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AN ANALYSIS OF PERCEPTIONS OF THE ROLE AND
EFFECTIVENESS OF SOUTHERN BAPTIST
SEMINARIES IN PREPARING STUDENTS
FOR ADMINISTRATIVE TASKS

A Dissertation
Presented to
the Faculty of
The Southern Baptist Theological Seminary

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
James Kevin Welch

May 2003

UMI Number: 3102057

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James Kevin Welch

Read and Approved by:

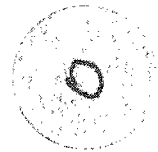
Dennis E. Williams

Dennis E. Williams (Chairperson)

Brad J. Waggoner

Brad J. Waggoner

Date 5/1/03



To my wife, Lesli, and children, Brittany and Brayden,
thanks for your love, sacrifice, and unending support.

To my parents, Jim and Sharon,
thanks for lighting the flame of learning early in my life.

In memory of Rick Wadley,
pastor, mentor, friend –
may God grant me the privilege to serve as he served.

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PREFACE

No one can accomplish a feat of this magnitude alone. While the cover of this manuscript bears my name, it is by no means a solo effort. It has been truly a family project from the start. My wife, Lesli, served faithfully as encourager, coach, reader, critic, and cheerleader. Her selfless act of setting her educational pursuits aside for a time while I completed mine is a treasure I'll always remember. The patience of my children while Daddy "worked on school" is unbelievable. Their desire to "help out" during this endeavor often served as a humorous reminder of the dedication of children to their parents. The willingness of Carol Wadley to assist with the kids has been a Godsend. She has become a second mother to me and my family loves her dearly. Again, to my whole family, I say "thank you."

Words cannot express my gratitude to the faculty and staff at The Southern Baptist Theological Seminary. The visionary insight to provide a doctoral program of this quality utilizing this delivery system was a Godsend. In particular, I extend my gratitude to Dr. Dennis Williams for his leadership and professional guidance of my research effort. Other faculty members have been just as instrumental in spurring me on in the process of critical thinking – Dr. Brad Waggoner, Dr. Mark Simpson, Dr. Jack Cunningham, and Dr. Hal Pettegrew. They have all played a significant role in leading me down this path of learning.

I am greatly indebted to my cohort of seventeen for their encouragement and friendship over the past three years. We have challenged each other when necessary and have picked each other up during some of the most difficult days of our lives. Together, we have survived. Deaths, births, illness, job changes, and a host of other life experiences have occurred as we've traveled this journey together. I can truly say that they are some of the dearest friends and colleagues I have ever had. While many miles may separate us as we are located literally all over the world, their friendship will be a lifelong treasure. As we've learned in this program, their friendship will only be a mouse click away or an email away.

I could not have had the opportunity to pursue this degree without the cooperation of the Annuity Board of the Southern Baptist Convention and their flexibility in allowing me to take off extended periods of time to work on the requirements for this degree. In particular, Jeff Billinger allowed me and even encouraged me to pursue this educational endeavor. I work with an outstanding staff that has proven to be faithful to the task even when the "boss" is not available. I am greatly indebted to Scott Cook for his faithful service and leadership in my absence and for our informal discussions that have made me a better father, minister, and leader.

Every minister needs a church in which to grow up as a leader – a church that loves, is kind and patient as he makes mistakes learning the craft of ministry. Stadium Drive Baptist Church, Fort Worth, Texas, is such a church for me. Their patience and love for me and my family is an eternal gift. Their prayerful support during the early stages of this educational transformation in my life made this endeavor possible.

I would make a grave error if I failed to give God all the credit for the effort displayed here. His calling on my life first as a Christian, then as a vocational minister, and then a doctoral student in this program has been a journey that I would not trade for anything. His loving grace and sustenance through this process cannot be imagined. Ultimately, my desire is to give God the glory and honor in this effort. May God be able to use it to better prepare ministers for His Kingdom's work.

James Kevin Welch

Fort Worth, Texas

May 2003

CHAPTER 1
RESEARCH CONCERN

Various perceptions exist regarding the effectiveness of seminary training for the practical responsibilities in ministry. The variation of perceptions and opinions occurs between educators, ministers, and the laity. Historically, ministers themselves often give anecdotal testimony that seminary education has not equipped them adequately for the tasks they encounter on the field. Yet, similar evidence indicates that the laity's expectation of seminary graduates includes competencies in the practical aspects of ministry – in particular, the area of administration.

A Broad Perspective

In a 1974 conference sponsored by the Southern Baptist Sunday School Board, Donald G. Bouldin addressed the issue of relevance and adequacy of seminary preparation for ministry.

Theological education has been heavily investigated. Study after study points out that ministers do not feel that their seminary preparation is sufficient to deal with some of the real problems of the ministry. Obviously part of the problem stems from the fact that the minister is called upon to deal effectively with a multitude of assignments. (Bouldin 1974, 200)

Bouldin contends that the local church's expectations of a minister do not necessarily coincide with the preparation given by the institution that has granted him a degree (Bouldin 1974, 202). While the church often expects the minister to be prepared for practical aspects of ministry upon graduation, the seminary education the minister

receives may be more focused on theological issues. Michael J. Anthony contends that years of undergraduate and graduate seminary training do not necessarily ensure that a minister will have the ability to manage in ministry.

Such an extensive academic background leads many church members to believe that their pastor must know everything there is to know about the specifics of managing the local church. After all, what else could better prepare a pastor than four to ten years of classroom study? The sad reality is that a college and seminary education does not guarantee adequate training for leading a congregation. (Anthony 1993, 25)

This perceived lack of leadership training in seminary is echoed by Aubrey Malphurs. He believes that pastors in particular must be trained in more than preaching and teaching the Bible. While that is vital for ministry, a pastor must be prepared for leadership.

If the typical church's difficult days of the 1980s and 1990s have taught us anything, they have taught us that the pastor needs to be a leader and a coach of leaders as well as a preacher. Yet, if one peruses the catalogs of many of our best evangelical schools, he or she will discover only one or, at the most, two courses on leadership. In spite of the fact that every church survives on the basis of competent lay leadership, future pastors graduate not knowing how to recruit and train these leaders. (Malphurs 1997, 12)

The Dichotomy of Seminary Training

Leith Anderson makes a distinction between the two roles the seminary has in educating its students – academia and praxis. The traditional seminary model focuses on the development and training of students in academia before they become ministry practitioners. Anderson holds that these students are not prepared for either role. He writes, “Traditional seminary education is designed to train research theologians, who are to become parish practitioners. Probably they are adequately equipped for neither” (Anderson 1992, 46).

Because of this difficult dichotomy, seminaries have moved toward degrees that are more practical. A professional model of seminary education has developed that focuses on training students in practical ministry. This developing trend often requires the student to choose either an academic degree or a degree better suited for ministerial practice. Regarding these two areas, Anderson contends that change must occur to meet the requirements of the local church.

Few schools have the resources to train both. We will need comparatively few graduate schools of theology and comparatively more professional schools of ministry. Both must move away from the traditional notion of education being time and place, but this switch must especially apply to the preparation of practitioners. They want to be (and the church wants) men and women who can *do* something, not know everything. (Anderson 1992, 47)

Not all views hold that the theological education and its related focus on academic styles of leadership and communication are the cause of any perceived seminary education failures. Barbara G. Wheeler contends that the problem of inadequacy of preparation is not simply the focus on academia. Instead, the inability of seminaries to move their instruction beyond outmoded models for ministry is the greatest problem in preparing ministers for service. In her opinion, the solution is not simply applying the professional model that focuses on competencies. The solution is much more complex and elusive and requires a foundational review of seminary education (Wheeler 1983, 28-30).

From an evangelical perspective, the confessional nature of an evangelical theological institution focuses its accountability to the churches. According to R. Albert Mohler, Jr., evangelical seminaries have historically been pulled in opposite directions regarding the perceived role of theological education. On one hand, churches regard seminaries as training ground for ministry. On the other, the academic culture views

seminary as preparation for a professional career as a theologian. He contends that most seminaries have tried to meet both needs with varied results. In his opinion, “A theological seminary has no right to exist apart from its charge to train, educate, and prepare ministers for service in the churches” (Mohler 1996, 279). Mohler does caution against the notion that seminaries are simply professional schools.

Theological education may thus be conceived as a program of professional training and education that can transform any person into a minister. This is a reversion of the biblical pattern. We believe that God calls ministers for the church and that this spiritual calling is matched by spiritual gifts and qualifications. (Mohler 1996, 282)

In Mohler’s view, the spiritual and scholarly aspect of theological education should not be ignored as seminaries develop as communities of faith.

An Administration Perspective

One of the primary areas of ministry in which seminary graduates feel least prepared is that of administration. In a classic study of ministers’ roles, Samuel W. Blizzard evaluated the typical minister’s workday. In his study, he discovered that nearly forty percent of a minister’s day was spent as an administrator. Interestingly, ministers had a low level of preference for administrative tasks. They also indicated a lower level of their perceived effectiveness for administration when compared to other ministerial roles (Blizzard 1956, 508-09). Bouldin indicates that a majority of pastors with seminary degrees and a few years of experience desire to be better prepared in the area of administration and other practical ministry competencies (Bouldin 1974, 202).

Churches must often deal with management crises due to the lack of training that pastoral leaders have in the area of management. While the number of courses offered in church management are not adequate according to some authors’ opinions,

seminary students who are not required to take administration courses often bypass the courses that do exist for more theological pursuits. According to Michael T. Dibbert, the effective pastor and staff should have some background in management (Dibbert 1989, 20-21).

Some argue that many of the administrative tasks can be delegated to lay persons in the church. Otto Crumroy, Jr., Stanley J. Kukawka, and Frank M. Witman contend that ultimately the minister is responsible for the effective and appropriate operations of the church.

Many pastors have, or will have, a stewardship responsibility for people, money, and property that is greater in magnitude than over half the business owners and managers in this country. While these pastors will normally be well trained in worship and congregational care as they enter their ministry, they often seem ill-prepared to participate in church administrative and financial responsibilities. (Crumroy, Kukawka, and Witman 1998, 1)

Malphurs furthers that thought by encouraging contemporary ministerial leadership to consider core values in conjunction with strategic planning.

It's imperative that those who would lead and pastor the newer paradigm of churches of the twenty-first century must think about vital leadership and ministry concepts such as core values, mission, vision, and strategy and how they relate to one another. The reason is that these core values make up the ministry ABCs. While there are other ministry ABCs (character development, stewardship, and so forth), the core values form the fundamental nuts and bolts of any ministry. (Malphurs 1997, 12)

Research Purpose

The purpose of this study is to examine the perceptions of Southern Baptist ministers and seminary faculty regarding the importance of selected administration competencies and the perceived level of seminary preparation in equipping graduates for managerial responsibilities in ministry.

The intent is to provide a better understanding of the priority of administration competencies in ministry today as well as provide an understanding of the perceived level of seminary preparation received by the minister in those competencies. This research leads to an examination of potential areas of over-preparation and under-preparation in administration competency development. The impact of staff position on competency perception is also considered.

Delimitations of the Study

This study was delimited to common knowledge and skill competencies in administration as identified in the precedent literature and determined to be the most prominent areas of evaluation. This research focused on ministry experience and training as opposed to secular education and work experience. The ministers selected for the study were from both paid and unpaid church pastor and staff positions. The chosen educators were delimited to Southern Baptist seminary faculty. Southern Baptist ministers that graduated from the selected Southern Baptist seminaries during the 1999 through 2001 time period as well as current Southern Baptist seminary faculty were utilized in this study. The degree of ministry experience and theological views of both ministers and faculty were not the primary basis for evaluation in this research.

Research Questions

To provide a focus for this analysis of perceived administration competency importance and the perceived level of the adequacy of seminary preparation, the following five research questions were developed:

1. What is the relationship between the rankings of administration competencies and educational preparation as perceived by Southern Baptist ministers?

2. What is the relationship between the rankings of administration competencies and educational preparation as perceived by Southern Baptist seminary faculty?
3. What is the relationship between the rankings of administration competencies as perceived by both Southern Baptist ministers and seminary faculty?
4. What is the relationship between the rankings of educational preparation as perceived by both Southern Baptist ministers and seminary faculty?
5. To what extent, if any, does ministry position impact the relationship between the perceived ranking of administration competencies and the perceived level of educational preparation?

Terminology

The following definitions of significant terms or phrases will assist in understanding their usage in this research process:

Adequacy. The perceived degree to which seminary education has prepared ministers for their administration role in church ministry. In this study, the term adequacy refers to the perceived level of preparation found in one's seminary education in the area of administration.

Administration. From a ministry perspective, administration is the direction provided to church leaders, both lay and staff, as they utilize spiritual, human, physical, and financial resources to reach their objectives and fulfill their purpose (Tidwell 1985, 27). Administration is considered both an art and a science that implies an understanding of consistent administration principles and the ability to interpret the reality of a situation to use appropriate and effective administration methods in ministry (Dobbins 1960, 38-39). Administration is also a spiritual gift as indicated by the Apostle Paul in First Corinthians (Powers 1985, 11). Administration is a means, not the end of ministry. While it includes planning, organizing, staffing, training, guiding, interpreting, providing

resources, reporting, and improving, it exists to facilitate service to persons (Skelton 1974, 23-24).

Competency. Competency refers to the application of knowledge and skills to accomplish specific administration tasks and ministry outcomes (Atkinson 1975, 46). Competencies refer to the required behaviors displayed by a person viewed as competent (Hayes 2000, 96). From a ministry perspective, competencies represent administration knowledge and skills deemed necessary for a practicing minister (Alford 1981, 11).

Dimension. In the current research, dimension refers to the name of a grouping of competencies that are similar in function. For example, the leading skills dimension of administration includes the competencies of decision making, team building, communication, motivation, team development, and initiation. For purposes of this research, there will be five administration dimensions identified.

Faculty. For purposes of this study, the term faculty refers to educators teaching at a Southern Baptist seminary.

Graduates. For purposes of this study, the term graduates refers to individuals receiving a masters level degree or above from a Southern Baptist seminary.

Importance. The perceived degree of importance of selected administration competencies for effective church ministry. In this study, this term is synonymous with usefulness.

Knowledge. Being cognizant of the facts or principles in the field of administration because of seminary preparation for ministry (Clark 1985, 23).

Leadership. Leadership is viewed in the traditional sense as a subset of the overarching function of administration. Leadership is one of the essential elements of the

administration and management function (Gangel 1989, 14). While many authors have attempted to mark distinctions between management and leadership, those distinctions are blurry at best. If a slight distinction must be drawn between management and leadership, then leadership is defined as the ability to do the right things contrasted to management as doing things right (Hellriegel, Slocum, Woodman 1989, 266). Where management is focused on achieving organizational goals, leadership is more relationship-based as one attempts to influence the behavior of others (Hersey, Blanchard, Johnson 2001, 9).

Management. In this research, management is used synonymously with administration. In essence, management is the “stewardship of the talents of the persons entrusted to our care” and the ability to get things accomplished through other people (Hendrix 1988, 14). More broadly defined for this research, management includes the wise and effective stewardship of both human and physical resources to bring order to the church so that it can accomplish its mission to reach the world for Christ (Berkley 1994, 312).

Minister. In the current study, minister refers to those serving on a church staff or a denominational position in either a paid or a non-paid status.

Skill. The ability to perform administration tasks as a result of either formal or informal learning (Alford 1981, 11).

Southern Baptist. In the current study, this term refers to churches, seminaries, ministers and faculty affiliated with the Southern Baptist Convention.

Procedural Overview

Chapter 2 of this research evaluates the precedent literature related to seminary preparation for ministers in the area of administration. Theological and administration foundations are reviewed including a rationale for administration and an analysis of managerial competencies for ministry. Finally, ministry foundations are reviewed with a focus on the ministerial roles, seminary education, and a review of related research.

Chapter 3 of this study presents the methodological design of this research. A survey, "The Research Survey of Administration Competencies," was created, validated, and administered to both Southern Baptist seminary educators and Southern Baptist ministers to evaluate their perception of administration competencies and educational preparation for ministry. Educators employed full-time at Southern Baptist seminaries were randomly surveyed. A random selection of recent seminary graduates currently serving on a church staff were surveyed due to the timeliness of their seminary preparation.

The instrument is a modification of a Burress-type survey that evaluates participant perceptions for each competency. Another form of this instrument has been used extensively in the area of adult education but has not been used exclusively to evaluate administration competencies. The questionnaire is a Likert-style survey instrument that measured two perceptions from each group. First, the instrument measured the perception of importance for each competency listed. Second, the adequacy of seminary preparation for that competency was measured. Additionally, the survey collected useful demographic information from each participant including but not limited to church staff position, years of experience, and seminary degree.

Chapter 4 analyzes the findings from this research and includes quantitative, statistical comparisons of the two sets of responses measured by the survey. Descriptive statistics were produced for each relationship under evaluation. A test of statistical significance was also completed including relevant correlation calculations to determine the degree of any relationship between administration competency importance and seminary education adequacy. Chapter 5 draws conclusions based on the findings of the research including research implications, applications, and suggestions for further research.

Research Assumptions

The following assumptions are integral to the current study:

1. Pastors and church staff surveyed for this research are required to perform some administration tasks while serving in their respective ministry positions. The ministers surveyed in this study will have a basic understanding of the managerial responsibilities necessary for their specific ministry responsibilities.
2. Southern Baptist seminary training is both practical and theological in nature. Generally, academic development is coupled with ministry application in the seminary education experience.
3. Seminary training provides some element of practical preparation for administration competencies. This does not imply that administration is taught only in courses including administration, management, or leadership in the title. Rather, some degree of administration competency development is found throughout the curriculum in all schools of study.

CHAPTER 2

PRECEDENT LITERATURE

The precedent literature review for this study consists of three sections that focus on theology, administration, and ministry foundations. The first section reviews the essential theological precepts found in literature that provide the basis for this effort. A look at some biblical examples of administration is included in this section. The second section identifies essential administration functions and managerial competencies that are found in literature and are relevant for this study. Their inclusion here is the basis for the competencies that are presented in chapter 3 as a component of the survey instrument. The third section presents the literature discussion of ministerial and seminary roles in the context of administration. Ministry as vocation versus ministry as profession is discussed as well as the seminary's role in training pastors and church staff. A review of relevant ministry research having a significant influence on this study's research design then follows. Finally, the implications for this research and the profile for the current study are presented.

Theological Foundations

In the following section, four essential theological foundations for administration are discussed as presented in literature. This discussion concludes with an examination of prominent biblical examples of effective administration.

Theology of God

A proper theology of God is foundational for effective ministry practice. A theology of ministerial practice that is God-centered enables the minister to incorporate secular educational and administration principles and theories into church ministry. Robert W. Pazmiño, in *Principles and Practices of Christian Education: An Evangelical Perspective*, describes an educational framework originally presented by Hollis L. Caswell that presents three foci for education – content, person, and society. In Caswell’s model, educators will emphasize one of the three elements as their primary focus of the educational process. While the other two elements are addressed, they are subordinates to the educator’s primary focus. Pazmiño suggests a modified approach that is God-centered rather than focused on one of Caswell’s elements.

A God-centered or combination approach establishes as its starting point the authority of God as revealed through Scripture, illumined by the Holy Spirit, and discerned through the operation of human reason and experience, both corporate and individual. From the Scriptures, viewed as a trustworthy guide for Christian faith and practice, one can derive essential principles that influence educational thought and practice. (Pazmiño 1992, 17-23)

One of those essential principles is all truth is God’s truth. This is especially important when considering the fields of education and administration where suggested and accepted theories and practices are often derived from secular sources. Pazmiño explains further.

But a God-centered approach does subject all truth claims to scriptural scrutiny while recognizing that the Bible is not an exhaustive source of truth and knowledge. Thus, any truth claims are initially judged in terms of their consistency with a Christian world and life view. A God-centered approach does not neglect knowledge discerned through nature, rationality, tradition, history, intuition, and even imagination. But insights derived from these sources are always subject to the light of biblical and theological reflection. (Pazmiño 1992, 23)

The truth of God is revealed through both His general and specific revelation to man and through man's efforts to discern the truth of God found in His creation and in scripture. Charles A. Tidwell, in *Church Administration: Effective Leadership for Ministry*, echoes Pazmiño regarding the source of administration principles.

Church leaders need not be bothered about the non-church sources of some good ideas. If they are true and right, it does not matter whether they originated in or out of the church. The basic philosophic ideas of good administration anywhere find kinship with distinctively Judeo-Christian concepts. (Tidwell 1985, 23)

This is not a blind recommendation to adopt secular theories. Lois E. LeBar, in *Education that is Christian*, comments on the use of man-made educational systems without evaluating them through the filter of God's Word.

A chief reason for the lack of life and power and reality in our evangelical teaching is that we have been content to borrow man-made systems of education instead of discovering God's system. Secular educators do not give central place to the unique revelation of God's Word that is communicated by God's Spirit. Our distinctive content calls for distinctive treatment. (LeBar 1995, 24-25)

A God-centered approach to ministry practice allows ministers the opportunity to evaluate and potentially implement education and administration principles, methods, and formulas in light of God's Word.

Theology of the Church

Charles A. Tidwell provides a basic foundational understanding of church administration. Tidwell contends that the basis for church administration is the theology of the church (Tidwell 1985, 20). Christ refers to the church and God's creation and empowerment of it at Peter's confession of Christ. "And I also say to you that you are Peter, and upon this rock I will build my church; and the gates of Hades shall not overpower it" (Matt 16:18). Luke bears historical testimony in harmony with Paul's

exhortation as to the voluntary fellowship in Christ found in the church. “And they were continually devoting themselves to the apostles’ teaching and to fellowship, to the breaking of bread and to prayer” (Acts 2:42). “But if we walk in the light, as He Himself is in the light, we have fellowship with one another, and the blood of Jesus His Son cleanses us from all sin” (1 John 1:7). Paul writes of Christ as the head of the church. “He is also head of the body, the church” (Col 1:18). “And He put all things in subjection under His feet, and gave Him as head over all things to the church, which is His body, the fullness of Him who fills all in all” (Eph 1:22-23). Ultimately, the work of the church is ministering to the world while effectively managing God’s given resources (Tidwell 1985, 25-27). “Now all these things are from God, who reconciled us to Himself through Christ, and gave us the ministry of reconciliation” (2 Cor 5:18). “And He gave some as apostles, and some as prophets, and some as evangelists, and some as pastors and teachers, for the equipping of the saints for the work of service, to the building up of the body of Christ; until we all attain to the unity of the faith, and of the knowledge of the Son of God, to a mature man, the measure of the stature which belongs to the fullness of Christ” (Eph 4:11-13).

The Apostle Paul’s actions with the Corinthian church are an example of an effective relationship of administration to the church. Paul’s administrative decisions were made within the context of his comprehensive understanding of the Christian faith. Alvin J. Lindgren, in *Foundations for Purposeful Church Administration*, writes of Paul’s example.

Thus Paul, early in the history of the Christian church, insisted that answers to specific administrative problems can be properly given only as they are seen in the perspectives of what the gospel is and what the church ought to be. This New

Testament pattern should be followed today by church administrators. (Lindgren 1965, 27-28)

If the church is to execute its ministry of reconciliation and fulfill its role in spreading the faith, it must do so in an orderly manner. According to Don R. Mathis, the level of administration and organization in the church determines the ability of the church to apply divine power and human strength to further the Kingdom.

Who is to go, why we are to go, where we are to go, and what we are to do have been determined by the Great Commission and our vision statement. We must determine how we are to go and how we will scatter seed. In short, we must have a plan and an organizational structure for carrying out the Commission and our vision statement. Without an organizational structure, the church is like a body without a skeleton. Without administration, the church's plans and resources cannot be focused on its purpose. (Mathis 1997, 85)

While it is to be organized, the church should not be viewed as just another organization. Its purpose and witness to the world marks it as a distinct entity. G.

Douglass Lewis elaborates further.

The church is distinctive in at least two ways. First, as we have already pointed out, it is different from every other organization in its purpose and mission: to be an agent of God's redeeming and transforming activity in the world. Second, the church is a model. It is called to live in the world in a way that always points beyond itself and beyond this world. (Lewis 1997, 29)

Theology of the Holy Spirit

Given the previous theological argument that God is the source of truth, it is important to identify the Holy Spirit as the Spirit of Truth, which bears witness of Christ and leads the church to understand God as truth (Pazmiño 1992, 32). Jesus describes the nature and importance of the Holy Spirit when he says, "When the Helper comes, whom I will send to you from the Father, that is the Spirit of truth, who proceeds from the Father,

He will bear witness of Me” (John 15:26). He continues, “But when He, the Spirit of truth, comes, He will guide you into all the truth” (John 16:13).

The literature base for education and administration points to the importance and primacy of the Holy Spirit in the life of the church. Tidwell describes the church endeavor as a partnership between God and man in which God works through the church through the empowerment of the Holy Spirit. Tidwell is quick to indicate that the Holy Spirit is not subjected to human direction or restriction. Rather Christ works through the Holy Spirit to guide His bride, the church. Tidwell summarizes his view of the Holy Spirit in relation to administration with the following statement. He says, “Unless the human elements of a church are motivated by, submitted to, and guided [and] governed by the Holy Spirit, there is no right way to administer a church” (Tidwell 1985, 22).

The Gift of Administration

Robert D. Dale, in a chapter entitled “Managing Christian Institutions,” indicates that administration is to be considered a science, an art, and a gift. As a science, management procedures are developed and learned that are applicable to a church environment. Necessary intuition and relationship building are essential elements of administration that require an artistic judgment based on experience and training. Finally, administration is a gift – a spiritual gift mentioned by the Apostle Paul in his first letter to the Corinthians (Dale 1985, 11). “And God has appointed in the church, first apostles, second prophets, third teachers, then miracles, then gifts of healings, helps, administrations, various kinds of tongues” (1 Cor 12:28).

According to Kenneth O. Gangel in *Competent to Lead*, the New Testament word for the gift of administration is *kubernatesi*, the noun form of *kubernao*. The word

appears three times in the New Testament. The literal meaning is to steer a ship and infers the image of a helmsman. According to Gangel, the helmsman was not one that simply responded to others' commands to steer the ship. Rather, the helmsman was the "responsible decision-maker" on the ship with complete charge of the ship and its activity. In essence, the helmsman was the captain (Gangel 1974, 19-20).

When evaluating Paul's list of spiritual gifts in First Corinthians twelve, it is apparent that an ordering of the gifts exists. Gerhard Kittel, in *Theological Dictionary of the New Testament*, speaks to Paul's prioritized list of spiritual gifts:

No society can exist without some order and direction. It is the grace of God to give gifts that equip for government. A striking point is that when in v. 29 Paul asks whether all are apostles, whether all are prophets or whether all have gifts of healing, there are no corresponding questions in respect of [helpers] and [administrators]. There is a natural reason for this. If necessary, any member of the congregation may step in to serve as deacon or ruler. Hence these offices, as distinct from those mentioned in v. 29, may be elective. But this does not alter the fact that for their proper discharge the *charisma* of God is indispensable. (Campbell and Reiersen 1981, 36-37)

Thomas C. Campbell and Gary B. Reiersen contend in *The Gift of Administration* that the minister is in fact a gifted minister-administrator. They explain their view of the administration gift in the following:

It is, in God's grace, a widespread gift. Let us be clear about this: all clergy are *not* prophets; all clergy are not even gifted preachers; they are not all gifted teachers. But they *can* all be gifted administrators! All can be seen as *gifted* because they alone can use *all of the gifts in the fellowship* as a part of their administration! (Campbell and Reiersen 1981, 37)

Theology of the Bible

Evangelical literature points to the view that the Bible is the inspired and authoritative Word of God. LeBar summarizes the high educational view of Scripture that is held by evangelicals.

We evangelicals concur wholeheartedly on the *place* of the Bible in teaching, but we have given little thought to the *use* of the Bible. We have staunchly defended the verbal inspiration of the Scriptures and infallibility of our authority against those who would judge the Word of God rather than letting it judge them. We hold that God has revealed Himself objectively in the propositions of Scripture, as well as in its history and narratives and poetry . . . We believe that it is the Word of God that does the work of God by the Spirit of God and the Christian teacher. (LeBar 1995, 140-41)

Pazmiño continues the examination of the evangelical's perspective of Scripture. He says, "The evangelical tradition is distinct from other traditions in its relatively exclusive centering upon biblical authority and content as the guideline for faith and practice" (Pazmiño 1992, 16). In his view, evangelicals "have a stated intention to be faithful to the biblical witness and consciously struggle with accountability in terms of biblical revelation" while the Bible "provides the essential, though not exclusive or exhaustive, content of Christian education" (Pazmiño 1992, 16). He explains further, "An approach that focuses on the Bible, implied by an emphasis on biblical content, does not exclude valuable insights from the study of multifaceted dimensions of God's creation" (Pazmiño 1992, 15). While Pazmiño has focused primarily on Christian education, his biblical perspective is valuable for church administration as well.

Biblical Examples of Administration

Even as the Bible provides the foundation for Christian faith and practice, it is not an exhaustive guidebook for effective administration. Other valuable insights can be discerned from God's general revelation in creation as well as secular administration and management theory. Still, the Bible does present several rich examples that illustrate God's work through effective administration. While several of these examples can be found in Scripture, the precedent literature consistently points to four individuals whose

ministry reflects an effective approach to administration -- Moses, Joseph, Jesus, and Paul.

