors' ability to: develop a staffing plan (item 15); complete a "needs" assessment (item 18); oversee program development (item 22); and write specific, measurable goals and objectives (item 37). In operational pathfinding the faculty considered it more important for pastors to be able to: develop an organization chart (item 11); match structure with the strategic plan (item 25); develop an effective management information system (item 29); and develop evaluation standards to match the church's management plan (item 48).

Together, these differences appear to point towards two significant conclusions: (1) that both faculty and pastors agree to the importance for churches to have a well defined identity and sense of mission; but (2) that faculty place greater importance on the pastor's overall involvement in the actual development and implementation of a strategic plan for the accomplishment of the church's stated mission.

In the area of interpersonal skills, faculty placed greater importance on the pastors' ability to: delegate effectively with staff and leadership (item 28); make use of effective communication skills in directing the work of staff and membership (item 36); foster independent thought (item 44); build and maintain staff morale (item 45); and develop effective evaluation standards for use with staff (item 46).

Finally, faculty thought it more important for pastors to involve existing staff and leadership in the process of developing the mission statement (item 4), and carry on a regular evaluation program to provide ongoing feedback on all major areas of activity in the church (item 8) than did pastors.

One important thread which was constant throughout these differences was the greater importance faculty placed on the need for planning, establishing and using effective evaluation methods and techniques to monitor the activities of staff and programs. On all three competencies related to this issue (items 8, 46, and 48), faculty rated them (on average) as "very important" (4.23) while pastors rated them as "important" (3.88).

2. Few real differences appear to exist between **faculty and lay leaders**. As already mentioned, both faculty and lay leader perceptions reflected greater concern for pastoral leadership in the areas of strategic and operational planning than did those of pastors. In addition, faculty rated as more important the pastors' involvement in the area of human resource planning (item 15). For the nine competencies where significant differences did exist between the two groups, a majority (six) were in the area of interpersonal skills and appeared to relate especially to those competencies concerned with the management of church staff and lay leadership. Specifically, faculty saw it more important for pastors to be able to: delegate effectively (item 28); modify positions to fit existing staff (item 33); manage conflict (item 43); create an environment where independent thought is encouraged (item 44); build and maintain staff morale (item 45); and develop effective evaluation standards for use with staff (item 46).

3. Finally, a comparison of church **lay leaders** and local church **pastors** indicated that they differed statistically on only six of the fifty competency items. The most important of these relate to the area of pathfinding, where lay leaders considered it more important for pastors to be able to: develop a churchwide organizational chart (item 11); premise the environment (item 13); and conduct a "needs" assessment (item 18). This suggests that lay leaders place higher importance on the ability of pastors to be able to lead the church in the actual development and implementation of strategic goals and objectives than do pastors themselves. Pastors, on the other hand, rated as more important their need to be able to: budget the

allocation of resources (item 14); develop and maintain specific job descriptions for staff and leadership positions (item 32); and modify individual positions to fit existing staff capabilities (item 33).

OBJECTIVE II. To determine if significantly different perceptions of pastoral management competency are held by seminary faculty in terms of previous pastoral experience and the disciplines in which they teach.

Prevalent in the literature and discussions was the concept that an estrangement exists between seminary and church. In large part this is seen as the result of two major causes--the fact that: (1) many faculty members have never had any full-time experience in practical pastoral ministry in the local church; and (2) that there are actually two competing training agendas in the seminary curriculum, one among faculty in the classical disciplines of theological and biblical studies and the other among faculty in the areas of pastoral practice, or practical theology.

By subdividing the faculty group along the lines of experience and discipline and comparing their perceptions of pastoral managerial competencies through statistical tests, these assertions could be examined. Three null hypotheses were formulated for testing:

1. There is no significant difference between the mean scores of seminary faculty with previous pastoral experience and faculty without such experience.
2. There is no significant difference between mean scores of seminary faculty in content disciplines and faculty in practical disciplines.
3. There is no significant interaction between seminary faculty levels of pastoral experience and teaching field.

The first of these hypotheses (there is no significant difference based upon previous pastoral experience) was retained. Differences existed for only one of the fifty competencies tested. Interestingly enough, for this one competency (item 17), faculty without practical church experience rated the pastors ability to plan and use time effectively as more important than faculty who had previous pastoral experience. However, the high means for both groups (5.14 and 4.84, respectively) indicated that both see this as a very important competency for pastors to possess. No significant differences were found to exist between the two groups on the remaining forty-nine competencies. Consequently, this finding essentially discounts the belief that experience affects faculty perception regarding the importance of managerial skills for the pastor.

The second of these null hypotheses (there are no significant differences between faculty based upon teaching discipline) was rejected. In testing this hypothesis, significant differences were found to exist between the groups for twenty-eight of the fifty competencies, representing 56 percent of the items overall.

However, a comparison of the two groups across all the items revealed no specific patterns of disagreement. Instead, the two groups consistently differed in their perceptions as to the importance of the competencies across all the major functional areas of management, including planning, organizing, staffing, directing, and controlling. The most severe differences were registered for: item 8 (maintaining an evaluation program that provides ongoing feedback on all major areas of activity throughout the church); item 12 (helping

other staff and lay leaders write good, measurable statements of goals and objectives); item 23 (having a thorough knowledge of the planning process and the ability to apply the skills); item 24 (developing reporting systems to monitor plans); item 33 (modify positions descriptions to fit existing staff); item 36 (apply knowledge of appropriate communication skills to directing staff and congregation towards goals); item 38 (plan staff and membership development activities); item 40 (develop and maintain a human resource plan for the church); item 42 (develop and practice group leadership skills); item 46 (develop and use effective evaluation standards); and item 47 (involve staff and leadership in the development of performance standards). For each of these competencies, the mean averages of the two groups differed by a minimum of one-half point, with some differing by almost a full point (see table 13).

It should be noted that while significant differences did exist, neither group rated any of the competencies lower than a 3.4, indicating that both groups considered them all "important" competencies for pastors to possess. In addition, the average scores for faculty members in the practical disciplines were consistently higher than those of their counterparts in the content disciplines (4.56 and 4.09, respectively).

The null hypothesis that there was no interaction effect between faculty levels of teaching and pastoral experience was rejected for only one of the fifty competencies (item 18). Attempts to eliminate the interaction, through a transformation of the data, proved only partially successful. In the end, the item showed ordinal interaction

between the position and experience. However, given the number of items tested (50) and the confidence level (.95), this result was not unusual and it is likely that in this case the interaction can be attributed to chance error. (See Appendix H for full details.)

OBJECTIVE III: To identify the common essential managerial competencies needed by church pastors as perceived by responding population samples. A factor analysis should identify competency clusters that will be beneficial to curriculum considerations.

The R-mode factor analysis technique identified three factors, each representing a meaningful cluster of common competencies. The three factors and their sub-factors are as follows:

Factor I	<u>Pathfinding</u>
Sub-factor Ia	Strategic Pathfinding
Sub-factor Ib	Operational Pathfinding
Factor II	<u>Interpersonal Skills</u>
Factor III	<u>Implementing and Decision-Making</u>
Sub-factor IIIa	Staffing
Sub-factor IIIb	Directing
Sub-factor IIIc	Controlling

There is a significant meaning to the relationship between the clusters of competencies generated in this analysis and the mean rankings of the items in each factor. Where the competencies cluster, signifying they possess a commonality as perceived by the respondents, and the means are high, those competencies are the most likely to be included in curriculum planning. Therefore, the competencies generated in Factor III (Implementing and Decision-Making) and grouped in sub-factors IIIa (Staffing) and IIIb (Directing) are of most

importance. Here the average mean score for the ten competencies (including spurious competencies) was 4.53, and five of these rank among the ten highest mean-ranked competencies.