Moses and Jethro

The story of Jethro and Moses in Exodus 18 describes Moses' dilemma as he attempted to bear too much personal responsibility in his daily leadership of the Israelites. Due to the immense effort required of Moses to preside individually over every dispute, Jethro gives advice that calls for reorganization of Moses' work. Jethro encourages Moses to pray and teach the people, to show them the work, to organize their effort, to choose the leaders and then grant appropriate authority. This administrative structure allowed the routine decisions to be made by others and gave Moses the freedom to deal only with the big issues pertinent to his position of leadership (Tidwell 1985, 37-41). Crumroy, Kukawka, and Witman, in *Church Administration and Finance Manual: Resources for Leading the Local Church*, also identify essential principles in this passage including the importance of delegation, leadership selection and development, organizational structure, and the acceptance of wise counsel (Crumroy, Kukawka, and Witman 1998, 10-11).

In Numbers 2, Moses appoints elders to bear some of his additional burdens. Exodus 35-39 chronicles Moses' supervision efforts for building the tabernacle. James E. Means, in a chapter entitled "The Purpose of Management," speaks to the managerial principles discovered by Moses when he writes, "These principles of good management -- delegation, accountability, problem solving, gathering and utilizing resources, and personnel direction -- have formed the backbone of ministerial administration for more than 3,000 years" (Means 1994, 14).

Joseph and Pharaoh

Joseph's leadership in the harvest and famine in Genesis 41 is another example of effective administration that brought honor to God. Means writes of Joseph's immense responsibilities granted to him by Pharaoh.

He bore the staggering responsibility of managing a food storage-and-distribution system on a grand scale. Can we comprehend or imagine the logistical nightmare of collecting and transporting food from all the farmers in Egypt, constructing grain-storage bins, protecting the food from spoilage – no small task – and then during the drought distributing the food to the needy? (Means 1994, 313)

Olan Hendrix contends, in *Management for Christian Leaders*, that Joseph's effort was a "magnificent" example of good management and organization that overcame a tremendous number of challenges including a challenging work force (Hendrix 1988, 19-20).

Jesus and His Disciples

Harris W. Lee, in *Theology of Administration*, provides biblical insights into the effective administration principles Jesus displayed in his selection, equipping, and delegation to his disciples (Lee 1981, 9). Jesus' ministry organization was displayed as he sent the twelve on a mission endeavor (Mark 6:7) and as he appointed the seventy to minister before him (Luke 10:1) (Horne 1989, 9). Jesus' approach was one of equipping as he prepared his followers for the delegation of his ministry to them and their subsequent delegation of the ministry to others (Tidwell 1985, 41-42). Jesus was not only concerned with the spiritual aspect of ministry. Gaines Dobbins, in *A Ministering Church*, marks a significant distinction when he describes Jesus as practical as well as spiritual in his ministry approach.

The Jesus of the Gospels is not a remote figure, apart from the busy life of his time, but rather a man among men, prodigiously active, organizing and training his helpers, defending himself against attacks of his enemies, responding to the clamorous calls for his healing and help on the part of individuals and multitudes, building his church on rocklike foundations. (Dobbins 1960, 32)

Paul and the Church

Similarly, Dobbins draws a parallel conclusion about the Apostle Paul.

A similar picture of the deeply spiritual Paul is that of a man of restless energy, going from place to place teaching and preaching, constituting churches and enlisting and training their leaders, winning souls and sending them out to win others, even in prison busily writing letters to the churches whom he could not visit in person. (Dobbins 1960, 32)

Chevis F. Horne writes, in “The Pastor as an Administrator,” that Paul’s administrative efforts ensured the preservation of his teaching as he defined and delegated responsibilities of the churches to the local leadership (Horne 1989, 9). Ephesians 4 includes a list of functions that are intended to build up the church. This passage emphasizes the need to prepare God’s people for service, to provide tools for ministry, to facilitate learning by doing, to increase both numerically and developmentally, to be ultimately like Christ. Effective administration is an integral part of that process (Caldwell 1995, 43).

Administration Foundations

The following section focuses on the functions and competencies necessary for administration. It begins with a review of the precedent literature related to the necessity of administration. Several models of essential administrative functions found in the precedent literature are then presented. Finally, a look at managerial and administration competencies occurs with a focus on significant secular studies.

Necessary Role of Administration

Charles Tidwell's writings are essential for a thorough examination of the necessary role of administration in the church. He contends that the church is an organism in need of administration. It is God's church called for His purpose, made up of His people, and organized to increase the Kingdom. The church works with both unlimited and limited resources. Resources are unlimited in the sense that God is the owner and provider of all things. Resources are limited to the extent that God typically gives only a portion to the church for completion of its work. Effective administration is necessary for the church to counter its reduced influence in the community as it often seeks to improve upon prior administrative failures (Tidwell 1985, 12-15).

The church exists to reach the world for Christ through five functions. It reaches out to its community through evangelism even as it meets needs through ministry. The church teaches and equips believers in discipleship even as it focuses on God through worship and builds up the body of believers through fellowship. Leaders leading in these areas need administration as they deal with rapid changes, interpersonal relationships, improving secular models of leadership, and increased demands by a consumer-driven society for a church that is all things to all people (Tidwell 1985, 14-16).

The pastor, as the lead administrator in the church, has several responsibilities as he leads his flock. Crumroy, Kukawka, and Witman identify three major areas of responsibility for the pastor. First, he must be responsible for worship. The act of worship and proclamation of God's word is key to the health of any church. Second, the pastor is responsible for congregational care. The practical ramification of meeting the

needs of the congregation often causes time pressures that create great stress upon the pastor. The third responsibility of the pastor is in the area of administration. These authors place administration on the same plane as the other two responsibilities. It is important to note that while there is interdependence on each element, the central focus is on God (Crumroy, Kukawka, and Witman 1998, 2).

William Caldwell, in a Southwestern Baptist Theological Seminary convocation address entitled “A Theology of Administration,” contends that administration is a gift. All members are called out to serve while some are called out for leadership. Administration deals with people. Leaders labor among, have charge over, and instruct people in the task of ministry. Administration is also about organization. Caldwell believes the church should be the best run business in town. All ministry work requires some degree of administration to be effective (Caldwell 1995, 32-34). Gaylord Noyce continues that theme, in an article entitled “Administration as Ministry: Taking the Long View,” as he indicates that administration is an essential part of the ministry job. It is integral to the call on the individual and should be integrated into practical theology (Noyce 1987, 15).

G. Douglass Lewis indicates that the role of primary leader in the church inevitably falls to the minister. Lewis contends that the minister must understand the importance of administration for transforming ministry.

Transforming the world requires individuals to come together and work with others as a community. It requires organizing institutions to serve as instruments of the transformational process, whether individual or corporate. Ministry requires organization, management, and leadership. (Lewis 1997, 14)

Opposition to Administration

As with any issue, there are opposing views. Much of the disdain for administration in the church is derived from a faulty conception of administration's role. Possibly poor administrative experiences or observations in the past have caused individuals to oppose administrative processes in ministry. Many reject the idea of an executive pastor believing that too much emphasis or power should not be given to one individual. Many fall back to the argument that dealing with administration in the church is not spiritual. They argue that ministers are called into ministry to deal with people and their spiritual needs, not to operate an organization (Tidwell 1985, 30-31).

Gaines Dobbins addresses this tension between the practical and spiritual aspects of ministry. While Dobbins does not hold to these positions, he does identify some of the spiritual arguments against administration. Those include the Matthew 6 passage that man cannot serve both God and mammon, the Galatians five text that encourages the believer to walk by Spirit not by flesh, and the Second Timothy 2 passage that guards against pursuing everyday activities or civilian pursuits. Finally, John 17 speaks to being in the world but not of it (Dobbins 1960, 31). Each of these passages indicates the sanctification that should be a part of each believer's life. But living apart from the world and God's revelation in it fails to recognize that God is the author of all truth. While that truth is definitely found in Scripture, it can also be discovered in some secular management theory and administrative principles.

Dobbins' eventual conclusion is that administration is appropriate. Still, others dissent with his view. In the article "Selling (out) the Church in the Marketplace of Desire," Philip D. Kenneson takes aim at management theory that encourages marketing

the church. He refutes the presumption that behavioral marketing and management techniques in the church are proper. He contends that the church is confused about its own identity. Thus, it is susceptible to those who call the church a business. In his view, the adoption of management approaches denies God's call for radical transformation and reorientation of thinking that is inherently Christian. He claims the church lacks spiritual direction and discernment regarding these issues (Kenneson 1993, 336-42). To a lesser extent, Fred Smith cautions the church about operating as a business. In an article entitled "The Minister as Maestro," he shares his view that management techniques often lead to short-term gain while developing long-term problems. The pastor should serve as a maestro for the congregation in leading them and preparing them for ministry (Smith 1988, 130-31).

Dobbins completes his discussion by pointing out the practicality of administration. For example, Jesus was actively involved with his family's business of carpentry and later in the lives of the apostles. He did not spend his ministry time locked up in a room studying. Rather, he was among the people accomplishing tasks and meeting needs. Similarly, Paul actively traveled, wrote, and encouraged the believers of the first century church. While pastors have mastered their skills in preaching and teaching, they have often failed to consider the practical reality of administration. Administration in and of itself is not the end but a means to the end of life-changing ministry (Dobbins 1960, 31-32).

Essential Management Functions

Stephen A. Boersma identifies four ways in which management job demands are presented for ministers. These include prescribed outputs such as sermons preached

or visits made as an efficient measurement of the Christian minister's job. Managerial functions, required tasks, and expected activities and responsibilities are also used to communicate job demands to the minister (Boersma 1988, 27-28). The focus of this next section will examine the broader perspective of management functions, tasks, and roles.

Church Administration Functions

Tidwell identifies several functions and responsibilities that are essential for church administration including leading the organization in defining its purpose, objectives, programs (or ministry plan), organization, human resources, physical resources, financial resources, and control. While he contends a linear relationship exists among these components, the process is dynamic as the leader moves along the continuum. These items serve as a checklist for determining a balanced approach to administration. When the leader is in the planning process, he should lead down the list. When implementation occurs, leading up the list is encouraged. It is important to recognize that some of the elements deal with ideas (purpose, objectives), some with people (human resources), while others deal with things (physical resources). Two of the areas deal with ends (purpose and objectives) while the remainder is tied to means to those ends (Tidwell 1985, 49-52).

More traditional models exist that tell essentially the same story. Kenneth O. Gangel uses the PLOD acronym to represent his model for administration. Planning, leadership, organization, and delegation are the key functions in his approach. He also ties secondary functions to the original. Planning is connected with goal achievement, leadership is tied to supervision of staff, organization relates to control, and delegation is matched to motivation (Gangel 1989, 15-19). Dobbins' has yet another simplified

approach. He contends that the major functions include definition of aims, location of assets and liabilities, planning and organizing, followed by directing and coordinating including control. This approach essentially conducts a SWOT analysis – a look at the strengths, weaknesses, opportunities, and threats – prior to the incorporation of the planning and organization functions (Dobbins 1960, 38-40).

Harris Lee, in *Theology of Administration*, presents a model that includes several components. The first component of the model is planning. This includes the visioning and mission development process, a needs assessment, goal setting, and procedure development. This is an extremely important first step in the administrative process. Without adequate planning or direction, the remaining components become unnecessary. The second component is organizing. This function defines the structure for ministry, assigns responsibility, and establishes accountability. The establishment of accountability is an important facet of this function. The lack of accountability often leads to failure in any organization (Lee 1981, 5-6).

The third function is staffing. This includes the selection, training, and facilitating of the proper individuals to complete the task. The fourth function is coordinating. Coordinating primarily includes the synchronization of the effort so that the purpose may be accomplished. A fifth function is added to this model that makes it distinct from the previous ones. In Lee's presentation, leadership is added to the functional list. It is the most inclusive function of the five in this model. It overlaps the other functions as it serves to influence the people in the organization to achieve both individual and group goals (Lee 1981, 5-6). As shown in Figure 1, leadership is the essential glue that holds the other components of the model together. Leadership

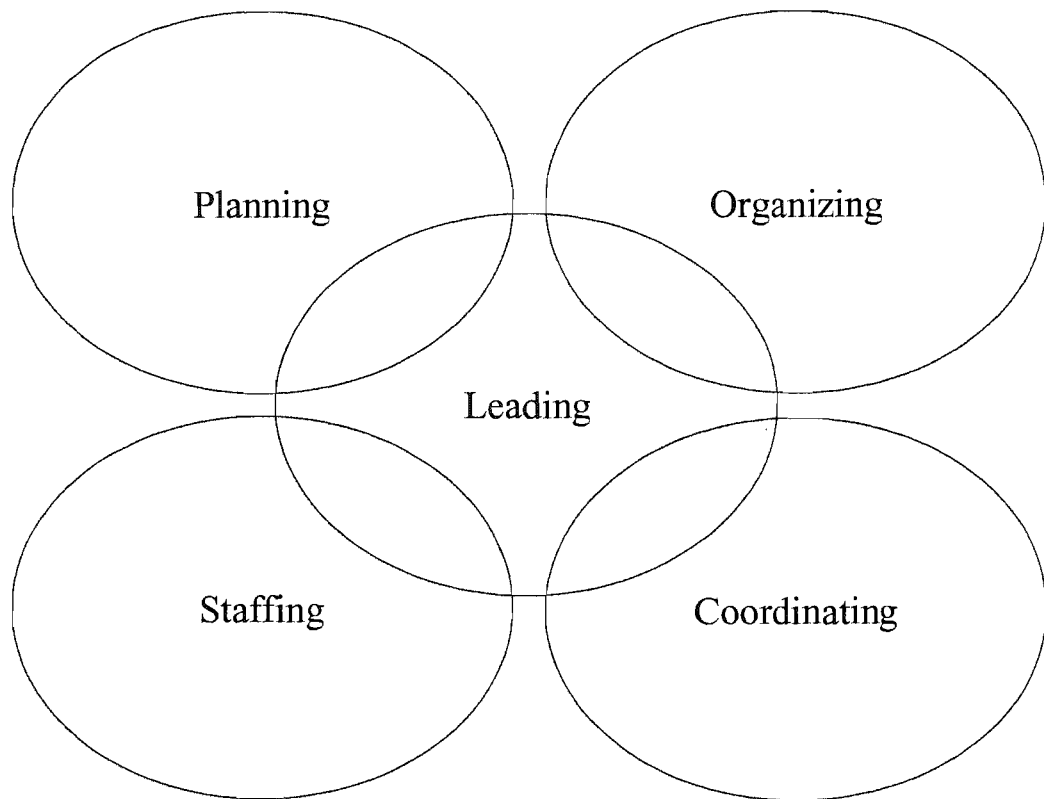


Figure 1. Lee's elemental administrative functions

provides the necessary guidance for all steps of the administrative process.

Crumroy, Kukawka, and Witman include the steps of planning, organizing and staffing, leading, and assessing and reporting in their functional model. In their model, planning deals with the mission development, forecasting, goals, plans, budgets, and procedures needed to accomplish their task. Organizing and staffing primarily deal with organizational structure and staffing of that structure. Leading deals more in the realm of leadership theory and focuses on motivation, communication, and team building. Finally, their assessment and reporting function seeks to develop performance standards and measurements to facilitate reinforcement and corrective actions (Crumroy, Kukawka, and

Witman 1998, 6-8). These four management functions provide the basis for much of the research effort presented in chapters 4 and 5 and are further developed below.

Planning

Crumroy, Kukawka, and Witman contend the management process begins with planning. From their more traditional perspective, planning begins with determining a mission statement and then establishing goals, action plans, and specific objectives to assure that goals are accomplished. Allocating necessary resources to accomplish the goals are required during this planning phase (Crumroy, Kukawka, and Witman 1998, 15-17).

In *Getting the Lead Out of Leadership*, Paul W. Powell states, “Good leadership not only involves getting a vision of what you ought to be doing and setting goals, it also involves planning” (Powell 1997, 37). Powell contends that good planning is just as vital as setting goals. It centrally focuses the organization’s energies and activities to allow it to move with purpose (Powell 1997, 38).

An organization’s masterplan, or strategic plan, is essential for coordinating the effort of the team. Bobb Biehl defines the masterplan as a “written statement of a group’s assumptions about its direction, organization, and cash” (Biehl 1997, 7). A clear masterplan facilitates organizational growth, problem solving, improved communication, and wise decision making. It reduces the level of organization tension by putting the assumptions of the leadership team on paper. Organizations that fail to plan lack a clear focus for directing their energies and are unprepared for growth. They often face funding difficulties due to a lack of clear direction and an inability to make decisions (Biehl 1997, 8-9).

Aubrey Malphurs identifies a nine-step process for strategic planning that is similar in many ways to the elements introduced by Crumroy, Kukawka, and Witman. Malphurs suggests that an organization in the planning process must first analyze the ministry, determine its core values, and then develop its mission. Once that has been completed, the focus of the church turns outward to understand its position in its culture. The identification of the church's vision is determined through the planning process. It is followed by strategy development and implementation. Contingency planning for unforeseen events and evaluation of the ministry are the final elements to Malphurs proposed process (Malphurs 1999, 51-54). Much of the organizing, staffing, leading, assessing, and reporting elements presented by Crumroy, Kukawka, and Witman can be combined into Malphurs' strategy implementation and ministry evaluation steps.

Organizing and Staffing

The second function identified by Crumroy, Kukawka, and Witman is the organizing and staffing of the church organization. The organization and staffing of the church is necessary for the completion of the mission and strategic plans developed in the planning function of effective management. Several congregational characteristics impact the organization and its structure. Of foremost consideration is the actual mission of the church itself. The mission drives the structure and is fine-tuned by other considerations including church size and church polity. These authors contend that church size is the most significant factor in determining the appropriate structure. They identify several sizes of churches from "fellowship" churches averaging up to 34 in worship to "minidenomination" churches averaging over 700. Churches at different sizes each have their own set of characteristics that impact the necessary structure of the

organization. For example, while relationships and only one or two small groups are the characteristics of a fellowship church, the large church develops many more small groups that increase the need for effective organization (Crumroy, Kukawka, and Witman 1998, 115-24).

It is important to remember that organization must not supercede the primacy of Christ in the life of the church. Darrell Robinson, in *Total Church Life*, indicates that organization for the church body is both biblical and necessary. As indicated earlier, the biblical precedent is displayed effectively in the person of Moses. The necessity of organization exists as the church attempts to fulfill its mission and meet the needs of ministry. When organization works, it is almost transparent as ministry occurs. When organization fails or is lacking, it affects the spirit of the church and hinders effective ministry. Robinson places the role of organization in perspective (Robinson 1997, 120-23).

Christ is the head of the church. He is the control center. He coordinates and controls the entire body. For a local church to function effectively, it must be properly organized and administered. If a human body loses its coordination, it will stumble and falter. The same is true with the body of Christ. If a church grows, there must be meaningful coordination and organization that unifies members in the body. (Robinson 1997, 120)

Appropriately staffing the organization is critical for effective functioning of the church. Crumroy, Kukawka, and Witman indicate that staffing the organization “may well be the most important single function of church management” (Crumroy, Kukawka, Witman 1998, 130). It is critical that enlisted leaders are presented with the requirements for their position and the expectations for completing their assigned task. Ann Melton presents her philosophy of leader enlistment based on her own experiences in a church setting.

Any leader enlisted for a task needs to know the requirements and expectations of the person who is the leader of their team. This is often where difficulties arise with volunteers. No one ever explained the tasks, how to go about accomplishing the tasks, or what the end results should be. Printed task or job descriptions are invaluable and should be discussed with a person at the time of enlistment. (Melton 1997, 76-77)

Leading

One of the most essential functions of the management process is that of leading. Crumroy, Kukawka, and Witman identify leading as an ability to get others to work together toward a common goal or objective. Leadership involves the human factor of the management discipline that “binds a group together and motivates it toward achievement” of the organizations goals and objectives (Crumroy, Kukawka, and Witman 1998, 247)

Leadership can be defined in a variety of ways. George Barna identifies leadership as what it is not. In his view, leadership is not merely influence nor is it simply accomplishing tasks in an efficient manner using power or position. “Leadership is the process of motivating, mobilizing, resourcing, and directing people to passionately and strategically pursue a vision from God that a group jointly embraces.” Leadership involves strategic direction of resources and people toward the vision by effectively communicating and conceptualizing the vision, then planning, evaluating, modeling, and building the team to achieve the vision through prayer (Barna 2002, 5-8).

According to Kenneth O. Gangel, leaders are involved with several tasks while they serve in a leadership capacity. Among them are relationships with people. Christian leaders should lead in a Christ-like manner following biblical mandates for relationships with other people including the display of the fruits of the Spirit. Leaders also organize

and achieve goals. Leading includes critical thinking and an ability to effectively envision the future, make decisions, and continue in the task until the goal is achieved (Gangel 1997b, 31-45).

Leading includes more than obtaining the attributes of a leader. It must produce results.

In the search for more effective leadership, something has often been overlooked. Being capable and possessing the attributes of leadership is terrific, but capability must be put to appropriate, purposeful use. Our message to leaders may be put into the simple formula – Effective leadership = attributes x results. This equation suggests that leaders must strive for excellence in both terms; that is, they must both demonstrate attributes and achieve results. (Ulrich, Zenger, and Smallwood 1999, 3)

Perhaps leading can be summarized by the functional definition provided by Crumroy, Kukawka, and Witman in their listing of elements of effective management. Leading is “encouraging and allowing people to take effective action to complete essential tasks” and includes “providing an example” to those being led (Crumroy, Kukawka, and Witman 1998, 9).

Assessing and Reporting

The final step of the management process is the assessment and reporting on the first three steps – planning, organizing and staffing, and leading. Assessment leads to greater integrity and effectiveness of the administration process. Assessing and reporting includes measuring results against identified objectives and then taking corrective action to improve an organization. For purposes of this research, the assessing dimension of management impacts both human resources and financial management. Performance standards, performance evaluations, and reinforcement of achievement relate to the assessing function of management. Reporting use of resources and comparing results to

stated objectives falls under this category as well (Crumroy, Kukawka, and Witman 1998, 289).

Unfortunately, evaluating ministries for effectiveness is often the process of administration that is ignored. Daniel A. Brown contends that assessing the work of the church forces the leader to face the reality of how well the leader has planned, organized, and directed the ministry. Assessment identifies both strengths and weaknesses of the ministry approach. Furthermore, reporting it to church leadership provides a level of accountability that might be uncomfortable for the minister. Still, the ministries that are most successful in reaching their vision employ some level of assessment to identify strengths to build upon and weaknesses to improve. Brown suggests that assessment is an essential task for ministry.

One of the most important processes in church leadership – evaluation – is the easiest to neglect, but we overlook it to our loss. If we don't know what we have done right, we can't build upon it as effectively for the future. If we don't know why something failed, we will likely repeat our mistakes. (Brown 1996, 176)

Assessment and evaluation in ministry achieves several useful purposes. It realigns the ministries of the church with the identified and stated values, vision, and mission statements. Evaluation also encourages improved ministry by affirming ministers and their ministry when appropriate and identifying correcting steps for ministry improvement. If the church is to be effective, evaluation and assessment must be an integral part of the management process. Malphurs summarizes the necessity for this final management function (Malphurs 1999, 200-04).

Some would argue that we should not evaluate the church or its people because it is a spiritual, not a secular, undertaking. Only God should appraise a spiritual ministry such as a church. I would argue that we must not allow fear and personal feelings of intimidation to get in the way of honest, objective feedback. That a ministry is a

spiritual endeavor is more an argument for than against healthy critique. (Malphurs 1999, 200)

The Management Process

R. Alec Mackenzie presents a comprehensive view of the management process in a 1969 *Harvard Business Review* article, “The Management Process in 3-D.” Mackenzie contends that while terminology and functional classifications differ in management literature, a common ground exists in the literature base. His article is an effort to create a concise presentation of management functions derived from various management writers (Mackenzie 1969, 80).

Mackenzie’s approach focuses on a detailed circular diagram of management processes he developed from described management functions found in general management literature. While not as detailed as Mackenzie’s diagram, the essential elements of his work are presented in Figure 2. Mackenzie focuses on the elements, tasks, functions, and activities of management. In his view, the basic elements of all management processes are ideas, things, and people. All other activities and functions are derived from these broad classifications. Similarly, the tasks of management are simply conceptual thinking (ideas), administration (things), and leadership (people).

Mackenzie draws a marked distinction between a manager and leader while continuing to include leadership as a component of management, not separate from it. Additionally, his definition of administration is more specific than used in this study; he holds that it deals with things and is not necessarily synonymous with management (Mackenzie 1969, 80). Setting those distinctions aside, Mackenzie’s model is useful for getting a handle on the various components of the management process.

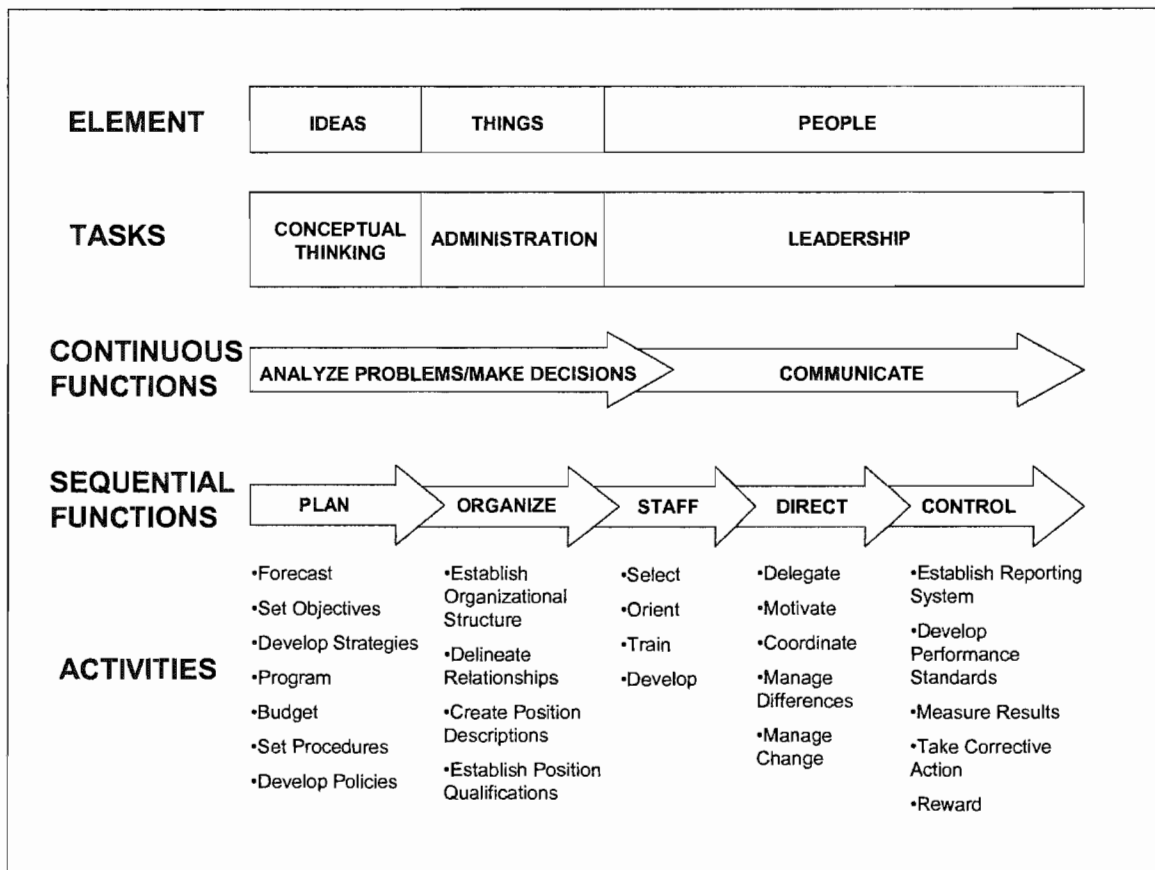


Figure 2. Mackenzie's management process model

Mackenzie's model presents functions in two ways. First, continuous functions exist that are used throughout the management process. In each stage of management, problems are analyzed, decisions made, and communication is required. While there is a continual and repetitive set of functions, there are also sequential functions that a manager will follow – planning, organizing, staffing, directing, and controlling. These sequential functions are the classic functions of management as described in most traditional management literature. From these functions, managers then initiate management activities which are appropriate for the related management function (Mackenzie 1969, 80-82).

While Mackenzie identifies specific components in his model, he is quick to point out that the distinctions between activities and functions are not always apparent.

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. (Mackenzie 1969, 82)

The chief benefit of Mackenzie's work is the useful presentation of common themes presented in traditional management literature. His combined presentation of both continual and sequential processes is valuable when fitting together the varied components of management. The functions he has identified and summarized provide the foundation for their application in a Christian setting. Figure 3 presents the administration functions previously identified by Christian writers. Their lists of necessary functions are integrated into Mackenzie's structure for comparison purposes. It is interesting to note that Mackenzie's model easily accommodates the five functional models presented by these authors. While there is consistency in some functional titles, Mackenzie's model allows for varied levels of detail and approach to management. For example, Tidwell's approach is more task-oriented than Gangel's presentation – both models work well with Mackenzie's framework.