On the other hand, Factor I, which centers on planning skills (Pathfinding), should be given less consideration in the curriculum planning process. The mean scores for this factor ranged from a low of 3.44 to a high of 4.57, and averaged 3.95. In addition, thirteen of these competency means ranked among the fifteen lowest items. The remaining cluster (Factor II), which centers on the interpersonal skills of the pastor, contained only one competency with a mean average below 4.00 (Very Important). The average of the thirteen competencies in this factor (including spurious competencies) was 4.36, with four of the thirteen ranked among the ten highest mean average scores. The high level of importance attributed by the respondents to the competencies clustered under this factor suggests that they receive considerable attention in curriculum evaluation and planning.

Conclusions

The review of the issues and the analysis of the data gathered in this study lead to the following conclusions:

1. A high degree of similarity appears to exist between the perceptions of local church lay leaders and church pastors. In those instances where significant differences did occur, the magnitude of the ratings (mean scores) of both groups is important to note. Both rated these competency items above "important" to pastoral management. This suggests that, while

- differing statistically, they both attached importance to the competencies in question. There were virtually no instances where their perceptions were radically different.
2. Few real difference exist between seminary faculty and lay leaders. The most distinct context of difference on perceptions of pastoral management competencies is in the area of interpersonal skills and appears to relate especially to those competencies concerned with the management of church staff as well as lay leadership. Faculty saw it more important for pastors to be able to delegate effectively, manage conflict, build and maintain staff morale, and develop effective evaluation standards for use with staff. For the most part, faculty and lay leaders rated these competency items as "very important" to pastoral management. This suggests that while differing statistically, they nevertheless both attached significant importance to the competencies in question.
 3. In the case of faculty and pastors, numerous real differences do appear to exist in their perceptions of those managerial skills pastors need to possess, particularly in the areas of strategic and operational planning. Both groups place equal importance on the notion of having a well defined sense of purpose and identity as a church. However, only faculty placed significant importance on pastoral involvement in the actual development of a church's strategic plan to carry out its mission. In addition, pastors placed considerably less importance on their involvement in monitoring and evaluating ongoing progress towards this plan.

Overall the relatively large number of differences between the groups would appear to confirm the fact that some gap exists.

4. The three groups--seminary faculty, church lay leaders, and pastors--attached the greatest relative importance, as measured by ranked mean scores, to the implementing and decision-making dimensions of pastoral ministry. This finding signals the need for greater emphasis in these areas of pastoral training.
5. The concerns expressed throughout the literature of faculty ranks divided along the lines of practical experience and teaching fields was partially supported by the evidence of this study. Little evidence was found to suggest any differences between the faculty based upon their previous pastoral experiences. On the other hand, significant differences were present across all of the major functions of management when faculty were considered with respect to teaching field. These can be summarized as follows:
 - a. The most severe differences occur with respect to competencies which factored in the area of interpersonal skills. Here, significant differences were found to exist between the groups on ten of the thirteen items, five of which registered relative difference between their mean average scores of .50 or more.
 - b. Significant differences were found to exist in seven of the thirteen competencies which factored under implementing and decision-making.

- c. Finally, in the area of planning (pathfinding), significant differences were recorded for eleven of the twenty-four competencies. The arrangement was such that these were almost evenly divided between strategic and operational planning issues, with five of the mean score differences being larger than one-half point, and some approaching a full point in difference.
6. The competencies identified in this study and included in the questionnaire are useful criteria for analyzing and measuring effectiveness in pastoral ministry. The generally high mean scores assigned by all sample groups confirm this conclusion.
7. The three clusters of pastoral management competencies identified in this study represent meaningful categories that can form the basis for developing curriculum in this area in pastoral training programs. Competencies within each of the clusters can be used as references for the development of individualized, competence-based objectives. Those items with high loadings and high mean scores should receive particular attention in this regard.

Suggestions for Further Study

In view of the findings of this study, and in order to expand the usefulness of this line of research in the future to pastoral education and training, the following recommendations are offered for consideration.

1. Similar studies, using techniques analogous to those of this study should be carried out with additional populations to

confirm the findings of this study across a broader representation of the church at large.

2. Further research and study should be conducted to identify competency-oriented criteria useful to the measurement of ministerial effectiveness, particularly as it relates to management and administration of the local church. The results of such research would be especially useful for the purpose of developing competency-based objectives for pastoral training.
3. Present seminary programs should be carefully evaluated in terms of the competencies which have emerged as significantly important in this study. Specifically, teaching and learning experiences which would facilitate the development of interpersonal skills, as well as implementing and decision-making skills should be integrated into present courses and introduced in specialized courses.
4. Further study should be made into the area of strategic planning and the possible sources for the apparent wide disparity between the current perceptions of faculty and lay leaders and those of local church pastors. Given its importance to the local church's continued development and success, this disagreement would appear problematic.
5. Additional research should be undertaken to determine the nature and extent of the impact seminary faculty have on: (1) the formation of students' expectations of pastoral management; and (2) their actual practice once they are in the field. Such research should involve the use of competency questionnaires over

several incoming and graduating classes. The data would contribute to the current debate on the effectiveness of seminary training in the preparation of pastors for the realities of church ministry..

6. Further studies with the present competencies should be conducted utilizing other than attitudinal or perception measurement techniques. Such studies would confirm and/or modify the results of the present study.

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APPENDICES

APPENDIX A

LETTER TO FACULTY MEMBERS

Dear Professor,

I would like to request your cooperation and participation in a research project related to the study of pastoral training in theological education. In particular I am interested in determining the degree to which various management skills and competencies are important in the training and success of pastors working at the local church level. The research being conducted will cover a cross section of evangelical seminary faculty, pastors, and local church lay leaders across the country.

The study, which will involve both comparative and factor analyses of managerial competencies, required the gathering of data from significant sources and the attached questionnaire will enable you to contribute your perceptions. As one directly involved in the training of church pastors, your response is needed and valued.

I would respectfully request therefore that you consider taking the time to provide me with your opinions on this issue by answering the questions on the attached form. While anonymity will be assured, it is important to the research that you provide the information requested on the first page of the questionnaire.

To help maintain the tight time schedule I am working under I would appreciate it if you could return this survey to me within seven days. For your convenience a self-addressed stamped envelope is provided.

Thank you for your willingness to contribute to this project.

For His Glory,

Stephen Boersma
Instructor of Management
(503) 754-4102

APPENDIX B

LETTER TO CHURCH LAY LEADERS

Dear Lay Leader,

This letter is coming to you for a special reason. As an active lay leader in your local church, you exercise important influence on the shape and direction of the church's ministry. As a result you have no doubt developed some opinions concerning the various skills and competencies important to the training and success of pastors who serve in the local church.

A nationwide study is being conducted to contribute to the improvement of pastoral training. Of particular concern to this study is the degree to which various managerial skills and competencies play a part in the successful ministry of the local church pastor. You were selected to participate in the study with consent from the Conservative Baptist Association of America and the help of your pastor. The questionnaire enclosed in this letter will enable you to respond with your viewpoint. Would you please take a few minutes to complete and return it? Your contribution will be invaluable.

It will be important to receive your questionnaire as soon as possible in order to include your response in the study. Simply use the enclosed stamped envelope to return it right away. Please be assured that all information received will be held in strict confidence.

Your willingness to contribute your time and opinions to a research project that may someday enhance curricula at seminaries and bible colleges across the United States is greatly appreciated.

Yours in His Service,

Stephen Boersma
Instructor of Management
(503) 754-4102

APPENDIX C

LETTER TO LOCAL CHURCH PASTORS

Dear Pastor,

I would like to request your cooperation and participation in a research project aimed at contributing to the improvement of the quality and nature of pastoral training. As a pastor who has experienced the reality of the local church, your contribution to this research is significant.