The Manager's Roles

Henry Mintzberg presents a classic discussion of the responsibilities and role of the manager in his classic 1975 article, "The Manager's Job: Folklore and Fact." Mintzberg contends that the traditional view of management, introduced in 1916 by French industrialist Henri Fayol, is not a valid description of the work of the manager. Mintzberg believes the functions of planning, organizing, coordinating, and controlling

ELEMENT	IDEAS	THINGS	PEOPLE
TASKS	CONCEPTUAL THINKING	ADMINISTRATION	LEADERSHIP
CONTINUOUS FUNCTIONS	ANALYZE PROBLEMS/MAKE DECISIONS		COMMUNICATE
CRUMROY, KUKAWKA, WITMAN	•Planning	•Organizing	•Staffing •Leading •Assessing & Reporting
DOBBINS	•Aims Definition •Planning	•Assets & Liabilities Evaluation •Organizing	•Directing •Coordination & Control
GANGEL	•Planning & Goal Achievement	•Organization & Control	•Leading & Supervision of Staff •Delegation & Motivation
LEE	•Planning	•Organizing	•Leading •Staffing •Coordinating
TIDWELL	•Purpose •Objectives •Program (Ministry Plan)	•Organization •Physical Resources •Financial Resources	•Human Resources •Controls

Figure 3. A comparison of functional models

best represent the general objectives of managers, but not the functions managers actually do (Mintzberg 1990, 163).

Mintzberg proposes four management theory myths that do not match up to the observed reality found in the manager's job. The first myth is the misconception that managers are systematic planners. Mintzberg suggests otherwise. He contends that a manager's work is discontinuous at best and is characterized by a fast pace and a tendency to avoid reflective processes. The second myth is the idea that managers have

no regular duties. In reality, managers must accomplish a number of regular duties including what Mintzberg classified as “ritual and ceremony” – meeting with important clients and customers. The third myth relates to the need for aggregate information. In reality, Mintzberg contends that managers favor verbal information over documentation. The final myth that Mintzberg identifies, is that management is quickly becoming a science and a profession. Mintzberg disagrees. He holds that management is not a science due to the simple fact that there has been a failure to identify an analytically determined set of procedures for managers. Thus, these cannot be prescribed, as one would typically see in a field classified as a profession (Mintzberg 1990, 164-67).

As an alternative to the traditional view of management, Mintzberg suggests a model that is centered on three broad categories of major roles as shown in Table 1. First, the manager has roles that are interpersonal in nature. These roles are directly tied to the formal authority and status of the manager in the organization. These include the figurehead role of ceremonial duties, the leader role, which Mintzberg relates to staff relations, and the liaison role in which the manager maintains relationships along the vertical chain of command (Mintzberg 1990, 168-69).

The second major category suggested includes the informational roles. The manager must be a monitor of information, a disseminator of relevant information, and a spokesperson representing the organization to individuals outside of it. The third category includes decisional roles. The manager must be an entrepreneur as he seeks to position the organization in the marketplace. The manager must also be a disturbance handler that meets challenges, both internal and external, as they arise. As a resource allocator, the manager must make decisions regarding the best use of financial and human

Table 1. The manager's roles

Category	Role
Interpersonal	<ul style="list-style-type: none"> • Figurehead • Leader • Liaison
Informational	<ul style="list-style-type: none"> • Monitor • Disseminator • Spokesperson
Decisional	<ul style="list-style-type: none"> • Entrepreneur • Disturbance handler • Resource allocator • Negotiator

resources. Finally, as a negotiator, the manager must be able to use information to commit best the organizational resources (Mintzberg 1990, 169-72).

Mintzberg comments on the integration of his ten managerial roles.

It should be clear by now that these ten roles are not easily separable. In the term of the psychologist, they form a gestalt, an integrated whole. No role can be pulled out of the framework and the job be left intact. . . . To say that the ten roles form a gestalt is not to say that all managers give equal attention to each role. . . . Nevertheless, in all cases, the interpersonal, informational, and decisional roles remain inseparable. (Mintzberg 1990 172-73)

Mintzberg concludes his article by giving a prescription for educating managers that places an emphasis on the importance of both knowledge development and mastery of skills. In his view, the development of skills in managing must be as intently taught as management theory.

Management schools will begin the serious training of managers when skill training takes a serious place next to cognitive learning. Cognitive learning is detached and informational, like reading a book or listening to a lecture. No doubt much important cognitive material must be assimilated by the manager-to-be. . . . Our management schools need to identify the skills managers use, select students who show potential in these skills, put the students into situations where these skills can be practiced and developed, and then give them systematic feedback on their performance. (Mintzberg 1990, 175)

While Mintzberg states that management practice is more than a derivative of Fayol's four functions of management, other researchers assert otherwise.

Antonacopoulou and FitzGerald echo this view when they cite Albanese's assertions that no single set of competencies can fully capture the mystery of the managerial role, and that there are many job-specific skills that influence effectiveness in particular managerial roles; and also when they note that commonality in managerial competencies only appears to be a more sophisticated elaboration of Henri Fayol's attempt at describing the manager's work and its related skills using the four categories of planning, organizing, co-ordinating and controlling. (Hayes, Rose-Quirie, and Allinson 2000, 98)

Managerial Competency Studies

Several secular managerial competency studies have been completed that examine managerial work and performance issues. As presented in the following literature review, an emphasis has been on the development of various taxonomies of managerial competencies that are universal and applicable for managers across a broad spectrum of professions.

Borman and Brush

Walter C. Borman and Donald H. Brush provide a brief synopsis of much of the secular literature base in their study entitled "More Progress toward a Taxonomy of Managerial Performance Requirements." The literature has addressed the issue of managerial competencies from three perspectives – managerial functions, managerial traits and skills, and managerial decisions (Borman and Brush 1993, 2). During their research, Borman and Brush identified previous research that focused on the functions of management. The oldest of the studies identified was Henri Fayol's 1916 study entitled "Administration Industrielle et Générale" and L.H. Gulick's 1937 study entitled "Notes on the Theory of Organization." These studies identified the essential functions of

management – planning, organizing, directing, and controlling. These elements are still considered as essential basics of administration and are integrated into the functional models mentioned above. Other functional studies of management performance have used various methods to gather information. Questionnaires, observation, interviews, and diaries have been used to identify “critical managerial behaviors” in managers in various organizations. Researchers have not consistently used the same number of dimensions in their studies. Anywhere from six to twenty-two separate dimensions have been suggested for measurement in these studies (Borman and Brush 1993, 2-3).

During the 1950s, research related to managerial traits and skills became more prominent in the literature base. While an increased focus on managerial traits has developed in recent years, Borman and Brush contend that little evidence has been found that shows a consistent correlation between managerial traits and top managerial performance. Borman and Brush do identify a trend in management literature.

Still another trend in the management literature involves a shift from traits to broad skills, such as entrepreneurial skills (Mintzberg & Waters, 1982), information-processing skills (Mintzberg 1973), decision making skills under uncertainty (Drucker 1974), and conceptual skills (Kantz, 1974). (Borman and Brush 1993, 3)

Research based on the decision making of managers represents the third classification of research on managerial behavior as identified by Borman and Brush. In their opinion, little of the literature in this area was valuable to their research task of developing a comprehensive managerial performance model. In evaluating the research, they identified weaknesses in the literature base. Little has been developed concerning managerial behavior in relation to the amount of literature on management principles. The literature that has been developed often focuses its research on one organization.

Additionally, little research has used an empirical approach to examine managerial behavior and performance. Borman and Brush inductively developed taxonomy of managerial performance competencies based on twenty-six dimension sets presented in similar studies (Borman and Brush 1993, 3-5).

By sorting various managerial performance sets using a correlation matrix, Borman and Brush developed an eighteen-factor list of managerial performance requirements derived from several manager positions and workplaces. From these eighteen mega-dimensions, four groupings were developed that are useful for broad applications. The dimensions and the related groupings are presented in Table 2.

Borman and Brush summarize the merits of their research findings.

It is probably impossible to argue convincingly that one or another taxonomy of managerial performance dimensions is 'best.' We certainly would not argue that status for our taxonomy. What can be said, however, is that our mega-dimensions are derived from data generated in many organizations across a variety of management jobs, and thus they may be useful as a benchmark set of categories against which to compare the dimensions emerging from studies of managerial performance for individual jobs or in individual organizations. (Borman and Brush 1993, 19)

Tett, Guterman, Bleier, and Murphy

An even more complex taxonomy and comprehensive study of managerial competence was developed by Robert P. Tett, Hal A. Guterman, Angela Bleier, and Patrick J. Murphy and reported in their article entitled "Development and Content Validation of a 'Hyperdimensional' Taxonomy of Managerial Competence." In their study, they evaluated twelve previous performance taxonomies, including Borman and Brush, and derived a "hyperdimensional" taxonomy of managerial competencies that was more specific than previous studies. By performing and integrating three studies with a

Table 2. Borman and Brush's managerial performance taxonomy

Group	Mega-dimension
Interpersonal dealings & communication	<ul style="list-style-type: none"> • Communicating effectively and keeping others informed • Representing the organization to the public • Maintaining good working relationships • Selling/influencing
Leadership & supervision	<ul style="list-style-type: none"> • Guiding, directing, and motivating subordinates and providing feedback • Training, coaching, and developing subordinates • Coordinating subordinates and others resources to get the job done
Technical activities & the “mechanics of management”	<ul style="list-style-type: none"> • Planning and organizing • Technical proficiency • Administration and paperwork • Decision making/problem solving • Staffing • Monitoring and controlling resources • Delegating • Collecting and interpreting data
Useful personal behavior & skills	<ul style="list-style-type: none"> • Persisting to reach goals • Handling crises and stress • Organizational commitment

review of experts in the field, they were able to identify fifty-three competencies in ten categories as shown in Table 3.

Tett, Guterman, Bleir, and Murphy focus on managerial behavior that is appropriate for the level of management considered. They identify competency as a “future-evaluated work behavior” and is distinctly defined as “an identifiable aspect of prospective work behavior attributable to the individual that is expected to contribute positively and/or negatively to organizational effectiveness” (Tett, Guterman, Bleir, and Murphy 2000, 215). They summarize their research intent in the following:

Table 3. Tett, Guterman, Bleier, and Murphy's hyperdimensional taxonomy of managerial competence

Category	Competencies
Traditional functions	Problem awareness, decision making, directing, decision delegation, short-term planning, strategic planning, coordinating, goal setting, monitoring, motivating by authority, motivating by persuasion, team building, productivity
Task orientation	Initiative, task focus, urgency, decisiveness
Person Orientation	Compassion, cooperation, sociability, politeness, political astuteness, assertiveness, seeking input, customer focus
Dependability	Orderliness, rule orientation, personal
Responsibility	Trustworthiness, timeliness, professionalism, loyalty
Open mindedness	Tolerance, adaptability, creative thinking, cultural appreciation
Emotional control	Resilience, stress management
Communication	Listening skills, oral communication, public presentation, written communication
Developing self & others	Developmental goal setting, performance assessment, developmental feedback, job enrichment, self-development
Occupational acumen & concerns	Job knowledge, organizational awareness, quantity concern, quality concern, financial concern, safety concern

We sought a comprehensive list of managerial competencies that, collectively, would allow a meaningful and relatively precise distinction among diverse jobs representing all managerial functions (e.g. manufacturing, personnel, general), industries (e.g. telecommunications, automotive, financial), sectors (e.g. private, public, entrepreneurial, nonprofit), and levels (first-line to CEO). (Tett, Guterman, Bleier, and Murphy 2000, 216)

The researchers contend that each competency identified by this study is relevant in at least some managerial situations although few of the competencies were expected to be applicable to all managerial jobs (Tett, Guterman, Bleier, and Murphy 2000, 216). This research enables future development of competency-based performance evaluations and opens the door to additional research on situation-specific (e.g., level, function, industry) managerial behavior studies.

Hayes, Rose-Quirie, and Allinson

John Hayes, Alison Rose-Quirie, and Christopher W. Allinson completed a relatively recent managerial competency study in which the question of universal competencies was addressed. Their research article, “Senior Managers’ Perceptions of the Competencies They Require for Effective Performance: Implications for Training and Development,” presents the results of their effort to identify universal competencies in four distinct work environments in a large organization. The results of the study indicated that a universal set of competencies was not the norm; different competencies were important for managers serving in different areas of the organization (Hayes, Rose-Quirie, and Allinson 2000, 98).

The results of their study draws into question the assumption that common competencies exist across all job environments and that detailed lists of competencies are relevant for management development. The potential exists that such lists could omit critical performance competencies. Hayes, Rose-Quirie, and Allinson are not condemning competency lists, but are encouraging the use of them in a broad sense. They summarize the implications of their findings in the following.

It would seem, therefore, that, while different managers working in different environments might need to develop different sets of idiosyncratic competencies to respond to the requirements of their immediate circumstances, there will also be some shared competencies that can be usefully developed in the context of generic senior development programmes. (Hayes, Rose-Quirie, and Allinson 2000, 100)

Ministry Foundations

The following section focuses on the ministerial issues that are relevant to the proposed research. First, an examination of the role of the minister is presented as an introduction to the issues faced by ministers upon graduation from seminary. A review

of ministry as a vocation, a profession, or a combination of both is presented in conjunction with an examination of the minister's role dilemma. Second, the role of the seminary in preparing individuals for ministry is discussed. Do seminaries exist to train practitioners or academicians and should it attempt to do both? The theological and professional models of training are presented in this section. Finally, a review of related ministry research that has impacted this proposal is presented and reviewed for its implications on this study.

The Minister's Role

The minister has an awesome responsibility and duty to develop competencies to fulfill one's role in ministry. In essence, the individual must become an expert in different areas to be able to accomplish the required duties and responsibilities. David L. Watson speaks to the issue of the competency requirements for the minister's role in the local church.

The church rightly insists on the competence of its full-time leadership when millions of people are under its care week by week in worship, education, counseling, and many other areas. Indeed, not to insist on a degree of expertise would be patently irresponsible. . . . Yet the church is called first and foremost to proclaim to the world a message of eternal hope and eschatological urgency and must guard against the assimilation of criteria and objectives which might enervate the pursuit of its mission. (Watson 1982, 27-28)

While most will agree that a degree of ministerial competency is necessary, an argument exists concerning the priority one should place on practical concerns of ministry. This discussion begins with the two diverging views of ministry itself and the path one takes in becoming a minister. The issue at hand is the determination of ministry as either vocation, profession, or a combination of both. Watson explains the

dichotomous tension that exists among ministers concerning their approach to their ministry position. In his view, there are two groups.

On the one hand, there are those who perceive their call as a direct commission from God. It may come as a consequence of conversion and discipleship; it may be a subsequent critical point in their lives; but it springs essentially from a deep intuitive conviction that this is God's will. . . . On the other hand, there are those for whom the call comes as a growing conviction. It may emerge through an upbringing in the life and work of the church, with the prospect of serving it in full-time ministry evolving as a professional option. (Watson 1982, 28-29)

Ministry as Vocation

The call to serve in the church is defined as vocational ministry. Evangelical churches extend the call and related ordination to those whom they believe have been personally called by God to serve (Callaway 1989, 21). Richard W. Carlson provides the following definition that is useful.

A vocation, or call, involves asking "what God wants me to do" and "who God wants me to be." A call consists not of choosing, but of being chosen. It requires submission, service and sacrifice. (Carlson 1994, 10)

Gilbert N. Callaway points to the Biblical examples of Moses, Ezekiel, Jonah, and others as Old Testament illustrations of God's call upon men to serve. Similar examples are found in the New Testament as well. Additionally, Baptists have referred to God's divine call as the necessary first step for one entering ministry. An individual does not choose to enter church work. Instead, God chooses the individual for the task (Callaway 1989, 21-22).

R. Paul Stevens comments on the essential first step of the Christian's call to serve in ministry.

The Christian doctrine of vocation – so central to the theology of the whole people of God – starts with being called to Someone before we are called to do something. And it is not something we choose, like a career. We are chosen. (Stevens 1999, 72)

H. Richard Niebuhr continues that theme as he describes the call to ministry as a four-part calling. First, the individual experiences a call to be a Christian and a commitment to discipleship. That is followed by a secret call that is internal to the person and represents the persuasion of God to work in ministry. Third is the providential call in which God equips the individual with the talents for the job and the guidance of God in all of life's circumstances. Finally, the ecclesiastical call is extended to the individual. This is the outward call by a faith community to the individual to work in the ministry (Niebuhr 1956, 64). Niebuhr summarizes his view of ministers and the call.

The Church everywhere and always has expected its ministers to have a personal sense of vocation, forged in the solitariness of encounter with ultimate claims made upon them. It has also generally required that they show evidence of the fact that they have been chosen for the task by the divine bestowal upon them, through birth and experience, of the intellectual, moral, physical, and psychological gifts necessary for the work of the ministry. Finally, in one form or another, it has required that they be summoned or invited or at least accepted by that part of the Church in which they undertake to serve. (Niebuhr 1956, 64-65)

Strengths and Weaknesses

Those whom God has called serve with a passion that is God-directed. Generally, those in ministry serve with genuineness and authenticity that is rooted in their reliance on God to provide for their direction and needs.

Persons do not enter the ministry on their own initiative or even simply with God's permission. Rather, they have a commission to preach or to minister in other special ways. . . . With a conviction that they have been sent by God, they can believe that God will give them some direction as to where to go and will provide for their needs as they go. They can proceed with faith and courage. (Callaway 1989, 23)

While the vocational view has positive attributes, it is not without its share of concerns. Callaway identifies some of the dangers of viewing ministry as a calling.

Most significantly, a misinterpretation of the call is a serious issue. The calling “process” is a subjective one. Perhaps an encouraging, well-meant suggestion for Christian service from church members or an emotional experience in a revival setting moves the individual to misinterpret the good feeling for a calling of God. Callaway indicates that to respond to a false call is to risk ministry failure with no authenticity. Additional dangers include an authoritarian attitude of ministers due to the perceived mandate of God on their lives. This may manifest itself by a heavy-handed approach to leadership. The attitude becomes “my way or the highway” – this attitude often hinders a minister’s effectiveness.

A final danger discussed by Callaway includes an unrealistic level of idealism stemming from the view of ministry as a calling. Ministers with unrealistic ideals may view themselves as different from others. As a result, they fail to keep in touch with the world in which they minister. Individuals that avoid responsibility and rely exclusively on a false expectation of God’s provision display this tendency. They make poor decisions, have little direction, and are often ineffective (Callaway 1989, 25).

Ministry as Profession

The two views of ministry have not always been so defined. Watson notes that the difference between the terms vocation and profession is driven today by cultural views rather than the original intent.

It is ironic that there should be any question of a conceptual dichotomy between the two, because a *profession* was originally the declaration or vow made by one who had entered a religious order. The word was applied to the practice of divinity, law, and medicine, in which ‘professed’ knowledge was required. Secularization has rightly extended its use in contemporary society, but has also, and perhaps inevitably, led to a degree of secularization in which *vocation* and

profession alike have lost much if not all of their theological significance. (Watson 1982, 30)

Viewing one's ministry as a profession or career carries the connotation, that ordained ministry primarily emphasizes "the acquisition of skills and competence commensurate with the professions of medicine, law, and education" (Logan 1982, 5).

James D. Glasse, in his classic work entitled *Profession: Minister*, describes the professional as one that is identified by five characteristics – educated, expert, institutional, responsible, and dedicated. A professional has mastered some set of knowledge and a cluster of necessary skills. He is also a part of a community, an institution, in which he is "partly servant, partly master." Finally, he is responsible, competent, and ethical in providing his services while continuing to be dedicated to the values of his profession (Glasse 1968, 38). Table 4 summarizes Glasse's presentation of these characteristics for various traditional professions.

Strengths and Weaknesses

Focusing on Christian ministry as a career can positively contribute to one's effectiveness. It often provides a constructive framework for personal growth. Deliberate planning and a desire to become professionals, competent in their craft, are encouraging aspects of this view. This view of ministry facilitates self-inspection of gifts, abilities, strengths, and weaknesses; it provides the necessary basis upon which education and personal growth occurs. Additionally, viewing ministry as a career promotes better decision making as ministers recognize their limitations (Callaway 1989, 27).

Table 4. The professional perspective

Name of Professional	Body of Knowledge	Cluster of Skills	Standard of Ethics	Institution in Society	Value or Purpose
Doctor	Medicine	Medicine	Oath	Hospital	Health
Lawyer	Law	Law	Canon	Court	Justice
Teacher	Education	Teaching	Certification	School	Learning
Clergyman	Divinity	Ministry	Vows	Church	Love of God and Neighbor

The real necessity of meeting personal material needs, especially for the minister's family, often influences the view that ministry is a profession. Coupled with this view are the actions of the minister when he chooses a place of service. The decision to serve, or not to serve, in a specific location or ministry may be driven by the career driven goals rather than the call of God to serve. The societal "success syndrome" has a significant impact on viewing ministry as a career over a calling (Callaway 1989, 26).

On the contrary, John Piper adamantly writes against the notion of ministers as professionals. He contends the goals of the minister are not like those in the professions. Ministers are guided by aims that are eternal and spiritual rather than temporal.

The professionalism of the ministry is a constant threat to the offense of the gospel. It is a threat to the profoundly spiritual nature of our work. I have seen it often: the love of professionalism (parity among the world's professionals) kills a man's belief that he is sent by God to save people from hell and to make them Christ-exalting, spiritual aliens in the world. The world sets the agenda of the professional man; God sets the agenda of the spiritual man. (Piper 2002, 3)

Ministry as Both Vocation and Profession

The distinction presented above is not always as black and white as some would describe. Instead, there appears to be a blending of the two views in the literature that reflect the perceptions of many in the ministry. Gregory P. Rogers, a Baptist pastor, presents his views in a paper entitled, “What is Needed in Theological Education: A View from the Pastorate.”

I submit that ministry is both a call and a profession. I have sensed an inner tug from God to direct my life in helping people find meaning and wholeness through the Christian faith. Yet that calling does not release me from the obligation and responsibility to acquire and develop the best of the skills, insights, and tools that other modern helping professions routinely use every day. (Rogers 1992, 53)

James C. Logan, in his article “Ministry as Vocation and Profession,” addresses the issues surrounding these two views of ministry. In his view, the divisiveness surrounding the distinction between calling and career are not always what they first appear – the distinctions may be a defense for lack of competency or lack of calling.

The debate whether ordained ministry is a vocation or a profession is really a misplaced debate. How often ‘calling’ has been misused to camouflage or rationalize incompetence. On the other hand, professional competence without personal commitment in fulfilling a vocation results in an institutionally mechanical and lifeless performance. . . . The professional standards are instrumental to ministry as the vocational standard is normative for the same ministry (Logan 1982, 23)

Mike Milton, in an article “How to Lose Your Ministry While Excelling in Your Profession,” cautions ministers against focusing too much on professionalism at the expense of ministry. He writes that “professionalism without a heart” – doing ministry without getting involved in the lives of people – is the silent killer in the ministry.

I do not mean to say that we are not to be professional. I do not mean to charge that those of us who seek to improve our ministries through education and associating with others in ministry are wrong to do so. Certainly if we are

improving, then it stands to reason that we will serve our people better. What I mean to say ‘professionalism without heart’ is that condition of ministers – and I believe that we are all subject throughout our lives to this insufferable propensity – which prioritizes utility over passion. (Milton 2000, 17)

In a study entitled “Calling and Career in Christian Ministry,” Richard W. Christopherson investigates the calling of ministers through intensive open-ended interviews with clergy. The results of his research indicate that ministers generally want to be successful in a career, to develop specialized skills, and to gain some degree of personal power and status. His research also points to the importance of the call as well.

But in the midst of discussions about professional goals, clergy talk about an inner voice that calls them to do what is right. They blend the language of accomplishment with the language of ascription, obligation, and service. They gain some authority through competence in managing the religious enterprise: getting people to show up, to share the work, to give money and time. They find power and joy in the mysterious priestly dimensions of ministry. (Christopherson 1994, 233)

The Minister’s Dilemma

In addition to the internal tension regarding one’s view of ministry as indicated above, those entering into the ministry do so with external role expectations that are often significantly different from reality. C.W. Brister, James L. Cooper, and J. David Fite present the results of their study, the “Young Ministers Project,” in a book entitled *Beginning Your Ministry*. The focus of their study was the transition of twelve couples from “campus to congregation” over a five-year period. The following observation was made related to competence and role expectations.

It would seem that the young minister has not only to prove his competence in those areas in which he has been trained, but is also required to develop some competence in other areas in order to meet the expectations of the congregation. (Brister, Cooper, and Fite 1981, 70)

The expectations for ministers are varied and cover a large spectrum of opinions. Chris W. Tornquist writes that it is difficult for ministers to manage the multiple expectations all at once.

One of the major complications of this issue is the fact that the expectations for a staff person come from a multitude of directions. Each person in the congregation, the senior pastor, the district superintendent, the other staff members, even the janitor, all have their separate ‘agendas’ and ideas about what a staff person’s job is or should be. The real difficulty is attempting to deal with all of these expectations at one time. (Tornquist 1990, 18)

Blizzard’s Ministerial Role Study

Samuel W. Blizzard provides the basis for much of the discussion on ministerial role expectations in the classic study, “The Minister’s Dilemma.” It evaluates the minister’s own definition of his ministry responsibilities. Blizzard suggests that Protestant ministers face a dilemma; one’s theological views and seminary education places a misplaced emphasis on particular roles. In reality, ministers spend most of their time doing things they feel are least important and in which they are least prepared (Blizzard 1956, 508). It is at this point that one’s view of ministry, as indicated above, collides with the role expectations of the church and the reality of the necessary effort needed to serve effectively.

Blizzard identifies six practitioner roles – administrator, organizer, pastor, preacher, priest, and teacher. His study of 690 Protestant ministers identified their perceptions of these roles from three perspectives. He asked the respondents to rank the roles in order of importance, effectiveness, and enjoyment. Another study of 480 ministers measured the amount of time spent in ministry functions as well as the desired

areas of additional training (Blizzard 1956, 508-09). The results of both studies are summarized together in Table 5.

Table 5. Blizzard's ministerial role rankings

Rank	Importance	Effectiveness	Enjoyment	Time Spent	Additional Training Desired
1	Preacher	Preacher	Pastor	Administrator	Pastor
2	Pastor	Pastor	Preacher	Pastor	Administrator / Organizer
3	Priest	Teacher	Teacher	Preaching/ Priest	Preacher
4	Teacher	Priest	Priest	Organizing	Teacher
5	Organizer	Administrator	Organizer	Teaching	Priest
6	Administrator	Organizer	Administrator		

While Blizzard's studies are nearly fifty years old, they do provide a snapshot of the ministerial role perceptions of his era. His findings, in conjunction with other precedent literature, point to two significant issues that are relevant to this proposed research. First, the amount of time spent on ministerial tasks differs significantly with the roles deemed most important or enjoyable by ministers. Secondly, the most desired areas of training also differed significantly with the most enjoyable and important roles. In

particular, administration was shown to be an area in which further training was necessary.

As a follow on Blizzard's study, Charles Y. Glock and Philip Roos completed a similar study, "Parishioners' Views of How Ministers Spend Their Time," evaluating the laity perceptions of ministerial activity. Their results indicated that both the ministers and laity had similar views of the necessity for pastoring and preaching. Both groups placed these two roles at the top of their lists. It is interesting to note that Glock and Roos found that parishioners preferred less time spent on administrative tasks than the reality found in Blizzard's study implies (Glock and Roos 1961, 175).

Matt Woodley provides a contemporary example of the difficulties ministers face in juggling varied responsibilities and priorities. As a pastor, Woodley faced the realization that his theological training and ministry approach were not appropriate for the practical issues he faced in the church.

My parishioners still need the heart of a pastor-lover-preacher. But now they also want me to manage people, set goals, clarify the vision, help set salaries, resolve conflict, produce results, develop leaders, serve as public relations liaison, raise funds, streamline the organization, accelerate church growth, and promote organization-wide communication. Many of them were specifically trained to deal with these issues. I'm trained in exegesis, hermeneutics, systematic theology, spiritual direction, and counseling. (Woodley 1999, 36)

A more recent study completed by Sandi Brunette-Hill and Roger Finke attempted to update and extend Blizzard's study beyond the mainline clergy into more conservative and sectarian clergy. Their research concluded that the workweek for the average minister had declined significantly – approximately 20 hours per week less. Secondly, their research indicated that the amount of time allocated to pastoral and administrative activities had declined. Their conclusion was that ministers were spending

less time with current and potential church members as well as religious and civic leaders than originally seen in Blizzard's study. Finally, as they extended Blizzard's study to other denominations, they discovered that much of the time allocation was driven by the particular denominational traditions. It is interesting to note, that even with the reduced number of hours worked by the clergy each week, the amount of time spent working on administration and organizing tasks amounted to nearly 29% of the minister's week. For conservative mainline churches, the percentage of the workweek was 25.6% (Brunette-Hill and Finke 1999, 55-58).