A nationwide study is being conducted with the consent of the Conservative Baptist Association of America. A select group of CBA pastors is being asked to participate along with seminary faculty and church lay leaders. Your name was selected and your personal responses are valued. The attached questionnaire asks you to consider the degree to which various management skills and competencies are important in the training and success of pastors serving in the local church. While anonymity is assured, the information requested on the first page of the questionnaire will be helpful in the process of the research.

To help maintain the tight time schedule for this project, I would appreciate it if you could return this survey to me within seven days. For your convenience a self-addressed stamped envelope is provided. Your extra consideration is appreciated.

Thank you for your willingness to contribute your time and opinions to a research project that may someday enhance curricula at seminaries and bible colleges across the United States.

Yours in His Service,

Stephen Boersma
Instructor of Management
(503) 754-4102

APPENDIX D

DELPHI PANEL MEMBERS

1. Dr. Bill Lawrence
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(214) 960-6216 (home)
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(219) 872-7209
3. Dr. Lloyd Perry
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9. Mr. Mark Senter
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10. Dr. Allen Finley
International President
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APPENDIX E

PASTORAL MANAGEMENT COMPETENCIES QUESTIONNAIRE**Purpose:**

The purpose of this questionnaire is to seek your assistance in providing information which will contribute to the training of candidates for pastoral ministry. This study is particularly concerned with the competencies or skills considered necessary for ministers to provide effective administrative oversight in the local church.

Instructions:

This questionnaire contains statements of managerial competencies for church pastors. You are asked to indicate the level of importance you attach to each of these competency items. In other words, how important do you feel it is for the pastor of a church to possess the ability or competency?

Do not take too much time thinking about any particular item. There are no right or wrong answers. I am particularly concerned with how you feel about the managerial competencies needed by church pastors. **PLEASE DO NOT LEAVE ANY ITEM BLANK.**

The following key should be used for your choices:

- | | |
|-----------------------------------|---|
| 1.0 Very Little Importance | You consider this item to be relatively insignificant to the effectiveness of a church pastor in his managerial role. |
| 2.0 Somewhat Important | You consider this item of minimal significance to the effectiveness of a pastor. |
| 3.0 Important | You feel this item is of notable value to a pastor's effectiveness, but not of major importance. |
| 4.0 Very Important | You feel this competency is of major importance to the effectiveness of a pastor as manager. |
| 5.0 Considerably Important | You feel that without this competency a pastor would be significantly handicapped in effectiveness. |
| 6.0 Extremely Important | A pastor could not function in any effective way whatsoever in the role of manager without this competency. |

For each item, circle the number (1, 2, 3, 4, 5, 6) which **best** represents your feeling of the importance of that item to church pastor. If your exact feeling is not represented by one of the choices, circle the one which comes closest to your true feeling.

Here is an example.

How important do you feel it is for a minister to be able to:

1. Develop and/or maintain a church constitution that reflects the mission of the church. 1 2 3 4 5 6

This person, in circling the "4", felt that this competency is very important to the pastors ability to effectively manage church activities.

[PLEASE TURN TO THE NEXT PAGE AND COMPLETE THE QUESTIONNAIRE]

How important do you feel it is for a minister to be able to:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Participate with the governing body of the church in defining individual qualifications required for each staff and leadership position. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Group activities to facilitate communication, decision-making, and problem solving while providing for the ongoing tasks of the church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Apply policies, procedures, and rules to all personnel uniformly. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Involve the existing staff and lay leadership in the process of developing a mission or purpose statement . | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Plan and initiate change (when needed) effectively so as to minimize alienating members of the congregation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Harmonize the personal goals of individuals with the goals of the church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Make decisions and give clear, concise direction to the work of paid/volunteer staff. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Maintain an evaluation program that provides on-going, continuous feedback on all major areas of activity throughout the church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Adjust plans and take corrective action to put activities or programs back on target when required. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Modify the organizational plan to take into account available staff and volunteers. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Develop and maintain a church-wide organizational chart that depicts line and staff authority relationships, responsibilities, and promotes communication among the church staff, boards, committees, and general congregation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Help other staff and lay leaders develop and write specific activities or actions, including setting target dates, time frames, and criteria for evaluation. | 1 | 2 | 3 | 4 | 5 | 6 |

How important do you feel it is for a minister to be able to:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 13. Identify issues and/or situations, both within the church and the community, that could potentially threaten the church's ability to accomplish its stated goals or objectives. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Budget the allocation of resources, both financial and otherwise, required to support approved programs. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Develop and maintain a staffing plan that is based upon the church's goals and objectives. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Assist in recruiting, selecting, training, and developing staff, lay leadership, board and committee members, and volunteers. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. Plan and use time effectively in setting priorities for workload. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Plan and implement a "needs" assessment analysis with the congregation to identify the strengths and weaknesses of the church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Develop and set policies and procedures in line with the church's stated mission and plans meet the needs of the church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. Develop with staff and lay leaders a statement of values that identify the important constraints on the planning process. | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. Develop and administer a leadership training program designed to provide an ever increasing number of potential leaders. | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. Identify and prioritize, in an orderly fashion, key activities or programs to help bring about effective accomplishment of the stated goals/objectives. | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. Have a thorough knowledge of the skills of the planning process and the ability to use it to assess the planning needs of the church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. Develop a reporting system to monitor the implementation of the plan. | 1 | 2 | 3 | 4 | 5 | 6 |

How important do you feel it is for a minister to be able to:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 25. Develop and maintain an organizational plan/structure to fit the church's strategic plan, goals and objectives. | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. Develop and set individual performance standards for members of the staff. | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. Determine what, when, and how critical data should be gathered to monitor overall progress towards the church's goals and objectives. | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. Delegate authority and responsibility to the lowest competent operational level among the staff and lay leaders in a manner that assures their ability to accomplish the results expected of them. | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. Make use of well-planned information system to communicate with staff and leadership. | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. Use knowledge and skills of leadership techniques in managing the activities of staff. | 1 | 2 | 3 | 4 | 5 | 6 |
| 31. Work to create harmony of all activities to facilitate achieving goals and objectives. | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. Develop and/or maintain specific, written job descriptions for paid staff and leadership positions to meet the changing needs of the church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. Design or modify individual positions to fit capabilities and/or motivation of the existing staff. | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. Develop and keep up-to-date a philosophy statement which supports his/her position on ministry and the role of the pastor in the local church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 35. Develop and keep up-to-date a mission or purpose statement that identifies the reason for the existence of the church (eg. develop and articulate a vision or "scenario" for the future). | 1 | 2 | 3 | 4 | 5 | 6 |

How important do you feel it is for a minister to be able to:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 36. Apply knowledge of appropriate communication techniques in directing both staff and congregation towards achievement of personal and group goals and objectives. | 1 | 2 | 3 | 4 | 5 | 6 |
| 37. Develop and keep up-to-date written, measurable statements of goals/objectives , both short and long-range, that translate into action the "mission" of the church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 38. Plan staff and membership development activities, including orientation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. Participate in continuing education programs to broaden personal understanding and abilities in such areas as: motivation, communication, encouragement, and evaluation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. Develop and maintain a human resource plan that identifies the skills and talents of the church membership to match competencies and talents of individuals to the needs of the church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 41. Understand and use knowledge of power and authority effectively. | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. Develop and practice group leadership skills with boards, committees, and other groups within the church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 43. Understand and apply skills of conflict management to resolve differences and encourage independent thought. | 1 | 2 | 3 | 4 | 5 | 6 |
| 44. Create an environment where independent thought is encouraged and occasional failure accepted. | 1 | 2 | 3 | 4 | 5 | 6 |
| 45. Build and maintain staff morale (esprit de corps). | 1 | 2 | 3 | 4 | 5 | 6 |
| 46. Develop and use evaluation standards that are accurate, suitable, objective, flexible, economical, and mirror the organizational pattern of the church. | 1 | 2 | 3 | 4 | 5 | 6 |
| 47. Involve staff and lay leadership in the development of performance standards. | 1 | 2 | 3 | 4 | 5 | 6 |