Perhaps Blizzard summarizes best the role conflict facing ministers.

No matter how different ministers' ideas of what is important in the ministry, all wind up doing substantially the same thing. It is perfectly apparent how largely the social roles of Protestant parish ministers are conditioned and defined by the requests of parishioners, the denominational program and the culture of the community. . . . The minister is urged to spend much time organizing and administering programs. The national church body is at the same time failing to give him an adequate theological understanding of these offices. That is the minister's dilemma. (Blizzard 1956, 509-10)

The Seminary's Role

So how does the seminary prepare ministers to meet the stringent demands of their calling and profession? To what ends should a seminary education be focused to better prepare ministers for Blizzard's "Minister's Dilemma?" In essence, what is the task of the seminary? Eddie Gibbs, in *Churchnext: Quantum Changes in How We Do Ministry*, suggests a task definition that integrates seminary and the church.

The task of the seminary is to work alongside churches to assist in resourcing them for their manifold ministries in diverse missionary situations in a rapidly changing world. While establishing a symbiotic relationship, each must also maintain its distinctive contribution to the training process, providing a challenge to the other. The church calls for relevance, while the seminary emphasizes the need for theological integrity and critical evaluation. When they covenant to work

closely together, they are able to sharpen one another and hold each other accountable. (Gibbs 2000, 93)

James I. McCord agrees that the principal responsibility of denominational seminaries is the training of professional leaders for church ministry. He identifies four consistent goals of the church-based seminary. The first goal of the seminary is to encourage the student to think and live life from a theological perspective. It is important for the student to develop a Christian worldview that impacts both his personal and professional life. Second, the seminary should encourage the student to acquire a “broad theological culture” that appreciates the breadth of the Christian tradition over history. Third, the seminary should encourage and facilitate the student’s participation in the ongoing work of the church. The student should leave the seminary as a participant in a theological enterprise, not simply a spectator. Finally, the last goal of the seminary is to equip the student “with the necessary arts and skills for ministry” so the minister will be able to better complete his ministry tasks (McCord 1978, 60-61).

Models of Seminary Education

While the methods used in providing seminary education are as diverse today as ever before, there exists an underlying tension as to the purpose of seminaries for education. At one end of the spectrum, there are those who believe the seminary experience should be more theoretical than practical, more theological than professional. Perhaps Niebuhr best delineates the two views.

The constant rivalry between advocates of the ‘academic,’ or ‘content,’ or ‘classic’ theological courses and promoters of ‘practical training’ presents us with a similar situation. There are few theological schools where these groups do not compete for the students’ interest and time, where some members of the former group do not feel that the scholarliness of theological study is being impaired by the attention claimed for field work and counseling, where teachers of preaching,

church administration and pastoral care and directors of field work do not regard much of the theological work as somewhat beside the point in the education of a minister for the contemporary Church. (Niebuhr 1956, 101)

Leroy S. Rouner presents a representative view in his article, “Knocking Seminaries’ ‘Knack’ Courses.” He writes, “The primary charge to the seminaries is to offer a theological education for future ministers, not a total preparation for the ministry” (Rouner 1976, 114). Rouner continues his discussion by pointing out perceived deficiencies in the manner by which practical learning experiences are developed.

The task of the seminaries is to relate Christ to culture in terms of academic disciplines. At the same time, they offer field experience in the life and work of the parish church without taking the academic agenda from the roster of practical issues which arise in parish life. (Rouner 1976, 114)

The perceived view that seminaries are not preparing graduates for the practical aspects of ministry is addressed by Barbara Wheeler. This view is based on a belief that seminary faculty have little or no experience and are academic in their approach to leadership and communication. Wheeler refutes that claim as mere convenience rather than reality. In her opinion, the problem with seminaries is the “absence of an adequate image of the ministry.”

Currently we are in the grip of the so-called professional model, which defines ministry as a series of functions the minister must be competent to perform. No one, of course, could argue that ministry is not in some sense a profession. Sociologically it functions that way, and certainly competence in practice is a high value for ministry as it is for other professions. The problem arises from our current tendency to define ministry as *only* a profession. (Wheeler 1983, 29)

At the other end of the aforementioned spectrum are those that believe seminary education should be fully professional and practical in its approach. Robin W. Lovin presents a view of practical theology in a paper entitled “The Real Task of Practical Theology.”

The minister's education cannot consist simply of Bible knowledge, theological concepts and liturgical details that the laity are unlikely to know, although this apparently provides some clergy with a satisfying sense of academic respectability. . . . The real task is to figure out what is happening at the nexus between the order of meaning presupposed by Christian faith and the order of events predicted by modern social theory. (Lovin 1992, 127)

Lovin contends that the urgent task of theology is to grasp an understanding of society so that the church can minister within that society. Failing to consider the society in which the Church finds itself can lead to a resistance to change and a disconnected existence apart from the world and its issues. Simply having a greater understanding of the faith is not the answer.

Theological education must prepare persons for religious leadership in those circumstances. Creative, practical skills and theological understanding must be linked to a knowledge of social context. Biblical norms and historical models must be related to contemporary possibilities with an imaginative grasp of what this history is apt to imply for those who see it against the background of their own fears and choices. . . . Knowledge is required, and not all of the knowledge that is needed will be found within the classical theological disciplines. (Lovin 1992, 128)

In reality, the seminary serves a dual role and must be prepared to provide for both the theological and professional development of its students. McCord speaks to this dichotomous tension.

A seminary is a graduate professional school, and it must live within the tension of this description. It cannot be a graduate school exclusively, nor should it be a professional school exclusively. The seminary must live creatively within this tension and seek to maintain a balance between the two legitimate emphases. (McCord 1978, 63)

R. Albert Mohler, Jr. writes that evangelical seminaries must realize that they are not to be only professional schools, but a "faithful community of scholars."

We must never apologize for the spiritual dimension of our task of the spiritual foundation of our calling. We must also see our seminaries as communities of faith, where consecrated scholars are gathered for studies that are inherently both cognitive and spiritual. (Mohler 1996, 282)

Related Ministry Research

While little research has focused specifically on managerial competencies of Southern Baptist ministers, several studies have been developed that investigate managerial competencies for other denominations. Most studies identified and ranked competencies for only pastors and ignored other church staff positions. Additionally, few studies have been attempted that evaluate the seminary professor's perception of managerial or administration competencies. While research readily exists regarding the effect of seminary preparation in preparing ministers for their educational roles, there has not been a similar study measuring the adequacy of seminary preparation for the administration role in a Southern Baptist context.

The following section reviews significant graduate research studies that affect the understanding and process necessary to complete this research effort. This review begins with a synopsis of studies that focus on managerial competencies of ministers. These studies inform the current research and point to areas reviewed in the precedent literature as well as provide a rich list of primary and secondary sources. The second section of this review focuses on studies that provide insight for research instrument development and assisted in the protocol for completing this research. While the primary aim of each of these studies is adult education, the concepts presented were useful for creating a similar research instrument for administration competencies.

Professional Ministerial Competencies

William B. Haburn's study, "A Factor Analysis of Professional Competencies and Local Church Clergy," examined the professional competencies necessary for the pastor and minister of education in a Baptist church. He sought to identify the significant

differences, if any, between pastors and ministers of education regarding the professional competencies needed for their positions. Ultimately, Haburn's desire was to provide helpful information to assist in the development of curriculum content, objectives and strategies to better prepare ministers for service (Haburn 1976, 6).

Due to the lack of an instrument to measure clergy competency, Haburn developed his own questionnaire by employing an expert panel and a modified Delphi procedure. His survey measured the perceived level of proficiency necessary for ninety ministry competencies (Haburn 1976, 59).

Haburn's results identified only fifteen of the ninety competencies in which ministers of education differed significantly with pastors as to the perceived importance of the competency. Haburn suggests that these results indicate that different education tracks for these positions may not be necessary from a competency perspective. Additionally, thirty-eight of the ninety competencies measured were identified as a "considerable proficiency" need by the respondents. This indicated that a common group of professional competencies was applicable for both ministry positions (Haburn 1976, 89-92). For this research study, Haburn's results suggest that a set of competencies do exist for ministry that is not position exclusive.

Sweeney's Competency Survey

James E. Sweeney continued the effort to identify a set of pastoral competencies in his dissertation entitled "Professional Competencies for Church Ministry as Perceived by Seminary Faculties, Church Lay Leaders, and Seminary Seniors." Sweeney examined the level of congruent perceptions of necessary competencies among seminary faculty, church lay leaders, and senior seminary students. Furthermore, he

identified ministerial competencies that were commonly expressed among the groups. This was attempted in an effort to identify competency clusters that would assist in curriculum development (Sweeney 1979, 6-7).

Sweeney's survey instrument measured the relative importance of seventy pastoral competencies by utilizing a five-point Likert-type scale. While some differences in competency perceptions do exist among the three groups studied, the broad gap suggested in the literature was not supported. By completing an R-mode factor analysis, Sweeney identified five clusters of competencies that he deemed meaningful for curriculum development. Those clusters include interpersonal skills, specialized ministry and functional skills, personal scholarship and intellectual capabilities, management of personnel and programs, and leadership, participation, and awareness at national, community, and extra-church levels (Sweeney 1979, 105-08).

Stephen A. Boersma completed a study similar to Sweeney's study that focused on managerial competencies in church administration. Sweeney was interested in the perceptions of seminary seniors; Boersma replaced the seniors with pastors for his study. His dissertation, "Managerial Competencies for Church Administration as Perceived by Faculties, Church Lay Leaders, and Ministers," examined the significant differences among seminary faculty, church lay leaders, and ministers in their perception of managerial competencies for pastoral ministry. Again, similar to Sweeney, Boersma attempted to identify competency clusters that could be used in curriculum development (Boersma 1988, 6).

By examining precedent literature and using a Delphi process, Boersma developed a questionnaire instrument containing fifty pastoral managerial competencies.

The respondents answered on a six-point Likert-type scale the perceived level of relative importance for each competency (Boersma 1988, 7). Boersma's results indicated that significant differences existed between the three groups surveyed for twenty of the fifty competencies. This research indicated that faculty placed greater emphasis on planning, evaluation, and controls. Boersma's research identified three meaningful clusters of competencies – pathfinding, interpersonal skills, and implementing and decision making. Overall, Boersma concluded that a number of significant differences exist between the managerial competency perceptions of pastors and seminary faculty (Boersma 1988, 99-108).

In a similar study, Royce A. Rose utilized Sweeney's pastoral abilities questionnaire to examine the perception of needed professional competencies for pastors of small rural churches. In his study, "Professional Competencies Needed by Pastors of Small Rural Churches as Perceived by Pastors, Lay Leaders, and Denominational Church Developers," Rose evaluated the perceptions of pastors, church clerks, and Southern Baptist consultants. Rose's results indicated significant differences in perceptions for forty-three of the seventy competencies measured. Rose concluded that pastors and lay leaders in the small rural church had different views of the role of the pastor. Additionally, denominational consultants did not have a good understanding of the nature of the rural church (Rose 1983, 1-2). Rose's observations, combined with those above, give strong indication that the perceptions of ministry competency importance often varies among the various groups being surveyed.

Faculty Perceptions

Barbara J. Hopwood, in a dissertation entitled “Faculty Perceptions of Pastoral Competencies and the Task of the Seminary: A Study at One Theological School,” examined pastoral competencies from three points of reference. First, she examined seminary faculty perceptions of necessary pastoral characteristics including knowledge, skills, and personal qualities. She then compared the faculty perceptions of needed pastoral competencies to those of congregations. A second area of study examined the task of theological education as perceived by seminary faculty. Finally, the third area of research focused on measuring the faculty’s sense of responsibility for adequately educating pastors in ministerial competencies (Hopwood 1993, 39-40).

Hopwood developed two research instruments for the study including a faculty survey designed to measure these three areas. The entire faculty of the selected seminary was given the survey for their completion. Hopwood’s study concluded that a high level of consensus existed concerning the importance and ranking of pastoral competencies among faculty at the selected institution. The research results also suggested that the task of the seminary was to train ministry practitioners. Finally, Hopwood’s research identified divergent views regarding the responsibility of the faculty and the institution to develop graduates with specific knowledge, skill, and behavioral competencies. Some of the faculty surveyed suggested that the local church or the pastor should be the one most responsible for competency development (Hopwood 1993, 147-53).

Measuring Usefulness and Adequacy

The first study to develop and utilize the type of questionnaire used in this research was Averett A. Burress’ dissertation, entitled “An Evaluation and Analysis of

the Utility of Certain Competencies and the Learning Experiences Provided by Their Development in Doctoral Programs of Study in Adult Education.” Burress’ research had a twofold purpose. First, he was interested in identifying the level of usefulness of certain competencies and the perceived adequacy of educational experiences to recently degreed doctoral students. Second, he was interested in identifying any differences in opinion between scholars and practitioners as to the usefulness of competencies and the adequacy of their doctoral educational preparation (Burress 1978, 4).

Burress developed a pilot study instrument to identify competencies necessary for adult educators. Initially, this instrument consisted of sixty competencies – thirty each of knowledge and skill items – derived from the precedent literature. After field-testing the instrument, Burress revised his final research survey to forty items including twenty skill competencies and twenty knowledge competencies. These were then distributed to a sample of doctoral degree graduates working as either practitioners or scholars in adult education (Burress 1978, 19-21).

Burress found that there was no significant difference among the doctoral degree recipients in their perceptions of both competency usefulness and education adequacy. The data did indicate that for some of the competencies, the learning experiences were excessive related to the perceived level of competency usefulness. Similarly, the data indicated that the learning experience did not adequately prepare the student in competencies deemed to be more useful (Burress 1978, 93-94).

A Christian Context

Burress’ work is the foundation for John W. Alford’s approach in his study entitled “A Study of Selected Adult Education Knowledge and Skill Competencies of

Southern Baptist Ministers of Education.” Alford used Burress’ research instrument to measure the perception of knowledge and skill competencies of Southern Baptist Ministers of Education related to their preparation in those competencies. Alford specifically examined the differing perceptions of education ministers based on their level of prior education and preparation for the role of Minister of Education (Alford 1981, 10).

Alford surveyed 20% of Southern Baptist religious educators utilizing Burress’ instrument with only minor language and term modifications to fit its religious education purpose. After completing a pilot study, the survey was distributed to 491 Southern Baptist educators. Data analysis included evaluating the ratings of competency usefulness by both groups of religious educators – those having educational preparation and those without. Additionally, the ratings of learning adequacy were also measured for both groups of ministers (Alford 1981, 33-36).

Alford’s results indicated that prior formal preparation in adult education has only a slight impact on the perception of knowledge and skill competency usefulness for the groups surveyed. He also concluded that preparation for religious education ministry did not provide the minister the necessary competence needed to accomplish work with adults. Overall, the level of preparation for these selected education competencies was lower than the perceived usefulness of the competency (Alford 1981, 100). Similarly to Burress’, Alford identified competencies in which overtraining and under training had taken place. He suggested that those competencies identified by both groups as “most useful” should be included in the curricula design used to prepare ministers for service in adult education (Alford 1981, 106).

Kirby L. Clark continued to expand Burress' survey instrument by adapting it to include perceptions of competency usefulness and educational adequacy from both Southern Baptist ministers and seminary educators. In his study, "Perceptions of Southern Baptist Adult Religious Educators Regarding Selected Adult Religious Education Competencies," Clark identified and ranked the knowledge and skill competencies necessary for adult religious educators (Clark 1985, 6). Clark surveyed three groups for his study – adult education faculty at Southern Baptist seminaries, adult education consultants, and ministers serving local Southern Baptist churches with responsibilities with adults (Clark 1985, 23-24).

Like Burress and Alford, Clark's instrument measured two items for each competency. First, it measured the perceptions of all groups regarding the usefulness of selected knowledge and skill competencies for adult education ministry. Second, it measured the adequacy of the seminary education in preparing the minister in those competencies. Clark's survey instrument mirrored Alford's with one significant difference. Since Clark was measuring the perceptions of seminary faculty, he redesigned the response criteria to allow faculty to respond from a teacher's perspective while still allowing the practicing ministers to respond from the perspective of the student. This allowed Clark to measure the level of perceived adequacy of instruction from both sides of the teacher-learner relationship (Clark 1985, 37).

Clark's study identified several interesting conclusions. According to his study, seminary programs were under training ministers in the areas of high competency usefulness. While providing adequate awareness of basic educational concepts, seminary programs were not providing opportunities for acquiring/refining competencies.

Additionally, there was little agreement as to the usefulness of educational competencies between faculty members and little agreement for all groups regarding the competencies identified as most useful and most adequately taught in seminaries (Clark 1985, 157-58).

Impact on Proposed Research

The competency-related studies provided a broad look at competency literature and varied methods of evaluating competency perceptions for ministry. The approach used by Burrell, Alford, and Clark in developing and administering their research instrument was useful for this research endeavor. Their identification of deficiencies in seminary preparation for educational ministry encouraged this study to evaluate the areas in which seminary education is over or under preparing students in administration competencies. Additionally, the examination and identification of a selected set of administration competencies for all ministers was developed in this research effort and has potential for further development in future research projects.

Implications for the Current Study

As noted throughout the previous discussion, administration is an essential aspect of ministry. It displays itself both in biblical and contemporary examples. The discovery process for effective administration principles is founded on the theological view that God is the source of truth and that His truth can be revealed even in secular theorist's view of management. Due to limited resources, administration is deemed to be necessary to accomplish the church's ministry (Tidwell 1985, 12). Tidwell indicates that ministers spend a considerable amount of time in administrative tasks.

Ministers and other church leaders find themselves subject to increasing demands for administrative effectiveness. They are increasingly caught up in

administration. Many ministers report spending more than half their work time on administrative activities. (Tidwell 1985, 14)

Given that administration is a necessary element of ministry, what competencies should a minister have in the area of administration? The literature suggests that focusing on the functions of management provides a sound basis for determining the areas of administration to be evaluated. As Mackenzie's management process suggests, other administrative models and managerial process presentations fit easily into the traditional functions first presented by Henri Fayol in 1916. For the sake of the proposed study, competencies for ministerial administration were centered on the traditional management functions. Both knowledge and skill perceptions were measured and are considered an important distinction for the current study. According to Stephen R. Covey, knowledge and skill are two parts of a three-part equation for developing habits.

Knowledge is the theoretical paradigm, the *what to do* and the *why*. Skill is the *how to do*. And desire is the motivation, the *want to do*. In order to make something a habit in our lives, we have to have all three. (Covey 1989, 47)

Ministers that have responded to God's call, as discussed earlier, have the inner calling for ministry and its varied tasks. Often the difficulties arise as they face role identification issues and expectations from their varied constituencies. By providing a focus on competency development in areas where expected performance exists, the minister makes great progress in fulfilling his expected role.

The literature suggests that some degree of the professional model in seminary education is necessary to meet the cultural demands for ministry. The focus on professional attributes should not be at the expense of the theological intent of a seminary education. The study of theology is the vital component of seminary preparation for

ministry. Terry A. Veling conveys the importance of both theoretical and practical theology.

First, we misunderstand practical theology if we take *practical* to mean an opposition to theory. *Practical* may not be the best word, and many writers prefer to speak of theologies of praxis rather than practical theology, because *praxis* is a more nuanced term that holds theory and practice together. (Veling 1999, 412)

Previous studies on managerial competencies for ministers play a significant role in shaping the current research. The research protocol and methodology as reviewed previously greatly informed this study. Additionally, the survey instrument for this study is a derivative from the studies of Burrell, Alford, and Clark. While their emphasis was on adult education, their effective survey approach was adapted to measure perceptions related to administrative competencies.

In summary, literature suggests that administration is a vital component of ministry and that knowledge and skills in selected competencies are necessary for effective management. Those competencies will ultimately be related to the basic functions of management. Gaining a proficient level of competence in administration will provide ministers with a greater ability to effectively complete their ministry tasks and fulfill outside role expectations. The seminary has the responsibility of training ministers for their ministry positions. That training includes preparation in practical aspects of church life, especially administration. While studies have been completed that identify and measure the importance of managerial competencies for ministry, little research has been developed integrating faculty perceptions. This research evaluates the perceived importance of selected administration competencies as well as examines the perception of seminary preparation in those competencies.

Profile of the Current Study

The intent of this research is to build upon theological, administration, and ministry foundations previously presented. The precedent literature played a significant role in the development of the survey instrument and related protocols. The biblical and theological precedents framed the assumption that this research pursuit is both relevant and useful for ministry practice. The managerial and administration literature suggested the importance of administration and the development and measurement of those competencies for improved ministry functioning. The ministry-related literature pointed to the importance of pursuing this study to assist ministers as they struggle with role clarifications and expectations. This is especially important in an area of perceived deficiency such as administration.

The current research identified the useful administration competencies that are most important to the effective function of ministry. The adequacy of seminary preparation in those competencies was also measured. By measuring the perceptions of both ministers and seminary faculty, the current research serves as both a measuring stick and a curriculum design indicator for seminary programs seeking to provide administration education for its students.

CHAPTER 3

METHODOLOGICAL DESIGN

This chapter describes the methodological design used in the current research to measure and analyze the perceptions of both ministers and seminary educators as to the ranking of importance of selected administration competencies and the adequacy of seminary preparation in those competencies. The population, samples and delimitations, limitations of generalization, instrumentation, and procedures are developed in this chapter.

Research Question Synopsis

The purpose of this study was to examine the perceptions of Southern Baptist ministers and seminary faculty regarding the importance of selected administration competencies and the perceived level of seminary preparation in equipping graduates for managerial responsibilities in ministry.

The intent was to provide a better understanding of the priority of administration competencies in ministry today as well as provide an understanding of the perceived level of seminary preparation received by the minister in those competencies. This research led to an examination of potential areas of over-preparation and under-preparation in administration competency development. The impact of staff position on competency perception was also considered.

The following five research questions were used to direct the methodological design of the research:

1. What is the relationship between the rankings of administration competencies and educational preparation as perceived by Southern Baptist ministers?
2. What is the relationship between the rankings of administration competencies and educational preparation as perceived by Southern Baptist seminary faculty?
3. What is the relationship between the rankings of administration competencies as perceived by both Southern Baptist ministers and seminary faculty?
4. What is the relationship between the rankings of educational preparation as perceived by both Southern Baptist ministers and seminary faculty?
5. To what extent, if any, does ministry position impact the relationship between the perceived ranking of administration competencies and the perceived level of educational preparation?

Design Overview

The methodology included a quantitative, statistical comparison of two sets of responses measured on a questionnaire given to both ministers and seminary educators. The survey's format was derived from a similar instrument developed by Averett Burress for measuring the competencies of graduates of adult education doctoral programs (Burress 1978, 111). John Alford later applied it to the field of Christian education as he studied the adult education knowledge and skill competencies of Southern Baptist ministers of education (Alford 1981, 33). More recently, Kirby Clark utilized Burress' survey to measure the knowledge and skill competencies of both ministers and faculty in Christian education (Clark 1985, 24).

The survey instrument developed for this study was similar in structure to the Burress instrument, but the competencies measured were focused on administration competencies rather than educational ones. The left column is a Likert-style

measurement of administrative competency importance, the center column lists the competency, and the right column is another Likert-style measurement used to identify the perceived level of seminary preparation. The survey instrument measured both knowledge and skill competency perceptions in addition to identifying the demographic characteristics of each participant.

The survey was administered to a random selection of Southern Baptist seminary faculty as well as a randomly selected sample of Southern Baptist ministers. Both the faculty and ministers represented various fields of church ministry. The survey was intentionally designed to be concise to reduce the amount of time necessary for its completion and to facilitate greater willingness of participation.

Upon completion of the survey instruments by the research subjects and the subsequent compilation of data, a set of descriptive statistics was produced for each relationship under evaluation. Secondly, correlation calculations between rankings were developed to determine the degree of association for the relationships.

Population

The research population consists of Southern Baptist ministers that have graduated from one of the Southern Baptist seminaries during the time period ranging from 1999 through 2001 as well as current full-time Southern Baptist seminary faculty members.

Samples and Delimitations

This research utilized a random sample of 637 seminary graduates that graduated from the participating Southern Baptist seminaries during 1999 through 2001.

The ministers were proportionally selected based on the ratio of graduate-level seminary graduates from the participating institutions during the years 1999 through 2001. This represents approximately one-half of the graduates for those years. The random sample of educators included 68 faculty employed full-time, teaching on-campus, from the two participating Southern Baptist seminaries. These were selected in a similar manner based on the number of faculty currently teaching graduate-level courses at the participating schools. The size of the sample represents approximately two-thirds of the graduate-level faculty for the participating seminaries.

The research sample of faculty was delimited to faculty currently teaching at two Southern Baptist seminaries in the United States. The research sample of ministers was delimited to graduates of the period ranging from 1999 through 2001 with at least a master's level degree from a participating Southern Baptist seminary.

Limitations of Generalization

The results of the study do not necessarily generalize to all Southern Baptist ministers but to graduates, at the masters level or above, from the selected seminaries between 1999 and 2001. The results of this study do not necessarily generalize to other evangelical seminary faculty or seminary graduates serving as ministers.

Instrumentation

This research utilized the "Research Survey of Administration Competencies." This was a survey developed by the researcher for obtaining perceptions related to selected administration competencies and their related preparation from a seminary education. The developed instrument is a modification of a Burress-type survey that

evaluates participant perceptions for each competency by using two parallel Likert-style response scales. While there are several studies that have measured the relative importance of general competencies for pastors, there has not been a survey that measures only administration competencies for both pastors and church staff ministers. Additionally, while the Burress-type questionnaire has been used for adult education purposes, it has not been adapted for measuring competency importance and seminary preparation in administration. Thus, a similar instrument was created and validated for this study to address the research questions.

Survey Background

The first study to develop and utilize the type of questionnaire proposed for this research was Averett A. Burress' dissertation entitled "An Evaluation and Analysis of the Utility of Certain Competencies and the Learning Experiences Provided by Their Development in Doctoral Programs of Study in Adult Education." Burress measured the perceived level of competency usefulness and educational adequacy of adult education doctoral graduates (Burress 1978, 4). His survey instrument was developed from a pilot study in which sixty adult education competencies were evaluated. His final survey included forty items -- twenty each of knowledge and skill competencies.

John W. Alford applied Burress' instrument to the field of Christian education in his dissertation, "A Study of Selected Adult Education Knowledge and Skill Competencies of Southern Baptist Ministers of Education." Alford measured the perceptions of knowledge and skill competencies of Southern Baptist Ministers of Education as related to their preparation in those competencies. Alford specifically

examined the differing perceptions of education ministers based on their level of prior education and preparation for the role of Minister of Education (Alford 1981, 10).

Kirby L. Clark further adapted Burress' survey instrument by including perceptions of competency usefulness and educational adequacy from both Southern Baptist ministers and seminary educators. In his study, "Perceptions of Southern Baptist Adult Religious Educators Regarding Selected Adult Religious Education Competencies," Clark identifies and ranks the knowledge and skill competencies necessary for adult religious educators (Clark 1985, 6). Clark's instrument measured two items for each competency using a Likert-style response measurement. It measured the perceptions of all respondents regarding the usefulness of selected knowledge and skill competencies for adult education ministry. It also measured the adequacy of the seminary education in preparing the minister in those competencies. Clark's significant change to the instrument was a modification of the second Likert-style response column. Since Clark was measuring the perceptions of seminary faculty, he redesigned the response criteria to allow both groups to respond from their own perspective – ministers as graduates and faculty as educators (Clark 1985, 37). This change allowed for greater flexibility and more efficient use of the survey instrument.

Research Survey of Ministerial Administration Competencies

The skill competencies selected for the developed research instrument were derived from the descriptions of twenty-four elements of effective management identified by Otto F. Crumroy, Jr., Stanley J. Kukawka, and Frank M. Witman (Crumroy, Kukawka, and Witman 1998, 9). They organized the elements into four main functions – planning,

organizing and staffing, leading, and assessing and reporting. The researcher obtained approval to use Crumroy, Kukawka, and Witman's work as the basis for a significant portion of the organization for the survey instrument. To remain consistent with Clark's methodological design in evaluating both knowledge and skill competencies, ten foundational knowledge competencies were identified by the researcher from the precedent literature to accompany the twenty-four skill competencies.

Field-testing and Reliability

The initial draft of the survey instrument developed from the precedent literature was presented to the researcher's dissertation committee and the ethics committee for approval. Once approved, it was field-tested by fifteen ministers and two educators teaching in biblical studies to establish greater clarity of wording and to determine the level of internal consistency of responses. The ministers were from churches of varied sizes ranging from a small rural church to a large metropolitan congregation. Additionally, the ministers were from different geographic locations including the states of Texas, Missouri, and Tennessee.

The field-test participants were asked to review the survey instrument for language clarity and to give written suggestions for improvement. Only a few minor wording changes were made to the survey as a result of the field-test responses. Upon making these changes, the survey was sent to the dissertation supervisor for final approval. The packet distributed to the field-test participants can be found in Appendix 1.