How important do you feel it is for a minister to be able to:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 48. Apply standards of evaluation in monitoring activities that are consistent with the church's mission, philosophy, objectives, and management plan. | 1 | 2 | 3 | 4 | 5 | 6 |
| 49. Make use of techniques such as Management by Objectives as part of the control or evaluation program. | 1 | 2 | 3 | 4 | 5 | 6 |
| 50. Conduct consistent staff evaluations which effectively tie rewards (praise, remuneration, and discipline) to performance and counsel staff and leadership on means to improve performance. | 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX F

COMPETENCY ITEMS BY MEAN-RANK ORDER

Rank	Mean	Item	Competency
1	4.97	45	Build and maintain staff morale
2	4.95	17	Plan and use time effectively in setting work priorities
3	4.94	5	Plan and initiate change effectively
4	4.81	4	Involve the existing staff and lay leadership in the process of developing a mission or purpose statement
5	4.77	1	Participate in defining individual qualifications for staff and leadership positions
6	4.72	44	Create an environment where independent thought is encouraged
7	4.60	31	Work to create harmony of all activities to facilitate achieving goals and objectives
8	4.57	21	Develop and administer a leadership training program designed to provide an ever increasing number of potential leaders
9	4.49	43	Understand and apply skills of conflict management to resolve differences
10	4.48	16	Assist in recruiting, selecting, training and developing staff, lay leadership and others
11	4.47	7	Make decisions and clear, concise directions
12	4.46	3	Apply policies, procedures, and rules uniformly
12	4.46	41	Understand and use knowledge of power and authority effectively

Rank	Mean	Item	Competency
14	4.45	35	Develop and maintain a mission statement that identifies the church's reason for existence
15	4.44	42	Develop and practice group leadership skills
16	4.43	9	Adjust plans and take corrective action to keep projects on track
17	4.32	28	Delegate authority and responsibility to staff and lay leadership
18	4.30	20	Identify issues and/or situations in the environment that could impact the church's ability to accomplish its stated goals or objectives
19	4.25	2	Group activities to facilitate communication, decision-making, and problem solving
20	4.23	30	Use knowledge and skills of leadership techniques in managing the activities of staff
20	4.23	36	Apply knowledge of appropriate communication techniques in directing staff and congregation towards achievement of goals
20	4.23	18	Identify and prioritize key activities or programs to help bring about effective accomplishment of stated goals/objectives
23	4.20	29	Make use of well-planned information systems to communicate with staff and leadership
24	4.14	8	Maintain an evaluation program that provides for ongoing feedback on major activities
25	4.13	47	Involve staff and lay leadership in the development of performance standards

Rank	Mean	Item	Competency
26	4.11	15	Develop a staffing plan based upon the church's goals and objectives
27	4.10	32	Develop written job descriptions for staff and leadership positions
28	4.09	33	Design or modify individual positions to fit capabilities and/or motivation of the existing staff
29	4.07	6	Harmonize personal goals of individuals with goals of the church
29	4.07	10	Modify the organizational plan to take into account available staff and leadership
29	4.07	34	Develop and maintain a philosophy statement which supports his/her position on ministry and the role of the pastor in the local church
32	4.06	39	Participate in continuing education programs to broaden personal growth and understanding
32	4.06	19	Develop a set of policies and procedures
34	4.05	48	Apply standards of evaluation that are consistent with the church's mgmt. plan
35	4.02	23	Have a thorough knowledge of the planning process along with the ability to implement it to assess the planning needs of the church
36	3.99	46	Develop and use evaluation standards that are accurate and mirror church's org. structure
37	3.95	14	Budget the allocation of resources required to support approved plans
37	3.95	40	Develop a human recourse plan
39	3.90	50	Conduct consistent staff evaluations