Reliability testing of the field-test results were completed using Cronbach alpha. Cronbach alpha measures the degree to which internal consistency exists within

an instrument. It is measured on a scale between -1.0 and +1.0. The greater the positive alpha measurement, the greater the internal consistency of the instrument (George and Mallery 2001, 209). The coefficient alpha for the scale measuring competency importance across all competencies was calculated to be 0.9451 while the alpha for the scale measuring educational adequacy was 0.9691. This high alpha indicated a strong degree of internal consistency within the instrument for measuring the overall level of importance and adequacy.

Instrument Design

The “Research Survey of Ministerial Administration Competencies” measured the perception of importance for each administration competency and the perception of the adequacy of seminary preparation for that competency. Additionally, the survey collected useful demographic information from each participant. Graduates were asked to indicate graduation year, denomination affiliation, degree earned, school attended, area of study, church staff status and position, years of experience, and gender. Similarly, faculty members were asked to indicate area of instruction, seminary affiliation, church staff status and position, years of experience, and gender.

The survey is a six-page instrument and is presented in Appendix 2. It is a self-reporting instrument requiring the participant to answer a series of demographic questions followed by ten knowledge and twenty-four skill competency questions. Two versions of the survey were developed to allow for the slightly different demographic questions between graduates and faculty. The graduate version asked ten demographic questions while the faculty version only asked eight. The competency perception portion of the survey was identical for both versions.

The competency questions required two responses from the survey participants. The left-hand response measured the participant's perception of the importance of the listed competency. Each participant rated their level of agreement to the following statement – “Effective ministry requires knowledge and skill in this competency.” The responses could range from strongly agree to strongly disagree. The right-hand response measured the participant's perception of the adequacy of seminary education for the listed competency. Each participant rated his or her level of agreement to the following statement – “The seminary learning experience provides adequate preparation for this competency.” Again, the responses could range from strongly agree to strongly disagree.

Administration Competency Dimensions

The thirty-four competencies were grouped around five dimensions of administration competencies – foundational knowledge, planning skills, organizing and staffing skills, leading skills, and assessing and reporting skills. The dimensions and their related survey questions are displayed in Table 6. While the foundational knowledge questions were grouped together, the skill questions were randomly allocated throughout the remainder of the survey.

The five dimensions represent a comprehensive grouping of the elements of management that are consistently found in precedent literature. As illustrated previously by Mackenzie's management process model, various administration models have common elements that can be categorized under the dimensions listed above. A review of the varied secular competency models also indicates that identified competencies can be classified within these dimensions as well.

Table 6. Administration competency dimensions

Competency Dimension	Competency Description	Item Number
Foundational Knowledge	Biblical models of administration and leadership.	1
	Legal issues that impact ministry.	2
	Effective leadership principles for ministry.	3
	Elements of the strategic planning process.	4
	Contemporary management and leadership theories.	5
	Procedures promoting financial accountability.	6
	Methods for integrating technology and ministry.	7
	Steps for organizing and staffing a ministry.	8
	Methods for assessing and reporting ministry effectiveness.	9
	Effective facilities management procedures.	10
Planning Skills	Anticipating opportunities and challenges for the future.	16
	Documenting policies and procedures.	17
	Documenting methods by which work is accomplished.	18
	Determining specific actions and objectives required to achieve goals, including time line and specific responsibilities for completion of actions.	23
	Allocating resources for the needs of the organization.	29
	Determining and documenting the purpose of the organization.	30
	Spelling out in specific terms the goals of the organization.	33
Organizing & Staffing Skills	Assuring that all members of the team are aware of policies, procedures, goals, and objectives.	11
	Entrusting responsibility and authority in others and the establishing of accountability for results.	20
	Defining the structure of the organization and interrelationships therein. Arranging work in a reasonable, balanced manner.	21
	Detailing the responsibilities and requirements for a given position in the organization.	24
	Promoting conditions that result in effective teamwork.	26
	Staffing the organization with competent people.	25
Leading Skills	Improving knowledge, skills, and attitude of team members.	14
	Making key decisions and resolving conflict.	19
	Informing team members on all matters that may affect their work. Promoting intrateam dialogue and cooperation.	22
	Listening for feedback.	
	Encouraging and promoting an environment in which a team can produce exceptional results.	27
	Initiating the required actions of the team.	28
Providing an environment that inspires and encourages proper actions to accomplish desired goals, objectives, and results.	32	

Table 6 – Continued. Administration competency dimensions

Competency Dimension	Competency Description	Item Number
Assessing & Reporting Skills	Measuring and recording results to budgets, objectives, and goals. Reporting results to appropriate people.	12
	Establishing measures of satisfactory performance in specific terms such as standards and/or measurable objectives.	13
	Recognizing achievement to assure that good work continues and improves.	15
	Evaluating actual individual performance in light of requirements, standards, and objectives.	31
	Promptly correcting variances from standards or objectives to assure results are improved.	34

To further the reliability testing of the instrument, Cronbach alpha was calculated for each dimensional grouping of competencies based on the field-test of the instrument. The results presented in Table 7 indicate a high level of internal consistency at the competency dimension level and further indicated that the instrument was reliable for capturing perceptions related to administration competency dimensions.

Table 7. Cronbach alpha for competency dimensions

Competency Dimensions	Importance Alpha	Adequacy Alpha
Foundational Knowledge	0.8152	0.8470
Planning Skills	0.8140	0.8302
Organizing and Staffing Skills	0.7321	0.8814
Leading Skills	0.8480	0.9083
Assessing and Reporting Skills	0.7133	0.8391

Procedures

Upon initial approval of the research prospectus, the researcher contacted the five largest Southern Baptist seminaries to determine the interest level for participating in

this research. The individuals contacted included those with responsibilities in institutional assessment, alumni relations, and graduate studies. One of the five selected seminaries immediately declined participation while one school immediately agreed to participate. The remaining three schools were emailed letters requesting permission to survey their faculty and graduates. Attachments to the email included a short description of the research and copies of the proposed survey instrument. Follow up with the seminaries was by phone and email. A total of three seminaries declined to participate while two seminaries granted approval.

Names and addresses of graduates were obtained from alumni records for both institutions. Each school provided two sets of mailing labels for the researcher. One list was used for the initial mailing and a second list was available if an additional mailing was deemed necessary. A second mailing was not made and the second list was destroyed. The list of faculty was obtained from seminary catalogs provided by the seminaries. The campus mail addresses were used for faculty participants.

The sample for the research included 68 faculty and 637 graduates of two Southern Baptist seminaries. The faculty sample was randomly chosen from each of the seminary catalogs. Approximately two-thirds of the graduate faculty members representing fifty percent of each school's overall faculty were selected to receive a survey. The graduate sample was randomly chosen from the list of graduates during the years 1999 through 2001. Approximately fifty percent of those graduates were selected to receive a survey.

The approved "Research Survey of Ministerial Administration Competencies" was mailed directly to the participants in the fall of 2002. The packet included a cover

letter, the survey, a self-addressed stamped envelope to return the survey, and a card allowing each participant to request a synopsis of the study upon its completion. The survey packets were nearly identical for both groups with the exception of previously noted demographic questions and a slight difference in the cover letter. The Beta seminary included an additional cover letter for the graduates indicating the importance of the research for institutional assessment.

CHAPTER 4

ANALYSIS OF FINDINGS

This chapter presents the findings of the research as outlined in the methodological design. It consists of the compilation protocol, the findings and displays, and an evaluation of the research design. The research data is summarized and presented in charts, graphs, and tables to describe the findings.

The purpose of this research was to analyze the perceptions of Southern Baptist ministers and faculty of selected Southern Baptist seminaries as to the importance of selected administration competencies for ministry and the adequacy of the seminary educational experience in preparing the minister to accomplish ministry responsibilities.

Compilation Protocol

The surveys were received by the researcher in the late fall and early winter of 2002. Upon receipt, each envelope was opened and attached to the back of the survey. The survey was then examined, reviewed for completeness, and numbered sequentially for data input purposes. Surveys that omitted greater than three responses or indicated multiple answers for each question were set aside as incomplete and were not used in the analysis. Five surveys were received and determined to be incomplete and were omitted from this analysis. Forty-one surveys were returned to the researcher for incorrect addresses with no forwarding address available. Fifty-three cards were returned requesting the study synopsis upon its completion.

The responses were entered manually into SPSS 11.0, a statistical software package created by SPSS, Inc., for statistical analysis. Data entry keys were created for the demographic questions to assign values to each possible answer. The Likert-scale responses were assigned integer values ranging from 1 to 5 with 1 indicating a strongly disagree response and 5 indicating a strongly agree response. Check sums were calculated for each survey and were compared to the entered responses to assure accurate data entry. Surveys that failed to meet the established sample criteria for the research were also set aside to be analyzed separately. These criteria included currently serving as a minister, graduation from a Southern Baptist seminary in the 1999 through 2001 time period, and a Southern Baptist denomination affiliation.

Response Rate

The overall response rate of completed surveys was 27.5% as indicated in Table 8. The total number of surveys sent was 705 – 637 to graduates and 68 to faculty. The faculty response rate was 38.2% ($n = 26$) with the highest response from Beta Seminary at 50% ($n = 19$) of faculty surveyed. The graduate response rate was 26.4% ($n = 168$) with the highest response rate from Beta Seminary at 31.3% ($n = 100$) of graduates surveyed. The distribution of completed surveys is displayed in Figure 4. Faculty comprised 13.4% ($n = 26$) of the total respondents. Graduates currently serving as Southern Baptist ministers were 63.4% ($n = 123$) of the total. Other graduates not serving in Southern Baptist churches or denominational work were 23.2% ($n = 45$) of the total responses or 26.7% of all graduate responses.

Table 8. Response rate of completed surveys

Seminary	Faculty			Graduates			Total		
	Sent	Rec'd	Rate	Sent	Rec'd	Rate	Sent	Rec'd	Rate
Alpha	30	7	23.3%	318	68	21.4%	348	75	21.6%
Beta	38	19	50.0%	319	100	31.3%	357	119	33.3%
Total	68	26	38.2%	637	168	26.4%	705	194	27.5%

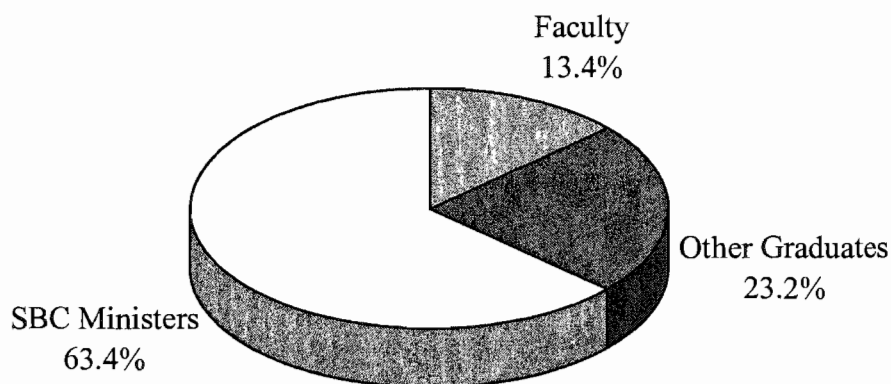


Figure 4. Faculty and graduate participation

Findings and Displays

The data is presented by first examining the demographic characteristics of the groups followed by general survey responses of all participants. The demographic profile section provides information as to the gender, denomination affiliation, church staff status, degree and year of graduation, area of instruction or study, and years of experience. The following section then analyzes the data related to each of the following research questions:

1. What is the relationship between the rankings of administration competencies and educational preparation as perceived by Southern Baptist ministers?
2. What is the relationship between the rankings of administration competencies and educational preparation as perceived by Southern Baptist seminary faculty?
3. What is the relationship between the rankings of administration competencies as perceived by both Southern Baptist ministers and seminary faculty?
4. What is the relationship between the rankings of educational preparation as perceived by both Southern Baptist ministers and seminary faculty?
5. To what extent, if any, does ministry position impact the relationship between the perceived ranking of administration competencies and the perceived level of educational preparation?

Demographic Profile

This section examines the demographic characteristics of the survey participants. Gender, denomination affiliation, areas of instruction and study, degree and year earned, years of ministry experience, years of teaching experience, and church staff status and position are reviewed. While the demographic questions were different for faculty and graduates, a similarity was found between the two. For gender, denomination affiliation, and church staff status, data for all graduate responses were included in the following. The remaining demographic analysis was limited to the examination of graduates currently serving as Southern Baptist ministers. When possible, the data for both the graduates and the faculty are displayed for comparison purposes.

Gender

Figure 5 shows the overall distribution of survey participation by gender for both faculty and graduates. Of the 26 faculty that responded, only 1 was female. The percentage of graduates that were male was 92.2% ($n = 153$).

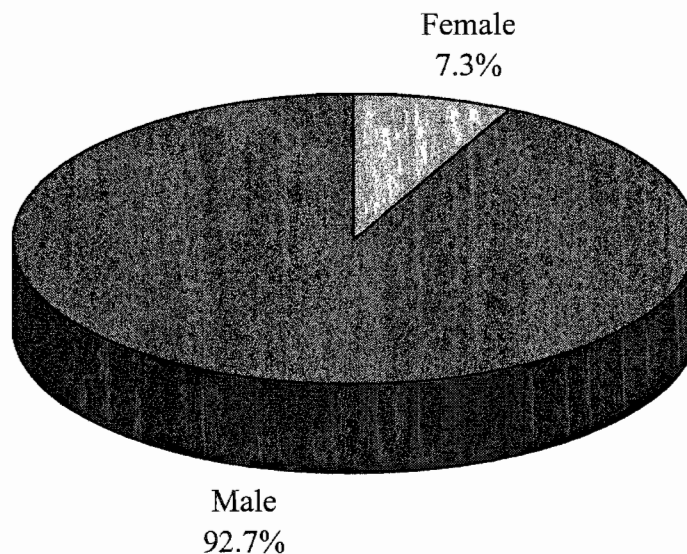


Figure 5. Participant gender comparison

Denomination Affiliation

Since the focus of the research was primarily related to Southern Baptist ministers and faculty, it was necessary to identify the denominational affiliation of the graduate survey participants. As expected, the denominational affiliation of the graduates surveyed was predominantly Southern Baptist as shown in Figure 6. Ninety-three percent indicated a Southern Baptist denomination affiliation. Nine other denominations accounted for the remaining 7% of respondents.

Church Staff Status

In addition to the requirement for Southern Baptist denomination affiliation, the sample criteria required graduates to be serving on the staff of a local church. The survey asked each graduate participant to indicate any current church staff involvement

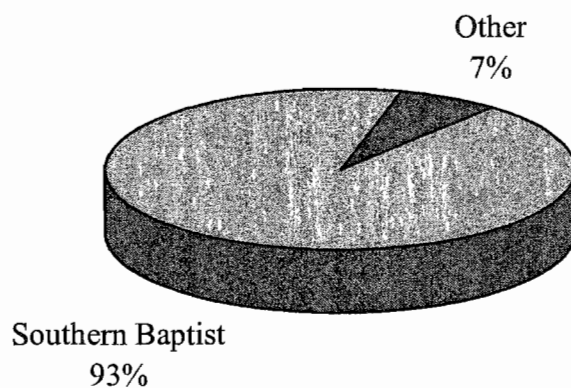


Figure 6. Graduate denomination affiliation

status as full-time, part-time, or volunteer. Faculty were asked the same question but were also given the option of selecting interim. For purposes of this comparison, faculty responses indicating interim staff status were grouped together with the part-time responses. As indicated in Table 9, 53.8% ($n = 14$) of faculty served on a church staff with the greatest number serving in a part-time position. Forty-six percent of faculty did not serve in a staff position. Graduates serving in a full-time position accounted for 66.7% ($n = 112$) of total graduates. Nearly 20% ($n = 33$) of graduates did not serve on a church staff, while the remaining 13.7% ($n = 23$) served in a part-time or volunteer position.

Year of Graduation

The highest number of minister responses to the survey was from those

Table 9. Church staff status

	Faculty		Graduates		Total	
Full-time	1	3.8%	112	66.7%	113	58.2%
Part-time	11	42.3%	16	9.5%	27	13.9%
Volunteer	2	7.7%	7	4.2%	9	4.6%
Not on staff	12	46.2%	33	19.6%	45	23.2%
Total	26	100.0%	168	100.0%	194	100.0%

graduating in 2000. As shown in Table 10, 39.0% ($n = 48$) of the total ministers' responses graduated in 2000 compared to 26.0% ($n = 32$) in 1999 and 35.0% ($n = 43$) in 2001. Overall, master's degree graduates made up 83.7% of the total responses of ministers to the survey. Of the 45 graduates omitted from this table due to being outside the sample criteria, over 50% ($n = 23$) were 2001 graduates.

Areas of Instruction and Study

Table 11 exhibits the four primary areas of faculty instruction and graduate studies that were identified and measured. The largest area for both groups was theological studies with 65.4% ($n = 17$) for faculty and 51.2% ($n = 63$) for ministers. Overall, theology represented the primary area of instruction or study for 53.7% ($n = 80$) of the participants. Christian education and leadership followed next in both groups. Interestingly, a relatively high percentage of music faculty responded when compared to the percentage of music graduates that responded to the survey.

Table 10. Ministers' participation by degree and graduation year

Graduate Year	Master's		Doctorate		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
2001	33	32.0%	10	50.0%	43	35.0%
2000	42	40.8%	6	30.0%	48	39.0%
1999	28	27.2%	4	20.0%	32	26.0%
Total	103	100.0%	20	100.0%	123	100.0%

Table 11. Areas of instruction and study

	Faculty		Ministers		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Theology	17	65.4%	63	51.2%	80	53.7%
Christian Education & Leadership	4	15.4%	32	26.0%	36	24.2%
Evangelism & Missions	2	7.7%	22	17.9%	24	16.1%
Music	3	11.5%	6	4.9%	9	6.0%
Total	26	100.0%	123	100.0%	149	100.0%

Years of Experience

Table 12 presents the current church staff positions of both graduates and faculty. The responses of the survey participants were grouped together into five different position categories: pastoral ministry, music and worship, education and administration, age group ministry, and combination and other positions. The largest ministry area for ministers and faculty was the pastoral ministry at 59.3% ($n = 73$) for ministers and 46.2% ($n = 6$) for faculty members currently serving on a church staff. For ministers, the combination and age group ministry groupings were similar with 13.8%

Table 12. Church staff status by position

	Faculty		Ministers		Total	
Pastoral Ministry	6	46.2%	73	59.3%	79	58.1%
Music & Worship	2	15.4%	5	4.1%	7	5.1%
Education & Administration	4	30.8%	12	9.8%	16	11.8%
Age Group Ministry	1	7.7%	16	13.0%	17	12.5%
Combination & Other	0	0.0%	17	13.8%	17	12.5%
Total	13	100.0%	123	100.0%	136	100.0%

($n = 17$) and 13.0% ($n = 16$) respectively. Faculty serving in music and worship or education and administration were at 15.4% ($n = 2$) and 30.8% ($n = 4$) respectively.

The distribution of total years of ministerial experience by current ministerial position is shown in Table 13. The responses of faculty are also included in the table to indicate total ministry experience. The survey requested each participant to indicate their ministry experience by choosing from a series of year ranges. Four of the faculty indicated less than 1 year of ministry staff experience while the largest range of experience for ministers was 1 to 5 years ($n = 41$) followed by 5 to 10 years of experience ($n = 31$). Figure 7 shows the percentage distribution of staff experience for both ministers and faculty combined. Over 54% ($n = 80$) of the respondents had between one to ten years of ministry experience. The total years of faculty teaching experience is shown in Figure 8. Over 31% ($n = 8$) of faculty respondents had over 20 years of teaching experience. The smallest experience range was the 15 to 20 year range with only 12% ($n = 3$) of the faculty falling in that category.

Table 13. Years of ministry staff experience

Ministry area	Years of ministry staff experience						Total
	0-1	1-5	5-10	10-15	15-20	> 20	
Pastoral Ministry	0	20	18	19	9	7	73
Music & Worship	0	2	1	2	0	0	5
Education & Administration	0	6	2	1	2	1	12
Age Group Ministry	0	5	5	4	0	2	16
Combination & Other	0	8	5	3	0	1	17
Seminary Faculty	4	2	6	5	1	7	25
Total	4	43	37	34	12	18	148

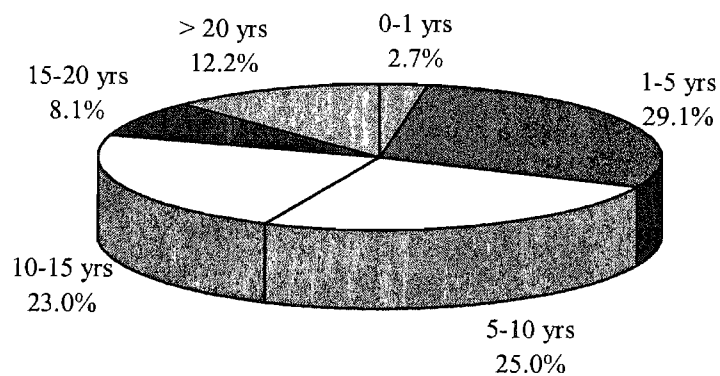


Figure 7. Years of ministry staff experience

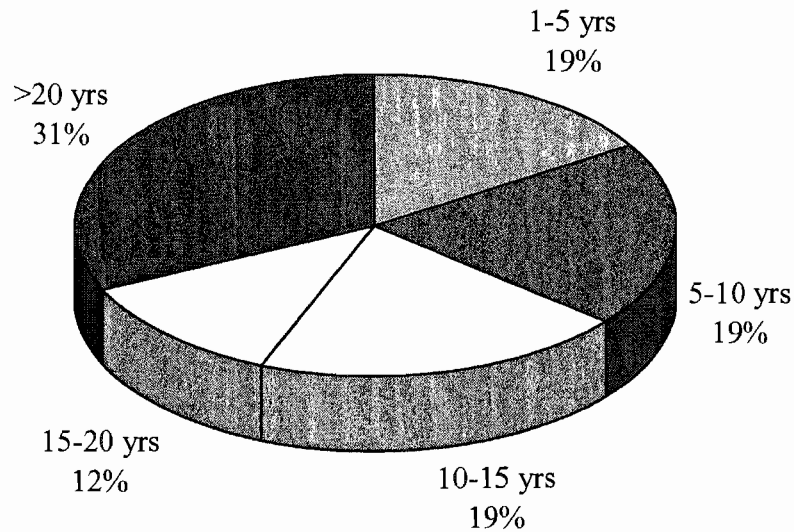


Figure 8. Years of faculty teaching experience

Administration Competency Dimensions

The administration competency perceptions measured by the “Research Survey of Ministerial Administration Competencies” included both knowledge and skill components in its design. Specifically, ten foundational elements identified in precedent literature formed the basis for the knowledge competencies. Additionally, twenty-four skill competencies were identified from precedent literature as indicated previously in the methodological design. For simplification in the presentation of the analysis, each of the competency descriptions was assigned a competency element identifier that was considerably shorter in length than the survey description. These competency elements are presented in Tables 14 through 18, grouped by their respective dimension, with the

survey question number identified to facilitate cross reference back to the survey

instrument.

Table 14. Foundational knowledge dimension elements

No.	Knowledge Element	Description
1	Biblical Models	Biblical models of administration and leadership.
2	Legal Issues	Legal issues that impact ministry.
3	Leadership Principles	Effective leadership principles for ministry.
4	Strategic Planning	Elements of the strategic planning process.
5	Contemporary Theory	Contemporary management and leadership theories.
6	Financial Accountability	Procedures promoting financial accountability.
7	Technology Integration	Methods for integrating technology and ministry.
8	Organizing & Staffing	Steps for organizing and staffing a ministry.
9	Assessing & Reporting	Methods for assessing and reporting ministry effectiveness.
10	Facilities Management	Effective facilities management procedures.

Table 15. Planning skills dimension elements

No.	Skill Element	Description
16	Forecasting	Anticipating opportunities and challenges for the future.
17	Policy Development	Documenting policies and procedures.
18	Procedure Documentation	Documenting methods by which work is accomplished.
23	Action Plan Development	Determining specific actions and objectives required to achieve goals, including time line and specific responsibilities for completion of actions.
29	Budgeting	Allocating resources for the needs of the organization.
30	Mission Statement Development	Determining and documenting the purpose of the organization.
33	Goal setting	Spelling out in specific terms the goals of the organization.

Table 16. Organizing and staffing skills dimension elements

No.	Skill Element	Description
11	Team Orientation	Assuring that all members of the team are aware of policies, procedures, goals, and objectives.
20	Delegation	Entrusting responsibility and authority in others and the establishing of accountability for results.
21	Structure Definition	Defining the structure of the organization and interrelationships therein. Arranging work in a reasonable, balanced manner.
24	Position Description Development	Detailing the responsibilities and requirements for a given position in the organization.
25	Staffing	Staffing the organization with competent people.
26	Working Relationship Development	Promoting conditions that result in effective teamwork.

Table 17. Leading skills dimension elements

No.	Skill Element	Description
14	Team Development	Improving knowledge, skills, and attitude of team members.
19	Decision making	Making key decisions and resolving conflict.
22	Communication	Informing team members on all matters that may affect their work. Promoting intrateam dialogue and cooperation. Listening for feedback.
27	Team Building	Encouraging and promoting an environment in which a team can produce exceptional results.
28	Initiation	Initiating the required actions of the team.
32	Motivating	Providing an environment that inspires and encourages proper actions to accomplish desired goals, objectives, and results.

Table 18. Assessing and reporting skills dimension elements

No.	Skill Element	Description
12	Measurement & Reporting	Measuring and recording results to budgets, objectives, and goals. Reporting results to appropriate people.
13	Performance Standard Development	Establishing measures of satisfactory performance in specific terms such as standards and/or measurable objectives.
15	Reinforcement	Recognizing achievement to assure that good work continues and improves.
31	Performance Evaluation	Evaluating actual individual performance in light of requirements, standards, and objectives.
34	Corrective Action	Promptly correcting variances from standards or objectives to assure results are improved.

General Response Characteristics

The “Research Survey of Ministerial Administration Competencies” asked each participant to rate each listed competency for both importance in ministry as well as the adequacy level of seminary preparation. The overall means for each of the competencies as perceived by faculty and ministers is presented in the scatterplot diagram in Figure 9. The horizontal axis measures the composite mean of perceived importance for each competency while the vertical axis measures the composite level of perceived educational adequacy for each competency. Importance scores greater than 3.00 indicate an overall view that the competency is important for ministry while scores less than 3.00 indicate an overall perception that the competency is not needed for ministry. All of the thirty-four competencies used in the survey had mean importance scores exceeding 3.00.

Similarly, adequacy scores greater than 3.00 indicate an overall view that the level of preparation for a competency is adequate while scores less than 3.00 indicate an overall perception that the educational preparation is not adequate. Thirty of the thirty-

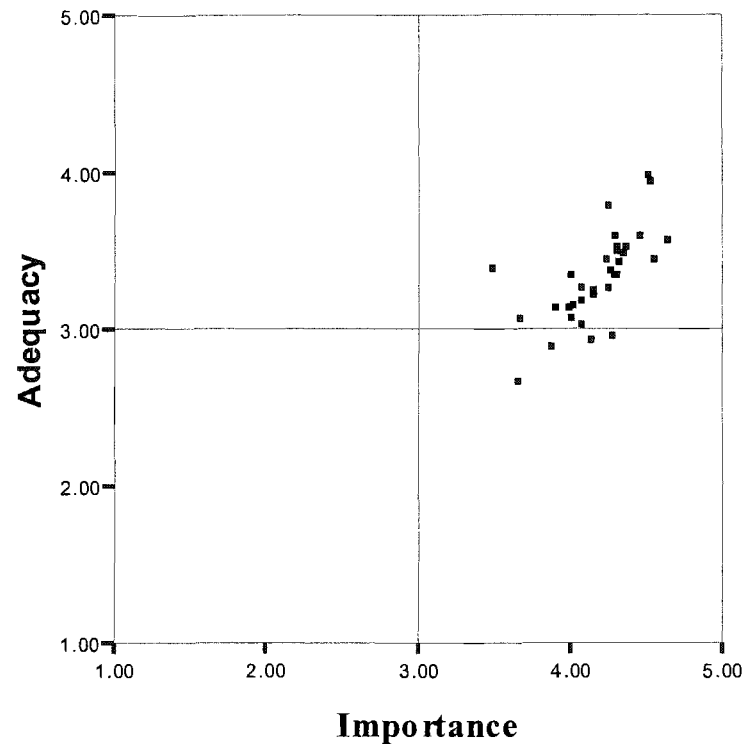


Figure 9. Scatterplot of competency means for importance and adequacy

four competencies used in the survey had mean adequacy scores exceeding 3.00. Those less than 3.00 include legal issues, financial accountability, technology integration, and facilities management.

Any combined scores appearing in the bottom left-hand quadrant of Figure 9 would indicate areas of low importance and low adequacy. Combined scores appearing in the upper left-hand quadrant would indicate competencies with low importance and high adequacy. This quadrant might indicate potential areas where over-training exists. Scores appearing in the top right-hand quadrant indicate high importance and high adequacy. Scores appearing in the bottom right-hand quadrant indicate high importance

and low adequacy. This quadrant might indicate potential areas where under-training exists.

The overall competency ratings among faculty members are presented in Figure 10. The overall mean scores for importance and adequacy were calculated for each faculty member and then matched in an (X,Y) pair to create this chart. Again, scores exceeding 3.00 represent higher levels of importance and adequacy. For this research, all but 3 of the faculty responses indicated an overall mean of competency importance exceeding 3.00. Eight of the faculty responded that the overall adequacy of the seminary education was less than a 3.00.

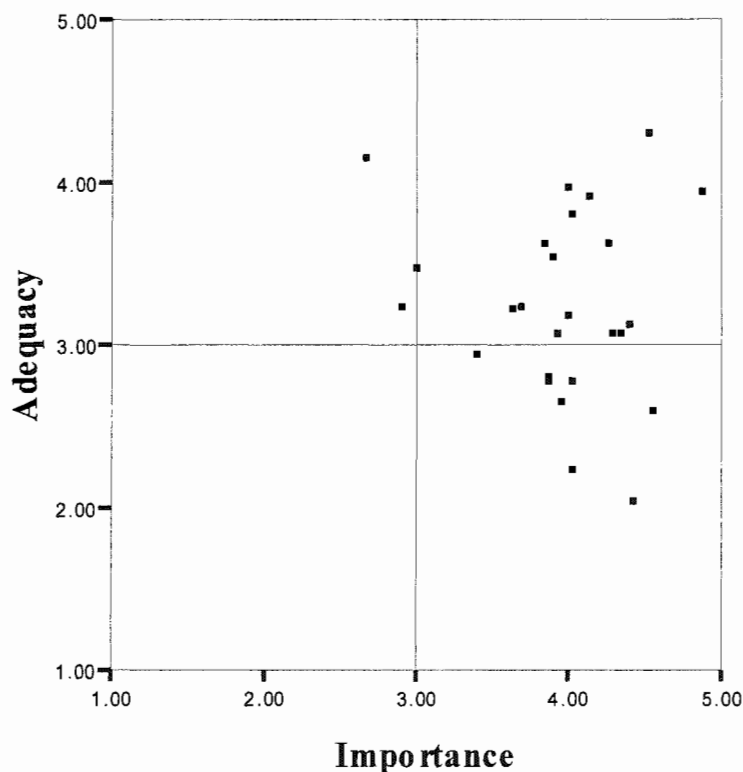


Figure 10. Scatterplot of overall importance and adequacy means for faculty

Similarly, Figure 11 displays the responses of Southern Baptist ministers. All of the ministers responded that the overall level of competency importance exceeded the midpoint while there was considerable variance in the perception of seminary education adequacy.

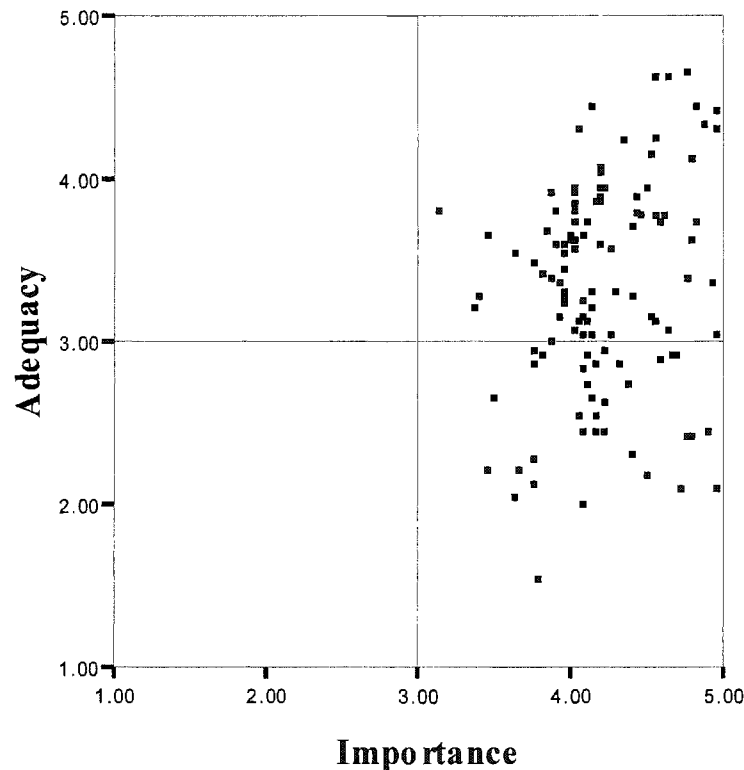


Figure 11. Scatterplot of overall importance and adequacy means for ministers

In summary, all thirty-four competencies were deemed to have some level of importance by ministers and faculty due to the means exceeding the midpoint of 3.00. Four adequacy scores indicated a less than adequate level of seminary preparation – legal issues, financial accountability, technology integration, and facilities management. This might indicate potential competencies where undertraining has occurred. Finally, the

dispersion of adequacy scores were greater than those for importance indicating a greater difference in perceptions of education adequacy when compared to the importance of a competency for ministry.

Examination of Research Question 1

The first research question addressed the issue of the relationship between the perception of competency importance and the perception of education adequacy from the perspective of the Southern Baptist ministers surveyed. This section presents the rankings of the competencies both individually and within each competency dimension. Correlation analysis evaluating the relationship between importance and adequacy is then presented.

Competency Rankings

To perform the analysis on the data, the researcher initially examined the data for each competency. A mean score was obtained for each competency by assigning a value to each participant response using a five-point Likert-type scale. The value of 5 was assigned to a “strongly agree” response; the value of 1 was assigned to the “strongly disagree” response at the other end of the response scale. The values from all participants were averaged for each question and then ranked with the highest mean score receiving the top ranking. This procedure was completed for both the importance measurement and the adequacy scores. The complete list of mean scores for all survey questions derived from ministers’ responses is presented in Table A1 in Appendix 3.

The top ten competencies ranked by importance are presented in Table 19. The skill of decision making was the most important competency for ministers with a

mean score of 4.67. Seven of the top ten competencies ranked by importance are also in the top ten adequacy scores. The largest rank variance occurs in the staffing competency with an importance ranking of 3 and an adequacy ranking of 13 indicating possible undertraining for the staffing competency. Large standard deviations for adequacy indicate greater adequacy variance compared to importance.

Table 19. Top ten competencies ranked by importance among ministers

Importance			Competency Element	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.504	4.67	Decision making	3.58	1.048	6
2	0.558	4.58	Biblical Models	3.95	0.880	2
3	0.574	4.57	Staffing	3.43	1.098	13
4	0.590	4.55	Leadership Principles	4.02	0.764	1
5	0.549	4.51	Delegation	3.63	1.018	4
6	0.539	4.40	Forecasting	3.52	1.011	9
7	0.645	4.37	Team Orientation	3.35	1.020	16
8	0.602	4.36	Working Relationship Development	3.57	0.976	7
9	0.600	4.35	Team Building	3.44	0.993	12
10	0.627	4.35	Goal setting	3.58	1.011	5

The top ten competencies ranked by adequacy are presented in Table 20.

Knowledge of leadership principles ranks as the most adequately prepared competency as perceived by ministers with a mean score of 4.02. Seven of the top ten competencies ranked by adequacy are also in the top ten importance scores. Knowledge of biblical models for administration ranked second for both importance and adequacy and has the least difference in the ranks for any of the top ten competencies. The greatest variance between ranks was mission statement development with an education adequacy rank of 3 and an importance ranking of 11.

Table 20. Top ten competencies ranked by education adequacy among ministers

Adequacy			Competency Element	Importance		
Rank	SD	M		M	SD	Rank
1	0.764	4.02	Leadership Principles	4.55	0.590	4
2	0.880	3.95	Biblical Models	4.58	0.558	2
3	0.932	3.87	Mission Statement Development	4.34	0.612	11
4	1.018	3.63	Delegation	4.51	0.549	5
5	1.011	3.58	Goal setting	4.35	0.627	10
6	1.048	3.58	Decision making	4.67	0.504	1
7	0.976	3.57	Working Relationship Development	4.36	0.602	8
8	0.926	3.53	Reinforcement	4.33	0.623	13
9	1.011	3.52	Forecasting	4.40	0.539	6
10	1.019	3.50	Motivating	4.33	0.607	14

Ranking and Correlation of Responses

To analyze the relationship between importance and adequacy, the researcher determined that analysis should include correlation calculations. These procedures included the Pearson's Product Moment Correlation Coefficient (Pearson's r), the Spearman's rho Correlation Coefficient (Spearman's rho), and the Kendall's tau-b (Kendall's tau) calculation. The Pearson's r calculation results in a correlation coefficient ranging from -1.00 to +1.00. It measures the degree of association or relationship between two interval or ratio variables (Yount 1990, 46). For the current study, the Pearson's r was used to examine the relationship between the mean scores of importance and adequacy. Pearson's r was used due to the utilization of means scores which are both ratio in nature and appear to have a linear relationship.

The rankings for both importance and adequacy were determined by the order of their respective mean scores. Based on these rankings, correlation coefficients were calculated to identify the relationship strength and the level of statistical significance.

The Spearman's rho calculation results in a correlation coefficient ranging from -1.00 to +1.00 measuring the degree of association or relationship between two ordinal variables (Yount 1990, 221). For the current study, the Spearman's rho was used when comparing ranks of importance and adequacy perceptions. Kendall's tau is another measure of association that is applicable for comparisons of ranked data. Kendall's tau measures the degree of association or relationship in a different manner than Spearman's rho and yields different correlation coefficients (Gibbons, 1985 284).

Spearman's rho is considered similar to Pearson's r except it is computed from ranked rather than ratio data. Kendall's tau utilizes the same underlying assumptions as Spearman's rho, but uses different logic to arrive at its correlation coefficient.

While Spearman R [rho] can be thought of as the regular Pearson product-moment correlation coefficient as computed from ranks, Kendall tau rather represents a probability. Specifically, it is the difference between the probability that the observed data are in the same order for the two variables versus the probability that the observed data are in different orders for the two variables. (statsoft.com 2003, textbook/glosfrm.html)

For all three correlation measures, positive correlation coefficients indicate direct relationships while negative coefficients represent inverse relationships. The levels of significance used for this study were calculated at both the 0.05 and 0.01 levels. The following definition of statistical significance is helpful in understanding the importance of significance in establishing the reliability of the calculated correlation coefficients in this study.

The statistical significance of a result is an estimated measure of the degree to which it is "true" (in the sense of 'representative of the population'). More technically, the value of the *p-level* represents a decreasing index of the reliability of a result. The higher the *p-level*, the less we can believe that the observed relation between variables in the sample is a reliable indicator of the relation between the respective variables in the population. Specifically, the p-level represents the probability of error that is involved in accepting our observed result as valid, that is, as

‘representative of the population.’ . . . In many areas of research, the *p-level* of .05 is customarily treated as a ‘border-line acceptable’ error level. (statsoft.com 2003, textbook/glosfrm.html)

For this current study, an examination of correlations was developed at the dimensional specific competency level. The mean scores for competency importance and education adequacy were grouped by dimension and are exhibited in Figures 12 through 16. Correlations of importance perceptions to adequacy perceptions for each competency dimension are presented in Tables 21 through 25.

Ranking of Foundational Knowledge Competencies

Figure 12 exhibits the means scores of each knowledge competency as perceived by ministers. The diamond-studded line represents the means for competency importance. The square-studded line indicates the perceived level of education adequacy. Ministers indicated that knowledge of biblical models and leadership principles were the highest in importance. The ministers also indicated that biblical models and leadership principles were perceived to have the highest levels of adequacy in seminary education. While seven of the importance scores were above a 4.0 rating, four of the knowledge competencies had mean adequacy scores below the midpoint of 3.0. They included knowledge of financial accountability, legal issues, technology integration, and facilities management. This suggests a perception that seminary education was not at an acceptable level for those competencies.

Table A2 in Appendix 3 displays the means, standard deviation, and rankings for the knowledge dimension. For purposes of this research, rank variances were used in determining the differences between importance and adequacy rankings for each

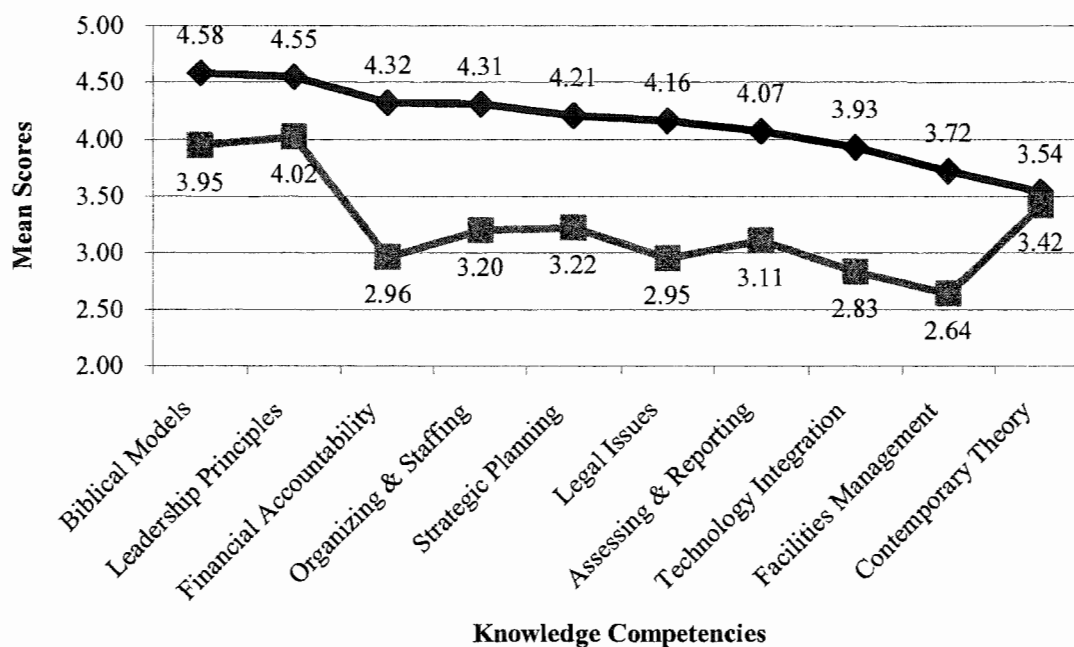


Figure 12. Mean scores for knowledge competencies – ministers

Legend: Diamonds = Importance; Squares = Adequacy

competency. Biblical model knowledge was ranked first in importance and second in adequacy. Leadership principle knowledge ranked first in adequacy and second in importance. The largest difference in rankings in this dimension was contemporary leadership theory. It was ranked last by ministers in importance but was ranked relatively high as to adequacy of seminary education. The contemporary theory competency was an example of a positive variance where the adequacy ranking exceeded the importance ranking. A negative variance is determined to have occurred when the rank for importance is higher than the rank for adequacy. The greatest negative variance between two rankings was found in the area of financial accountability where it was ranked third in importance but only seventh in adequacy.

Correlations for Foundational Knowledge Competencies

To evaluate the relationship between the importance and adequacy, the Pearson's r was calculated on the mean scores for each knowledge competency in this dimension. Spearman's rho and Kendall's tau were calculated to identify the degree of association between the rankings of importance and adequacy responses. Table 21 displays the related correlation coefficients. All three correlations indicated a moderate positive relationship between the two groups with none determined to be statistically significant at the 0.05 or 0.01 levels of significance.

Table 21. Knowledge correlation coefficients for the relationship between importance and adequacy among ministers

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.585
	Sig. (2-tailed)	.076
	N	10
Spearman's rho	Correlation Coefficient	.539
	Sig. (2-tailed)	.108
	N	10
Kendall's tau	Correlation Coefficient	.422
	Sig. (2-tailed)	.089
	N	10

Ranking of Planning Skills Competencies

Figure 13 exhibits the mean importance and adequacy scores of planning competencies for ministers. Forecasting was perceived by ministers to be the most important planning competency with preparation in mission statement development perceived to be the competency with the highest adequacy of education preparation. Only one of the importance competencies, procedure documentation, failed to rise above

4.0 in its measurement while all of the adequacy scores were above 3.0. Procedure documentation was perceived as the lowest in importance and educational adequacy.

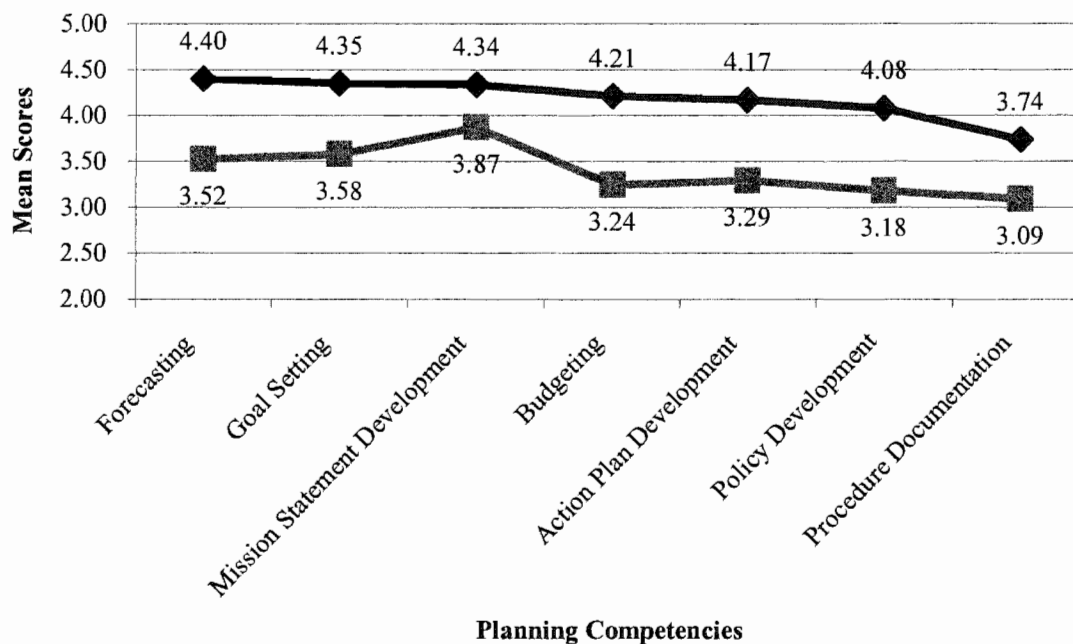


Figure 13. Mean scores for planning competencies – ministers

Legend: Diamonds = Importance; Squares = Adequacy

Table A3 in Appendix 3 displays the means, standard deviation, and rankings for the planning dimension. The competency of forecasting was ranked the highest by ministers in importance but third in the level of education adequacy within this dimension. As a result, forecasting had the greatest negative ranking variance.

Correlations for Planning Skills Competencies

Table 22 exhibits the correlation coefficients for the planning dimension. All three correlations indicated a strong positive relationship between the two groups with the

relationship determined to be statistically significant at the 0.05 level for Pearson's r and Spearman's rho correlations. The data suggests that there was a strong relationship between the perceived ranking of planning competencies for importance and the adequacy of preparation among ministers.

Table 22. Planning correlation coefficients for the relationship between importance and adequacy among ministers

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.771*
	Sig. (2-tailed)	.042
	N	7
Spearman's rho	Correlation Coefficient	.821*
	Sig. (2-tailed)	.023
	N	7
Kendall's tau	Correlation Coefficient	.619
	Sig. (2-tailed)	.051
	N	7

Note: *Correlation is significant at the 0.05 level

Ranking of Organizing and Staffing Skills Competencies

Figure 14 exhibits the importance and adequacy mean scores of the organizing and staffing skills dimension. Staffing and delegation have the highest perceived level of importance among ministers for this dimension. All of the elements of this dimension were well above the 4.0 level for importance. Delegation was perceived as the competency with the highest level of education adequacy. All of these elements were well above the 3.0 rating level for adequacy. Table A4 in Appendix 3 displays the rank, means, and standard deviation statistics for this dimension for both importance and

adequacy. From a ranking perspective, staffing accounted for the largest difference in rankings in this dimension as well as the largest negative variance between the ranks.

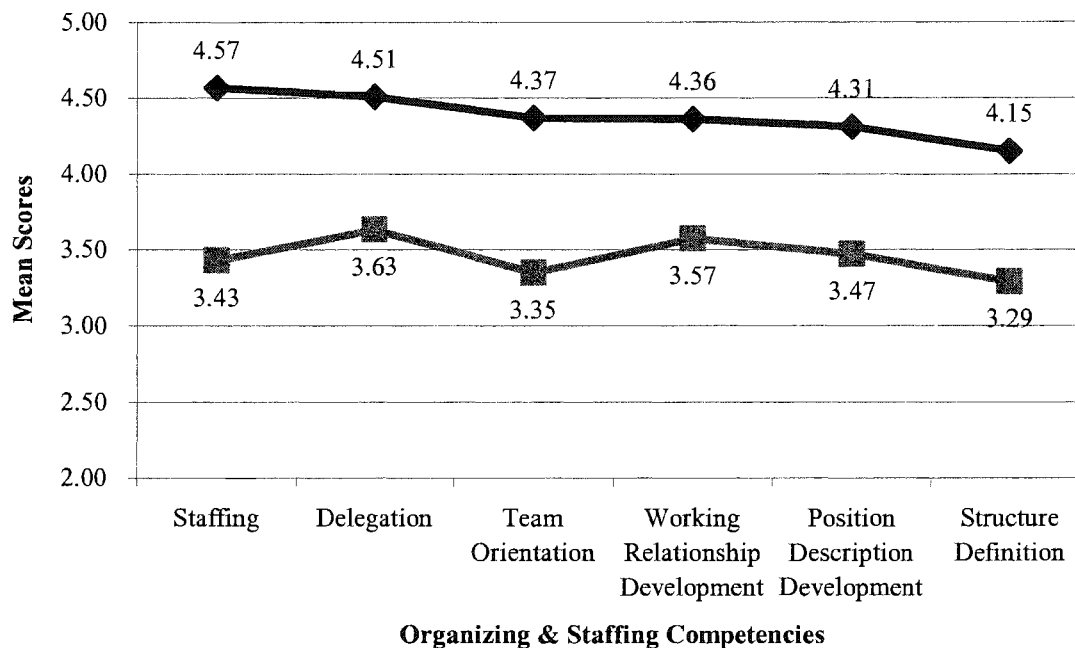


Figure 14. Mean scores for organizing and staffing competencies – ministers

Legend: Diamonds = Importance; Squares = Adequacy

Correlations for Organizing and Staffing Skills Competencies

The correlations for the organizing and staffing dimension are displayed in Table 23. All three correlations indicate a strong weak to moderate relationship between the two measures with no relationship determined to be statistically significant at the 0.05 or 0.01 levels.

Table 23. Organizing and staffing correlation coefficients for the relationship between importance and adequacy among ministers

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.547
	Sig. (2-tailed)	.261
	N	6
Spearman's rho	Correlation Coefficient	.371
	Sig. (2-tailed)	.468
	N	6
Kendall's tau	Correlation Coefficient	.333
	Sig. (2-tailed)	.348
	N	6

Ranking of Leading Skills Competencies

Figure 15 exhibits the mean scores for leading skills as perceived by ministers. Decision making had the highest mean score for both importance and adequacy. The means for adequacy showed little variation across this competency dimension. All of the importance scores exceeded 4.0 while all of the adequacy scores exceeded the 3.0 level.

The rank order of leading skills by importance is presented in Table A5 in Appendix 3. The motivation competency accounted for the largest difference in rankings in this dimension. Three of the competencies had negative variances between the rankings – team building, communication, and team development. These three competencies are the three in this dimension that are specifically tied to relationships or people skills.

Correlations for Leading Skills Competencies

The correlations for the leading dimension are displayed in Table 24. All three correlations indicated a strong positive relationship between the two measures with the

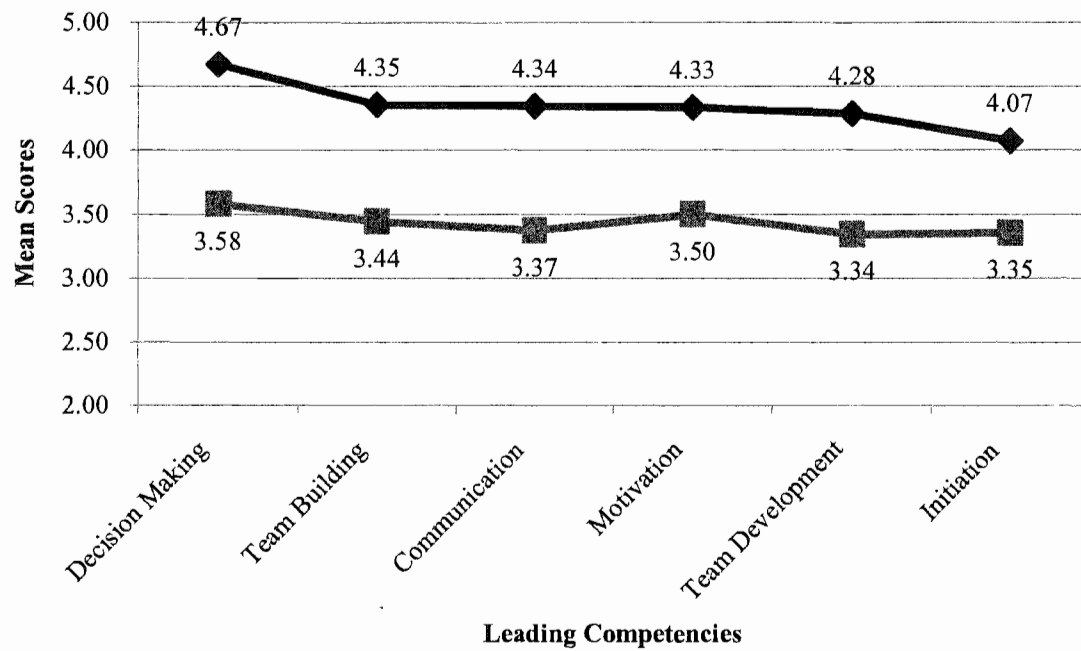


Figure 15. Mean scores for leading competencies – ministers

Legend: Diamonds = Importance; Squares = Adequacy

relationship determined to be statistically significant at the 0.05 level for the Pearson's r correlation. The significant result indicated a strong, reliable correlation between the means scores for importance and adequacy for this competency dimension. While the ranking correlation coefficients were not statistically significant, the level of significance shown for the Spearman's rho and the Kendall's tau were both less than 10%.

Ranking of Assessing and Reporting Skills Competencies

The mean scores of assessing and reporting skills by importance are presented in Figure 16. Reinforcement and performance evaluation had the highest importance and adequacy scores for this dimension. Measurement and reporting was perceived by ministers as the competency with the least level of education adequacy.

Table 24. Leading correlation coefficients for the relationship between importance and adequacy among ministers

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.828*
	Sig. (2-tailed)	.042
	N	6
Spearman's rho	Correlation Coefficient	.771
	Sig. (2-tailed)	.072
	N	6
Kendall's tau	Correlation Coefficient	.600
	Sig. (2-tailed)	.091
	N	6

Note: *Correlation is significant at the 0.05 level

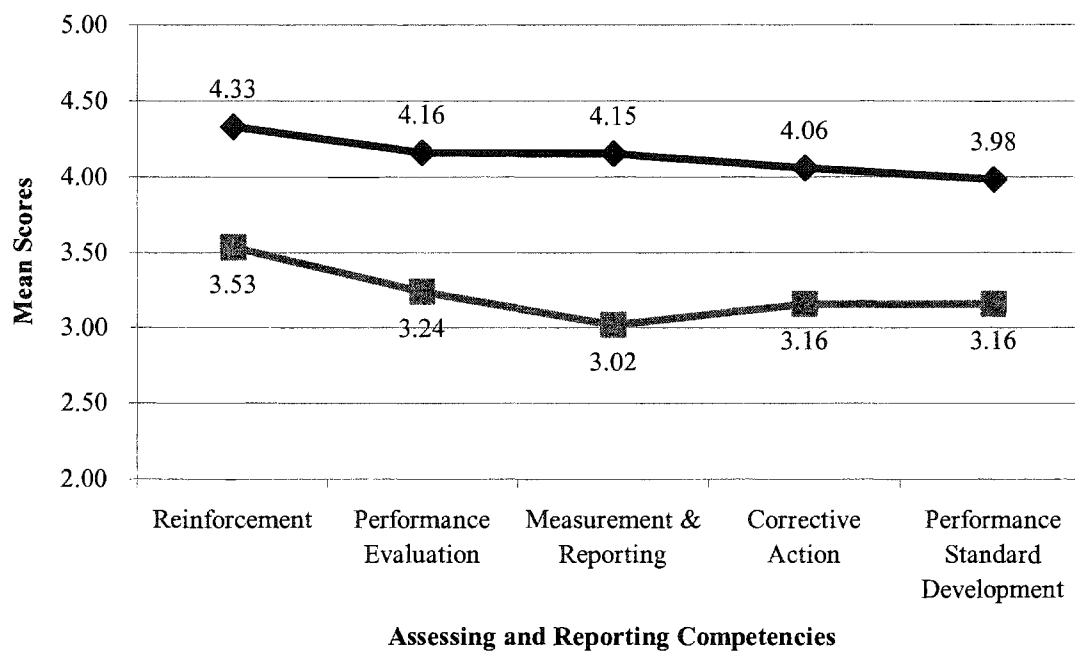


Figure 16. Mean scores for assessing and reporting competencies – ministers

Legend: Diamonds = Importance; Squares = Adequacy

Table A6 in Appendix 3 exhibits the rankings and the related mean scores for both importance and adequacy. The competency of reinforcement was ranked first in both importance and educational adequacy. Performance evaluation was ranked second for both measures. The competencies of measurement and reporting and performance standard development had the largest ranking variance. Measurement and reporting accounted for the largest negative variance between the ranks.