Rank	Mean	Item	Competency
39	3.90	37	Develop measurable statements of goals/objectives which translate into action the "mission" of the church
41	3.87	25	Develop an org. plan/structure to fit the Church's strategic plan
41	3.87	22	Develop and maintain an organizational plan/structure to fit the church's strategic plan, goals, and objectives
43	3.81	13	Plan and implement a "needs" assessment with the congregation to identify the strengths and weakness of the church
44	3.77	26	Develop/set individual performance criteria
44	3.77	38	Plan staff and membership development activities
46	3.75	12	Help other staff and leadership in the development of personal, specific goals and objectives
47	3.68	24	Develop a reporting system for monitoring the implementation of the plan
48	3.52	11	Develop a church-wide organization chart
49	3.48	27	Determine how critical data will be gathered to monitor overall progress
50	3.44	49	Use techniques such as MBO as part of a control or evaluation program

APPENDIX G

RELIABILITY OF THE INSTRUMENT

An estimate of the internal consistency reliability of the scores was determined using the Hoyt-Stunkard analysis of variance method.⁷ This method provided for a straightforward solution to the problem of estimating the reliability coefficient for unrestricted scoring items. The computed reliability for the instrument was +.942, a coefficient which indicated that the respondents were consistent in their responses to the competencies included in the instrument.

The results of this test are described below.

Pastoral Management Competencies
ANOVA Table for Reliability

Source of Variation	df	SS	MS	r
Competencies	49	634.207	12.943	
Subjects	481	9162.067	19.048	.942 ⁸
Residual	23569	25888.833	1.098	
Total	24099	35685.107		

⁷Hoyt, C. and Stunkard, L.C. "Estimation of Test Reliability for Unrestricted Item Scoring Methods." Educational and Psychological Measurement, Winter, 1952, 12, pp. 756-758

⁸A review of studies of similar design and intent indicate that the high r value is not unusual for this type of instrument. For more information the reader is referred to studies by Soukup, 1983, Burton, 1984, and Samahitio, 1984.

APPENDIX H

TWO-FACTOR INTERACTION AMONG THE FACULTY SCORES BETWEEN POSITION AND EXPERIENCE

Item	Competency	**Sub-group:	*MEAN SCORE				F VALUES	
			Position	X	Experience		Computed F	Tabular F
			1	2	3	4		
18	Plan and implement a "needs" assessment analysis with the congregation		22.70	20.15	22.61	24.12	5.75	3.91

* Mean scores represent values obtained after the data was transformed using a combination Fisher-Yates and Linear transformation.

** Faculty sub-group One = biblical/theological with no experience

Faculty sub-group Two = biblical/theological with experience

Faculty sub-group Three = practical ministries with no experience

Faculty sub-group Four = practical ministries with experience

APPENDIX I
Q-MODE ANALYSIS

The Q-Mode technique of factor analysis indicates how closely the respondents resemble one another relative to their responses to the fifty pastoral management competencies. By ordering the respondents according to the competencies in the study, this procedure provided a measure of commonality among the faculty, lay leader and pastor populations represented by the respondents.

Results of the three factor Q-Mode solution indicated that the three groups differed from each other relative to their responses to the pastoral management competencies. This solution accounted for 77.48 percent of the common variance among the respondents. The data were further analyzed along the basis of geographic location (five-factor) and church size (seven-factor). The results were inconclusive however, as no differences were detected to specifically exist on either the basis of geographic location or church size indicating that one and possibly several other, as yet, undetermined factors affected individual responses.

Percentage of Common Variance for the Q-Mode Analysis

Factor	Percentage	Cumulative Percentage
1	51.61	51.61
2	13.41	65.02
3	12.46	77.48