Correlations for Assessing and Reporting Skills Competencies

The correlations for the assessing and reporting dimension are displayed in Table 25. The Pearson's r shows a strong positive correlation while the two rank correlations indicate a weak to moderate positive relationship. No relationship was statistically significant at the 0.05 or 0.01 level.

Table 25. Assessing and reporting correlation coefficients for the relationship between importance and adequacy among ministers

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.727
	Sig. (2-tailed)	.164
	N	5
Spearman's ρ	Correlation Coefficient	.600
	Sig. (2-tailed)	.285
	N	5
Kendall's τ	Correlation Coefficient	.400
	Sig. (2-tailed)	.327
	N	5

Correlations for All Competencies

Table 26 exhibits the correlations for all competencies combined with no regard for competency dimension groupings. The Pearson's r examines the degree of association between the mean scores of importance and adequacy. The two rank correlations examine the relationship of the rankings between the two measures. The Spearman's rho showed a strong positive correlation while the Pearson's r and the Kendall's tau indicated moderate positive relationships. All three relationships were statistically significant at the 0.01 level of significance. This suggests that the rankings of importance and adequacy by ministers are reliably determined to have a strong relationship to each other and are representative of Southern Baptist ministers with seminary degrees.

Table 26. Competency correlation coefficients for the relationship between importance and adequacy among ministers

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.653**
	Sig. (2-tailed)	.000
	N	34
Spearman's rho	Correlation Coefficient	.782**
	Sig. (2-tailed)	.000
	N	34
Kendall's tau	Correlation Coefficient	.588**
	Sig. (2-tailed)	.000
	N	34

Note: **Correlation is significant at the 0.01 level

Ranking of Competency Dimensions

The rank order of all five competency dimensions is presented in Table A7 in Appendix 3. The mean scores for the dimensions are shown in Figure 17. The dimension of organizing and staffing skills was ranked highest in both importance and educational adequacy. The dimension of leading skills was a close second for both measures. The correlations for the mean scores and rankings of each dimension are presented in Table 27. As a group, ministers ranked importance and adequacy identically for all five dimensions resulting in rank correlations that were a positive 1.000, statistically significant at the 0.01 level. The Pearson's r indicated a strong relationship of mean scores. While the ranking relationships were significant, the Pearson's r failed to be statistically significant with a significance level just over 5%.

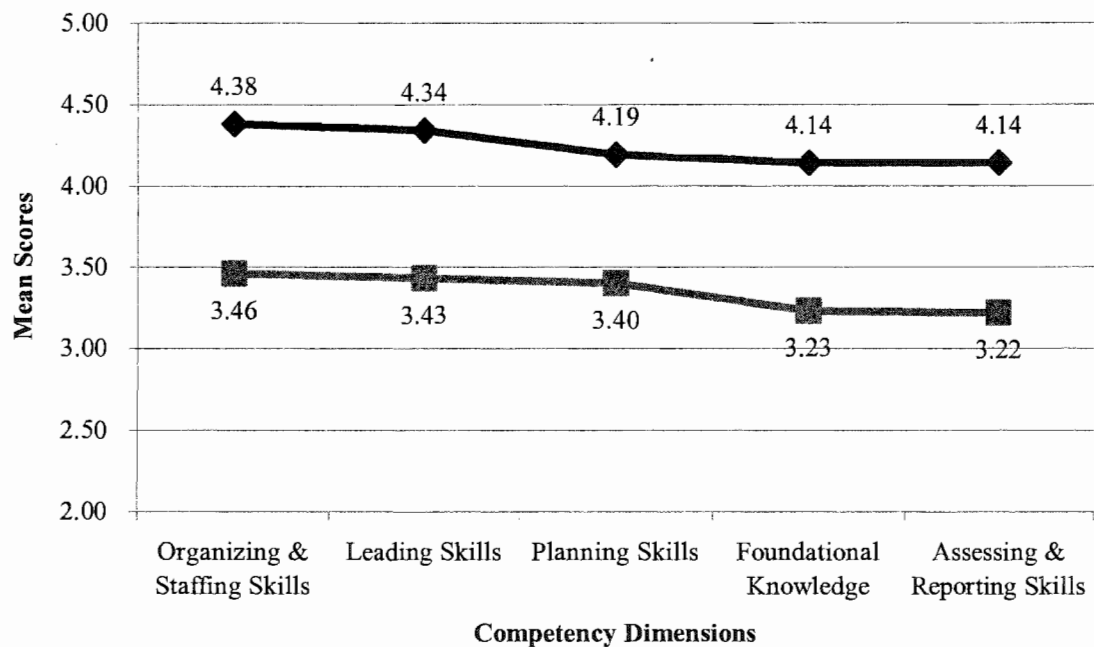


Figure 17. Mean scores for competency dimensions – ministers

Legend: Diamonds = Importance; Squares = Adequacy

Table 27. Competency dimension correlation coefficients for the relationship between importance and adequacy among ministers

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.875
	Sig. (2-tailed)	.052
	N	5
Spearman's rho	Correlation Coefficient	1.000**
	Sig. (2-tailed)	.
	N	5
Kendall's tau	Correlation Coefficient	1.000**
	Sig. (2-tailed)	.
	N	5

Note: **Correlation is significant at the 0.01 level

Summary of Findings

In summary, seven competencies appeared in the top ten lists for importance and education adequacy. Decision making was the most important competency for ministry and the greatest variance among the top ten competencies was attributed to the financial accountability competency. The planning dimension displayed statistically strong correlations between importance and adequacy. It is interesting to note that four of the top ten competencies in importance were from the organizing and staffing dimension. The data suggested a moderate to strong relationship between importance and adequacy rankings for all competencies and a strong relationship between the importance and adequacy rankings across the competency dimensions.

Examination of Research Question 2

The second research question addressed the issue of the relationship between the perception of competency importance and the perception of educational adequacy from the perspective of the Southern Baptist seminary faculty. This section presents the

rankings of the competencies both individually and within each competency dimension. Correlation analysis evaluating the relationship between importance and adequacy is also presented to determine the degree of association between importance and adequacy.

Competency Rankings

The complete list of mean scores for all survey questions derived from the faculty responses is presented in Table A8 in Appendix 3. The top ten competencies ranked by importance are presented in Table 28. Skill in staffing ranks as the most important competency for ministry by faculty with a mean score of 4.54. Eight of the top ten competencies ranked by importance were also in the top ten adequacy scores. The standard deviations for the top ten adequacy scores were generally larger than the importance scores suggesting greater variance among the respondents when evaluating education adequacy.

Table 28. Top ten competencies ranked by importance among faculty

Importance			Competency Element	Adequacy		
Rank	SD	M		M	SD	Rank
1	.582	4.54	Staffing	3.50	0.949	8
2	.707	4.50	Decision making	3.50	0.990	6
3	.496	4.38	Working Relationship Development	3.27	0.919	17
4	.752	4.38	Leadership Principles	3.84	0.800	2
5	.736	4.31	Biblical Models	3.85	0.732	1
6	.815	4.23	Delegation	3.38	0.804	10
7	.587	4.23	Reinforcement	3.50	0.812	5
8	.514	4.23	Team Development	3.50	0.949	9
9	.514	4.23	Motivation	3.50	0.707	7
10	.694	4.19	Team Building	3.35	0.892	13

Table 29 exhibits the top ten competencies ranked by adequacy perceptions. Knowledge of biblical models ranked as the most adequately prepared competency from the faculty's perspective with a mean score of 3.85. Knowledge of leadership principles was a close second with a mean score of 3.84. Eight of the top ten competencies ranked by adequacy were also in the top ten importance scores.

Table 29. Top ten competencies ranked by adequacy among faculty

Adequacy			Competency Element	Importance		
Rank	SD	M		M	SD	Rank
1	.732	3.85	Biblical Models	4.31	0.736	5
2	.800	3.84	Leadership Principles	4.38	0.752	4
3	.697	3.62	Goal setting	4.04	0.916	14
4	.706	3.54	Organizing & Staffing	4.00	0.800	17
5	.812	3.50	Reinforcement	4.23	0.587	7
6	.990	3.50	Decision making	4.50	0.707	2
7	.707	3.50	Motivation	4.23	0.514	9
8	.949	3.50	Staffing	4.54	0.582	1
9	.949	3.50	Team Development	4.23	0.514	8
10	.804	3.38	Delegation	4.23	0.815	6

Ranking and Correlation of Responses

Figures 18 through 22 display the mean faculty responses by grouping the competencies by dimension. The related correlation coefficients for these dimensions are shown in Tables 30 through 34.

Ranking of Foundational Knowledge Competencies

Figure 18 displays the mean scores for the foundational knowledge competencies as perceived by faculty respondents. Leadership principles and biblical

models scored the highest for ministry importance and education adequacy. This was similar to the response of the ministers in this study. Four of the competencies failed to reach the midpoint of 3.0 for the education adequacy scale – financial accountability, assessing and reporting, legal issues, and facilities management. Five of the competencies reached 4.0 on the knowledge importance scale – leadership principles, biblical models, financial accountability, legal issues, and organizing and staffing. The rank order of knowledge competency perceptions among faculty is displayed in Table A9 in Appendix 3. The two competencies with the greatest rank variance were legal issues and contemporary management theory. The legal issues competency has the greatest negative rank variance with an importance ranking of 4 and an adequacy ranking of 9.

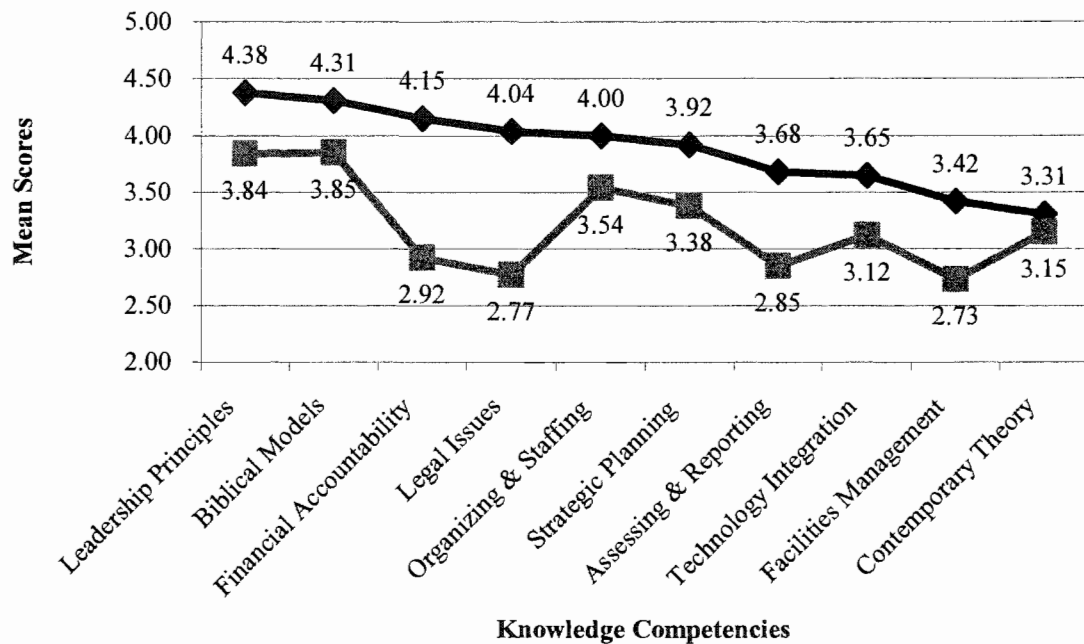


Figure 18. Mean scores for knowledge competencies – faculty

Legend: Diamonds = Importance; Squares = Adequacy

Correlations for Foundational Knowledge Competencies

Correlations were tabulated for the relationship between the importance and adequacy scores for the foundational knowledge dimension. The results of these correlation calculations are presented in Table 30. All three correlations indicate a weak to moderate positive relationship between the two groups with none determined to be statistically significant at the 0.05 or 0.01 levels of significance.

Table 30. Knowledge correlation coefficients for the relationship between importance and adequacy among faculty

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.608
	Sig. (2-tailed)	.062
	N	10
Spearman's rho	Correlation Coefficient	.503
	Sig. (2-tailed)	.138
	N	10
Kendall's tau	Correlation Coefficient	.378
	Sig. (2-tailed)	.128
	N	10

Ranking of Planning Skills Competencies

Figure 19 exhibits the mean scores for planning competencies as perceived by faculty. Forecasting and goal setting were the two planning competencies with mean scores exceeding 4.0. Goal setting was ranked second in importance and first in education adequacy. The adequacy score for procedure documentation was the only competency to fall below the 3.0 midpoint for education adequacy.

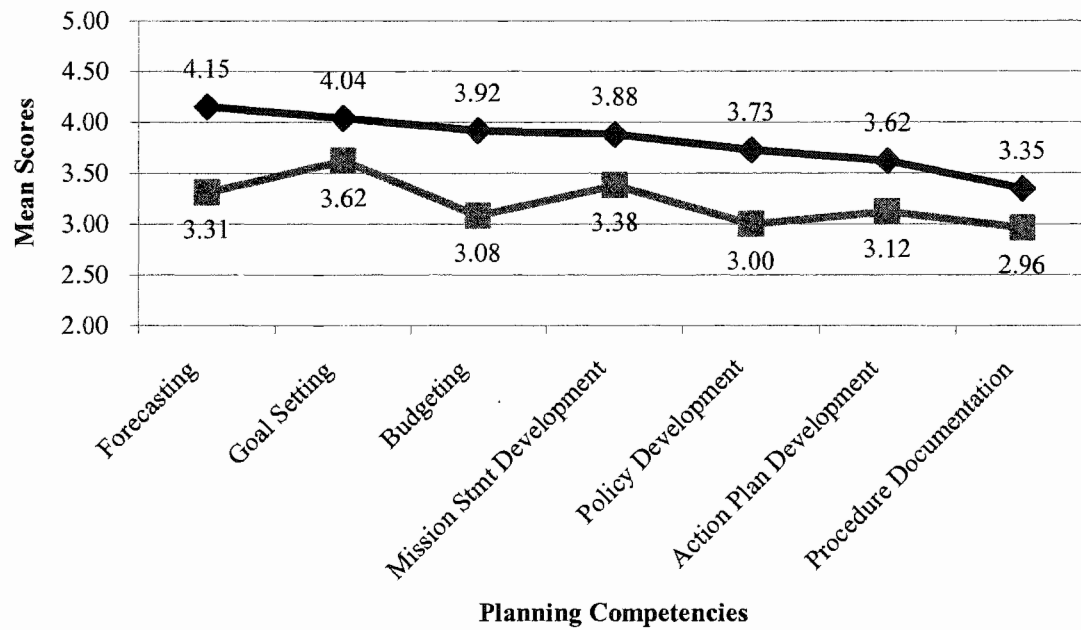


Figure 19. Mean scores for planning competencies – faculty

Legend: Diamonds = Importance; Squares = Adequacy

The rank order of planning skills by importance is presented in Table A10 in Appendix 3. Faculty indicated that forecasting was the most important planning competency. Goal setting received the highest ranked adequacy score. Four of the seven competencies had similar ranking variances in the planning dimension. They were forecasting, budgeting, mission statement development, and action plan development. The largest negative variance occurs with the forecasting and budgeting competencies.

Correlations for Planning Skills Competencies

Table 31 displays the correlations between importance and adequacy perceptions for the planning dimension. All three correlations indicated a moderate to

strong positive relationship between the two groups but with no statistically significant relationships at the 0.05 or 0.01 level of significance.

Table 31. Planning correlation coefficients for the relationship between importance and adequacy among faculty

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.708
	Sig. (2-tailed)	.075
	N	7
Spearman's rho	Correlation Coefficient	.679
	Sig. (2-tailed)	.094
	N	7
Kendall's tau	Correlation Coefficient	.524
	Sig. (2-tailed)	.099
	N	7

Ranking of Organizing and Staffing Skills Competencies

Figure 20 presents the mean scores of importance and adequacy for the organizing and staffing dimension as perceived by faculty. Staffing was the highest ranked competency in this dimension for both importance and education adequacy. Each of the adequacy scores exceeded the 3.0 midpoint. Structure definition had the lowest mean score for both importance and adequacy and was significantly lower than the other competencies in the dimension. Working relationship development was the second highest competency by importance but ranked next to last in this dimension for education adequacy. It had the largest negative ranking variance in this dimension and suggests a potential area of concern for undertraining. Table A11 in Appendix 3 displays the rankings, standard deviations, and mean scores for this dimension's importance and adequacy scores.

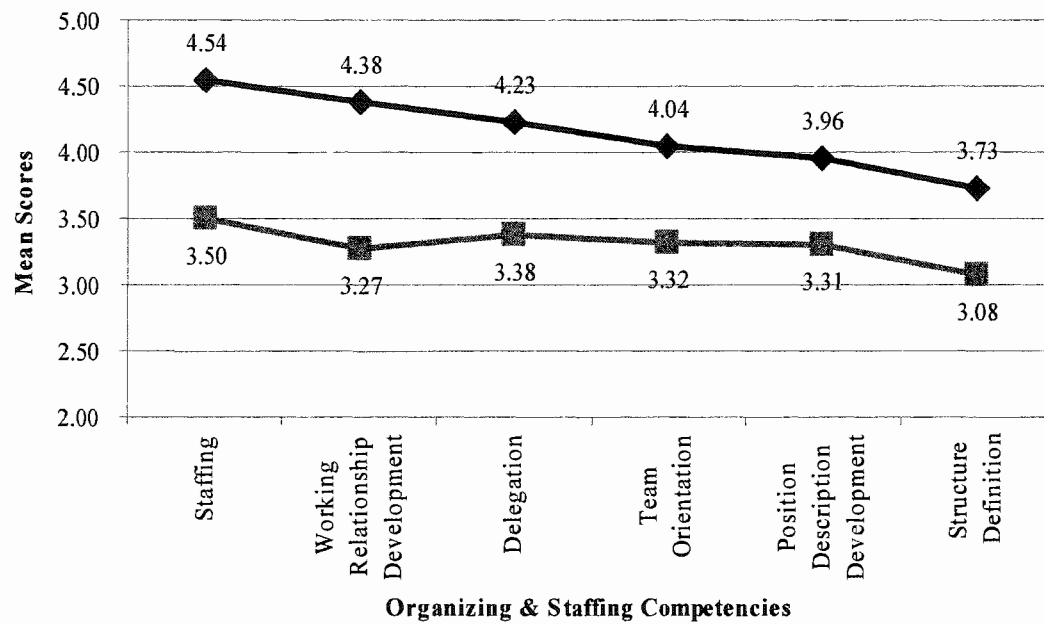


Figure 20. Mean scores for organizing and staffing competencies – faculty

Legend: Diamonds = Importance; Squares = Adequacy

Correlations for Organizing and Staffing Skills Competencies

The correlations for the organizing and staffing dimension are displayed in Table 32. All three correlations indicate a moderate to strong relationship between the two groups with no relationship determined to be statistically significant at the 0.05 or 0.01 levels.

Ranking of Leading Skills Competencies

Figure 21 exhibits the means scores of importance and adequacy for the leading dimension. Decision making was the highest ranked competency for both importance and adequacy. Communication and initiation ranked in the bottom two places for both scales. All adequacy scores exceeded the 3.0 midpoint with minimal

Table 32. Organizing and staffing correlation coefficients for the relationship between importance and adequacy among faculty

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.810
	Sig. (2-tailed)	.051
	N	6
Spearman's rho	Correlation Coefficient	.657
	Sig. (2-tailed)	.156
	N	6
Kendall's tau	Correlation Coefficient	.600
	Sig. (2-tailed)	.091
	N	6

variation between the scores – the highest adequacy score was 3.50 and the lowest was 3.19. Ranking variances between the two measures was small and suggests little variance in faculty ranking for this dimension. Four of the top ten individual competencies in importance were leading competencies. Table A12 in Appendix 3 displays the rankings and the related means for this dimension.

Correlations for Leading Skills Competencies

Table 33 exhibits the leading dimension correlations as perceived by faculty. All three correlations indicated a strong positive relationship between the two groups with the relationship determined to be statistically significant at the 0.05 level for both the Spearman's rho and Kendall's tau ranking correlations. This indicates a statistically strong level of reliability in the ranking correlation calculations.

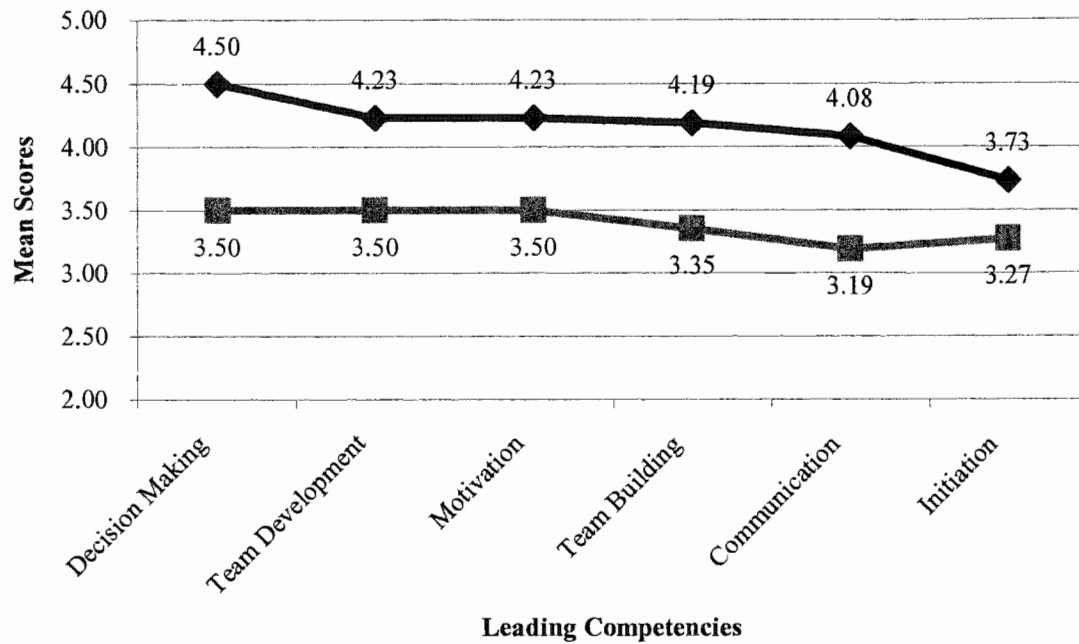


Figure 21. Mean scores for leading competencies – faculty

Legend: Diamonds = Importance; Squares = Adequacy

Table 33. Leading correlation coefficients for the relationship between importance and adequacy among faculty

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.702
	Sig. (2-tailed)	.120
	N	6
Spearman's rho	Correlation Coefficient	.893*
	Sig. (2-tailed)	.016
	N	6
Kendall's tau	Correlation Coefficient	.772*
	Sig. (2-tailed)	.041
	N	6

Note: *Correlation is significant at the 0.05 level

Ranking of Assessing and Reporting Skills Competencies

Figure 22 displays the mean scores for the assessing and reporting dimension. Reinforcement was ranked the highest in both importance and educational adequacy with a mean importance score of 4.23 and a mean adequacy score of 3.50. Reinforcement was ranked first in both scales by a considerable margin. Of all five of the competencies in this dimension, only the ranking of performance evaluation and performance standard development differed between the two groups. The rankings, standard deviations, and mean scores can be found in Table A13 in Appendix 3.

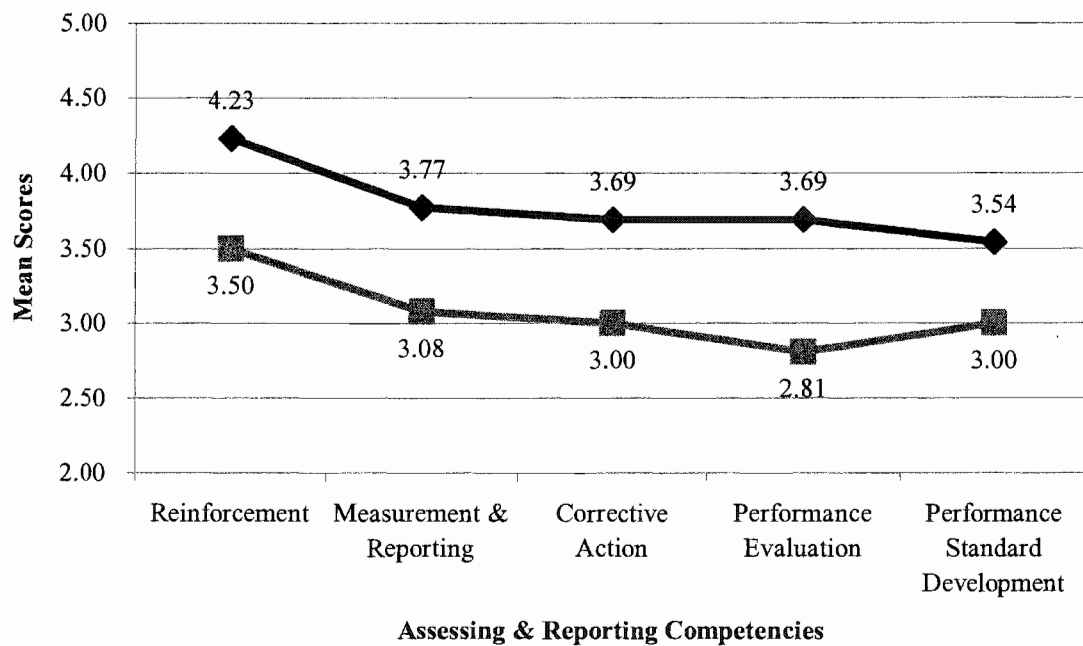


Figure 22. Mean scores for assessing and reporting competencies – faculty

Legend: Diamonds = Importance; Squares = Adequacy

Correlations for Assessing and Reporting Skills Competencies

The correlations for the assessing and reporting dimension are displayed in Table 34. All three correlations indicated a strong positive relationship with the Pearson's r measurement calculating a statistically significant relationship at the 0.01 level of significance. This suggests an extremely strong and reliable relationship between the mean scores of competency importance and education adequacy.

Table 34. Assessing and reporting correlation coefficients for the relationship between importance and adequacy among faculty

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.887*
	Sig. (2-tailed)	.045
	N	5
Spearman's rho	Correlation Coefficient	.763
	Sig. (2-tailed)	.133
	N	5
Kendall's tau	Correlation Coefficient	.667
	Sig. (2-tailed)	.118
	N	5

Note: *Correlation is significant at the 0.05 level

Correlations for All Competencies

Table 35 exhibits the correlations for all competencies with no regard for competency dimension groupings. The Pearson's r and Spearman's rho show a strong positive correlation while the Kendall's tau indicated a moderate positive relationship. All three relationships are statistically significant at the 0.01 level of significance. This suggests that the rankings of importance and adequacy for all competencies by faculty are reliably determined to have a moderate to strong relationship to each other.

Table 35. Competency correlation coefficients for the relationship between importance and adequacy among faculty

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.666**
	Sig. (2-tailed)	.000
	N	34
Spearman's rho	Correlation Coefficient	.708**
	Sig. (2-tailed)	.000
	N	34
Kendall's tau	Correlation Coefficient	.490**
	Sig. (2-tailed)	.000
	N	34

Note: **Correlation is significant at the 0.01 level

Ranking of Competency Dimensions

The rank order of all five competency dimensions is presented in Figure 23 with the ranking data displayed in Table A14 in Appendix 3. The dimension of leading skills was ranked highest in both importance and educational adequacy. As a group, the faculty ranked importance and adequacy identically for all five dimensions. The correlations for these rankings are presented in Table 36. The rank correlations for all dimensions were a perfect positive 1.000 and considered statistically significant at the 0.01 level due to the identical rankings for both importance and adequacy. The Pearson's r was significant at the 0.05 level.

Summary of Findings

Staffing was identified as the most important competency as perceived by faculty. Eight competencies ranked in the top ten for both importance and adequacy. Greater variance was observed in the adequacy scale than in the importance scale. Faculty rated the top competency for importance as the top competency for adequacy in

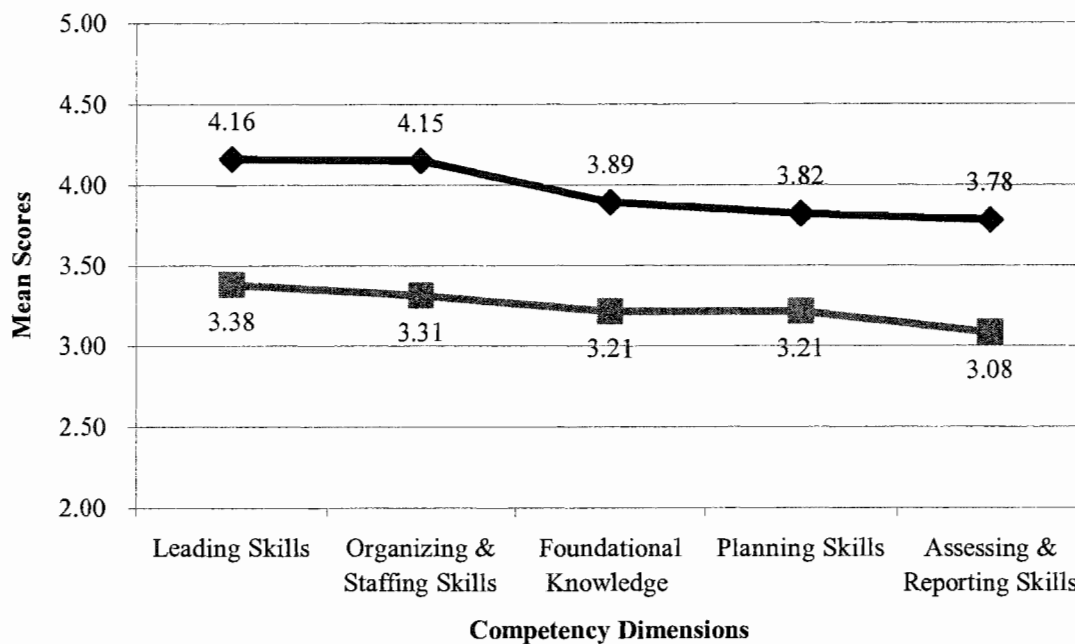


Figure 23. Mean scores for competency dimensions – faculty

Legend: Diamonds = Importance; Squares = Adequacy

Table 36. Competency dimension correlation coefficients for the relationship between importance and adequacy among faculty

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.914*
	Sig. (2-tailed)	.030
	N	5
Spearman's rho	Correlation Coefficient	1.000**
	Sig. (2-tailed)	.
	N	5
Kendall's tau	Correlation Coefficient	1.000**
	Sig. (2-tailed)	.
	N	5

Note: *Correlation is significant at the 0.05 level;

**Correlation is significant at the 0.01 level

four of the five competency dimensions. The leading dimension had the highest number of competencies in the top ten for importance. Finally, the data suggested a moderate to strong relationship between importance and adequacy rankings for all competencies and a strong relationship between the importance and adequacy rankings across the competency dimensions.

Examination of Research Question 3

Research question three addressed the relationships between the perceptions of ministers and faculty regarding the importance of selected administration competencies for ministry. This section presents the importance rankings of the competencies both individually and within each competency dimension. Correlation analysis evaluating the relationship between importance scores for both groups is also presented to determine the degree of association, if any, between the two groups.

Competency Rankings

A comparison list of mean importance scores for all survey questions derived from both minister and faculty responses is presented in Table A15 in Appendix 3. The top ten importance competencies as ranked by ministers are presented in Figure 24. Decision making was ranked as the most important competency among ministers with a mean score of 4.67 and a standard deviation of 0.504. Biblical model knowledge, staffing skills, leadership principle knowledge, and delegation skills follow as the next four highest ranked competencies for ministers. These top five had mean scores exceeding 4.50. Two of the top ten competencies were knowledge competencies, two were planning competencies, four were organizing and staffing competencies, and two

were leading skill competencies -- no assessing and reporting skills appeared in the top ten rankings. The overall importance score for all ministry competencies, as perceived by ministers, was a mean of 4.23.

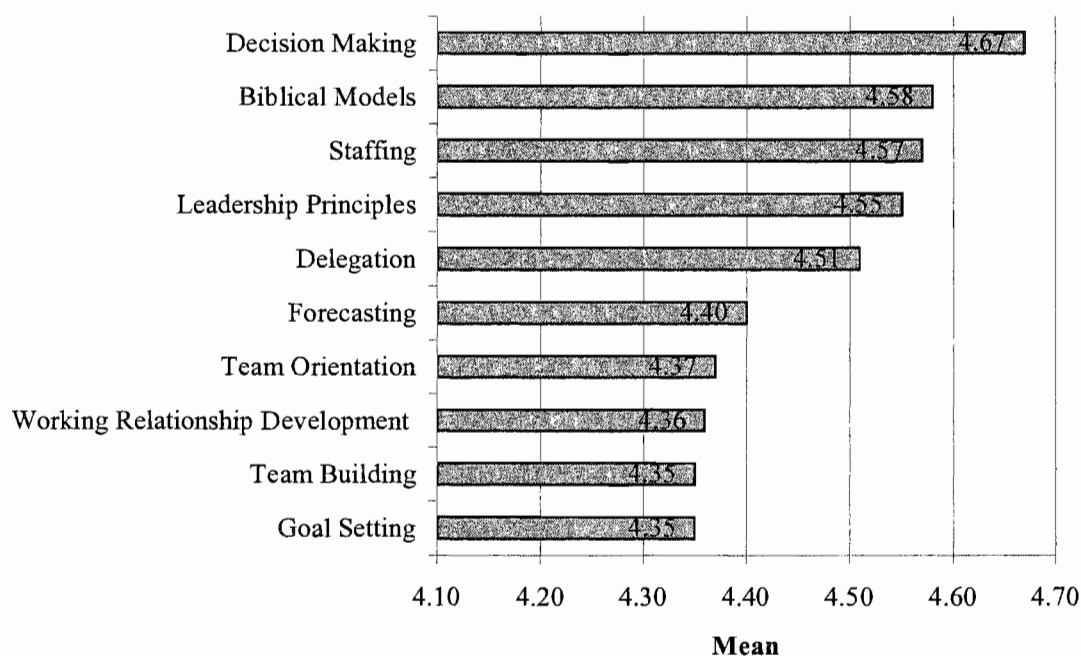


Figure 24. Top ten competencies by importance – ministers

The top ten importance competencies as ranked by faculty are presented in Figure 25. Staffing was the highest ranked competency for importance with a mean of 4.54 and a standard deviation of 0.582. Decision making was the only other competency with a mean score above 4.5 as perceived by the faculty. Of the top ten competencies listed, two were knowledge competencies, three were organizing and staffing competencies, four were leading competencies, and one was an assessing and reporting competency -- no planning competencies made the top ten rankings. The overall importance score for all ministry competencies, as perceived by faculty, was a mean of

3.95. In comparison of ministers to faculty, seven competencies appear in the top ten of each group.

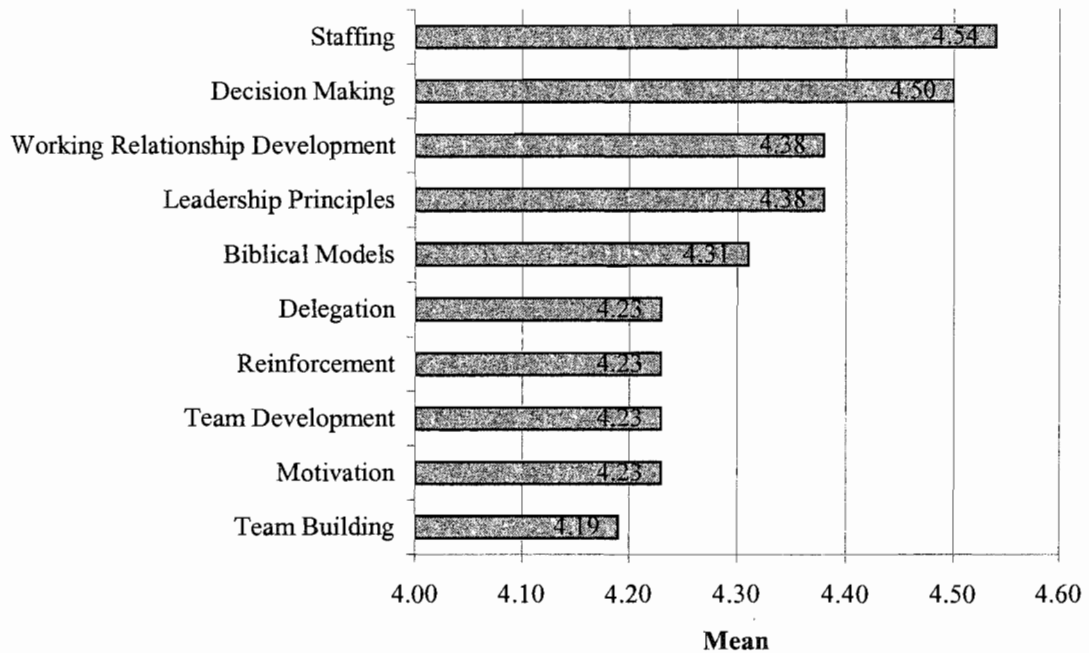


Figure 25. Top ten competencies by importance – faculty

Ranking and Correlation of Responses

The importance mean scores for ministers and faculty are displayed by competency dimension in Figures 26 through 30. The mean scores for ministers appeared to be higher than faculty scores and are displayed in the following figures as vertical columns. The faculty scores are plotted on a line. The competencies are presented in importance order from the minister's perspective.

***Ranking of Foundational Knowledge
Competencies by Importance***

Figure 26 exhibits the importance means for the foundational knowledge competencies. As evident in the figure, ministers consistently ranked these competencies higher in importance than did faculty. All competency means in this dimension exceeded the 3.00 midpoint. Seven of the competencies were rated by ministers at 4.0 or above. Five of the competencies were rated above 4.0 by faculty. Both biblical model knowledge and leadership principle knowledge ranked in the top two for both groups. Assessing and reporting, technology integration, facilities management, and contemporary theory were ranked seventh, eighth, ninth, and tenth respectively by both groups.

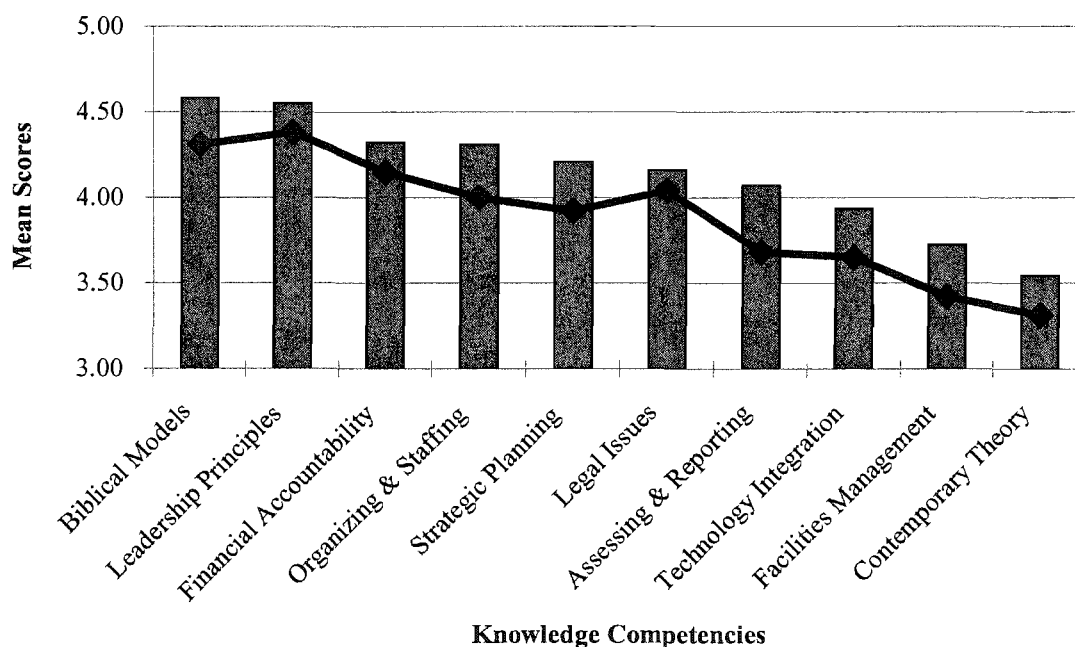


Figure 26. Mean scores for knowledge competency importance

Legend: Columns = Ministers; Line = Faculty

Correlations for Foundational Knowledge Importance

Table 37 provides the correlation calculations that measure the strength of the relationship between ministers' view of knowledge importance and that of the faculty respondents. All three correlations indicated an extremely strong positive relationship between the two groups and were determined to be statistically significant at the 0.01 level of significance. This indicated that both the mean scores and the corresponding rankings of both groups were strongly associated with a high degree of reliability. The data suggested that ministers and faculty had similar views of the level of importance and the ranking of the competencies within the knowledge dimension.

Table 37. Knowledge correlation coefficients for the relationship between ministers and faculty for importance

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.997**
	Sig. (2-tailed)	.000
	N	10
Spearman's rho	Correlation Coefficient	.952**
	Sig. (2-tailed)	.000
	N	10
Kendall's tau	Correlation Coefficient	.867**
	Sig. (2-tailed)	.000
	N	10

Note: *Correlation is significant at the 0.01 level

Ranking of Planning Skills Competencies by Importance

Figure 27 exhibits the importance scores for the planning dimension as perceived by ministers and faculty. Forecasting, goal setting, mission statement

development, budgeting, action plan development, and policy development all had mean scores exceeding 4.0 among ministers. Forecasting and goal setting had scores exceeding 4.0 among faculty. Again, all competencies in this dimension were rated higher by ministers than by faculty. Both groups indicated that forecasting and goal setting were the most important planning competencies while procedure documentation received the lowest scores.

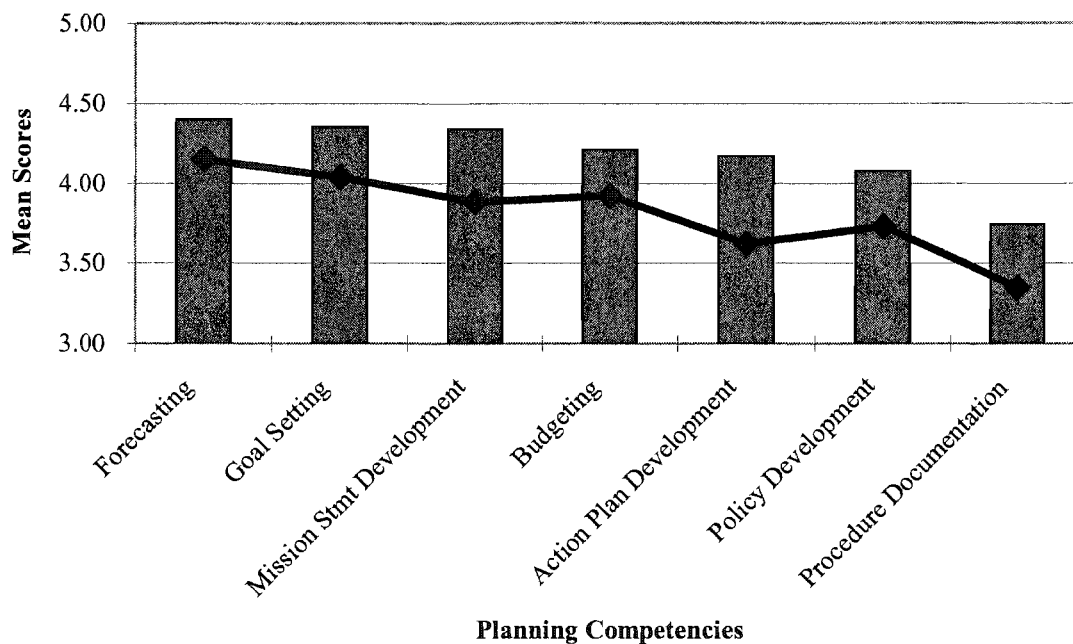


Figure 27. Mean scores for planning competency importance

Legend: Columns = Ministers; Line = Faculty

Correlations for Planning Skills Competencies

The correlations for the planning dimension are displayed in Table 38. All three correlations indicated a strong positive relationship that was statistically significant.

The Pearson's r and Spearman's ρ coefficients were significant at the 0.01 level and suggested a strong and reliable relationship between the mean scores of both groups within this competency dimension.

Table 38. Planning correlation coefficients for the relationship between ministers and faculty for importance

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.926**
	Sig. (2-tailed)	.003
	N	7
Spearman's ρ	Correlation Coefficient	.929**
	Sig. (2-tailed)	.003
	N	7
Kendall's tau	Correlation Coefficient	.810*
	Sig. (2-tailed)	.011
	N	7

Note: *Correlation is significant at the 0.05 level;
 **Correlation is significant at the 0.01 level.

Ranking of Organizing and Staffing Skills Competencies by Importance

Figure 28 displays the rank order of organizing and staffing skills by importance. All six competencies in this dimension were rated above 4.0 by ministers compared to only four by faculty. In five of the six competencies, faculty rated importance lower than ministers did. Working relationship development was the only competency in which faculty rated a higher importance score than did ministers. Staffing was the highest ranked competency for both groups while structure definition was the least important competency in this dimension.

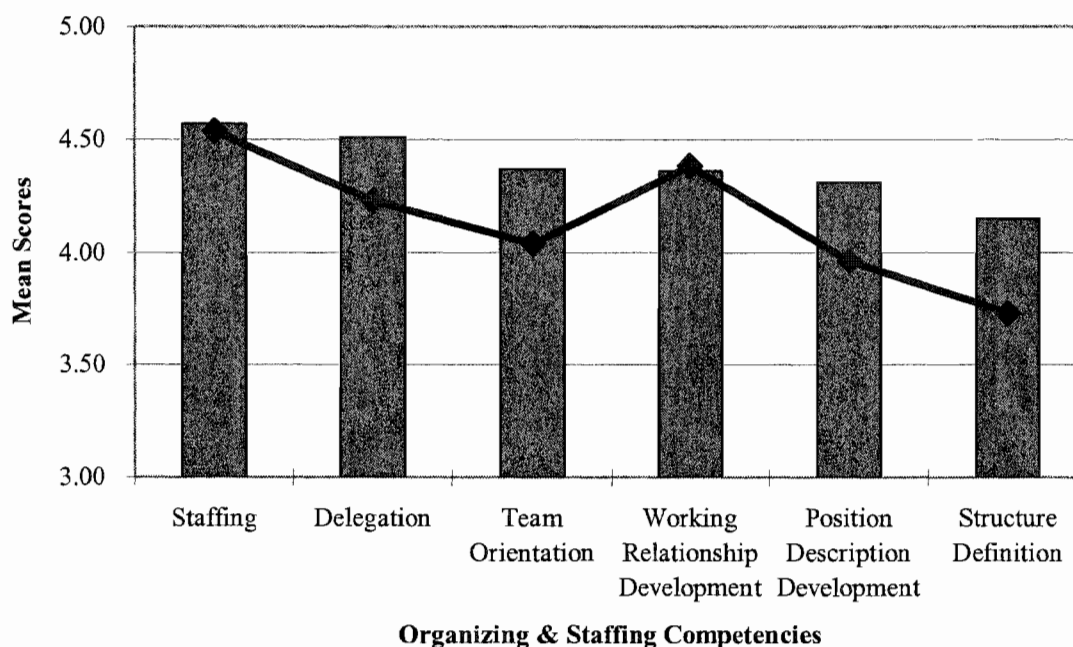


Figure 28. Mean scores for organizing and staffing competency importance

Legend: Columns = Ministers; Line = Faculty

Correlations for Organizing and Staffing Skills Competencies

The correlations for the organizing and staffing dimension are displayed in Table 39. All three correlations indicated a moderate to strong relationship between the two groups with all relationships significant at the 0.05 level. Faculty and ministers shared similar views of competency importance within the organizing and staffing dimension.

Ranking of Leading Skills Competencies by Importance

Figure 29 displays mean scores for leading skill competencies as perceived by ministers and faculty. All six competencies were ranked above 4.0 for ministers and five

Table 39. Organizing and staffing correlation coefficients for the relationship between ministers and faculty for importance

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.858*
	Sig. (2-tailed)	.029
	N	6
Spearman's rho	Correlation Coefficient	.829*
	Sig. (2-tailed)	.042
	N	6
Kendall's tau	Correlation Coefficient	.733*
	Sig. (2-tailed)	.039
	N	6

Note: *Correlation is significant at the 0.05 level

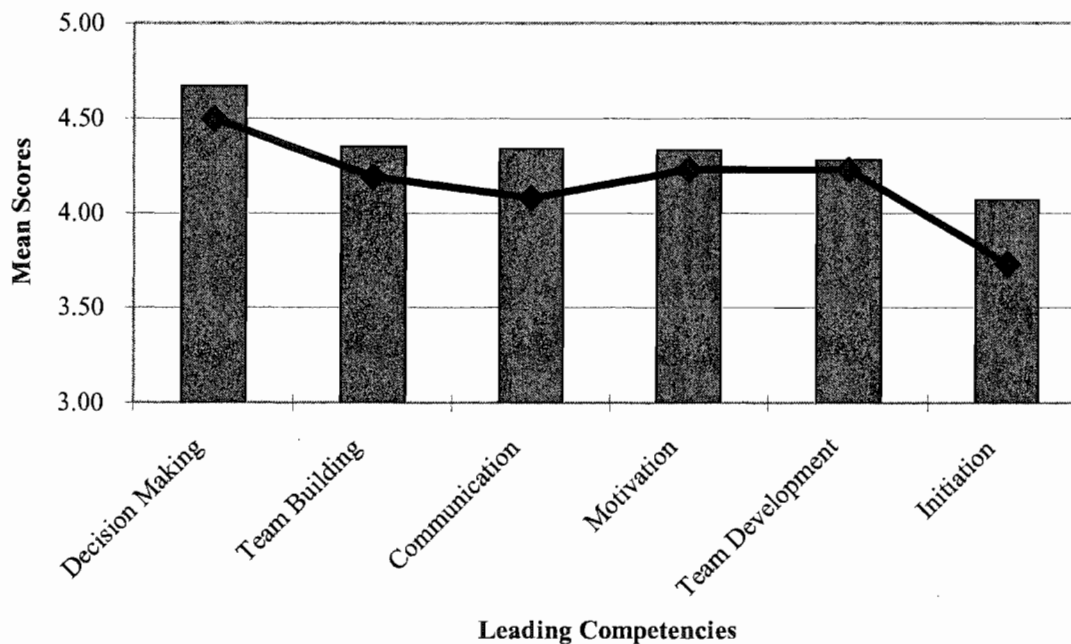


Figure 29. Mean scores for leading competency importance

Legend: Columns = Ministers; Line = Faculty

of six were ranked above 4.0 for faculty. Ministers rated all competencies higher than faculty in importance. Both groups identified decision making as the most important leading skill with ministers giving it a mean score of 4.67 and faculty having a score of 4.50. Initiation finished at the bottom of the list for ministers and faculty. From the minister's perspective, very little difference was noted for team building, communication, motivation, and team development. Those four competencies ranged from 4.35 to 4.28 in mean importance. Similarly, faculty rated the same four competencies with mean scores that had little variance between them.

Correlations for Leading Skills Competencies

The correlations for the leading dimension are displayed in Table 40. The Pearson's r had a strong correlation that was significant at the 0.01 level. This indicated that mean scores of importance for the two groups had a high degree of association. The ranking correlations had only moderate positive correlations that were not significant. While the means were similar between the two groups, this finding suggested the ranking differences were substantially different. The similar mean scores of the four middle competencies created ranking variances that did not impact the Pearson's r calculation.

Ranking of Assessing and Reporting Skills Competencies by Importance

Figure 30 presents the importance mean scores for the assessing and reporting dimension as perceived by ministers and faculty. Four of the five competencies were ranked above 4.0 by the ministers while only one, reinforcement, was ranked above 4.0 by faculty. The scores of ministers consistently exceeded scores of faculty. Both groups

Table 40. Leading correlation coefficients for the relationship between ministers and faculty for importance

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.918**
	Sig. (2-tailed)	.010
	N	6
Spearman's rho	Correlation Coefficient	.522
	Sig. (2-tailed)	.288
	N	6
Kendall's tau	Correlation Coefficient	.414
	Sig. (2-tailed)	.251
	N	6

Note: **Correlation is significant at the 0.01 level

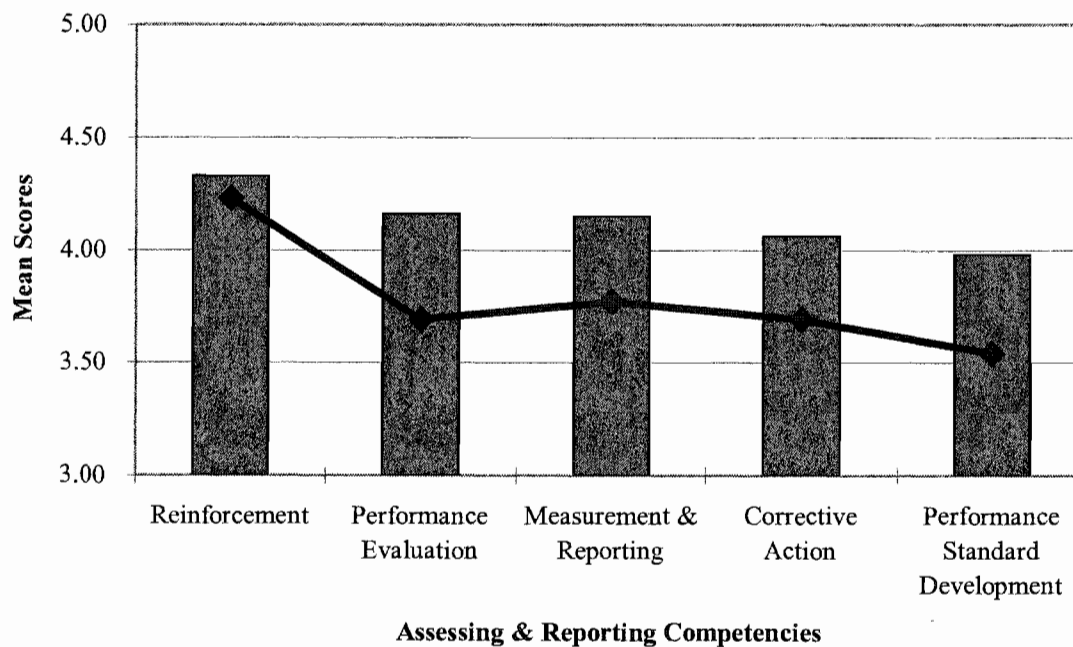


Figure 30. Mean scores for assessing and reporting competency importance

Legend: Columns = Ministers; Line = Faculty

indicated that reinforcement was the competency with the highest level of importance.

Both groups also indicated that performance standard development was the lowest ranked competency in this dimension.

Correlations for Assessing and Reporting Skills Competencies

The correlations for the assessing and reporting dimension are displayed in Table 41. All three correlations indicated a strong positive relationship with the Pearson's r measurement indicating a statistically significant relationship at the 0.05 level of significance. The data suggests a reliable and strong relationship between the mean scores of importance as perceived by ministers and faculty.

Table 41. Assessing and reporting correlation coefficients for the relationship between ministers and faculty for importance

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.941*
	Sig. (2-tailed)	.017
	N	5
Spearman's rho	Correlation Coefficient	.821
	Sig. (2-tailed)	.089
	N	5
Kendall's tau	Correlation Coefficient	.738
	Sig. (2-tailed)	.077
	N	5

Note: *Correlation is significant at the 0.05 level

Correlations for All Competencies by Importance

Table 42 exhibits the correlation coefficients for all competencies without any regard to dimension classification. All thirty-four competencies were grouped as one and

evaluated using three correlation methods – Pearson’s r , Spearman’s ρ , and Kendall’s τ – to determine the degree of relationship, if any, that exists between the perceptions of ministers and faculty. The three correlations indicated strong relationships that were statistically significant at the 0.01 level of significance. This indicated that both groups held similar importance views of the administration competencies. When comparing the competency ranking of ministers and faculty, twenty-three of the thirty-four competencies had a ranking variance of 3 or fewer between the two groups of respondents – five competencies had ranking variances of 0.

Table 42. Competency correlation coefficients for the relationship between ministers and faculty for importance

Correlation Measure		Statistic
Pearson’s r	Pearson Correlation	.994**
	Sig. (2-tailed)	.000
	N	34
Spearman’s ρ	Correlation Coefficient	.974**
	Sig. (2-tailed)	.000
	N	34
Kendall’s τ	Correlation Coefficient	.889**
	Sig. (2-tailed)	.000
	N	34

Note: **Correlation is significant at the 0.01 level.

Ranking of Competency Dimensions for Importance

The rank order of all five competency dimensions is presented in Figure 31. Ministers ranked organizing and staffing skills the highest while faculty considered leading skills the most important. Both groups ranked the assessing and reporting dimension last in importance. As evident throughout this analysis, ministers consistently

rated the competencies higher than faculty and did so at the dimensional level. Table 43 presents the correlations measuring the relationship of dimension ranking by ministers and faculty. The rank correlations were weak to moderate and were not statistically significant. The Pearson's r correlation on the mean scores was a strong positive relationship that was statistically significant at the 0.05 level.

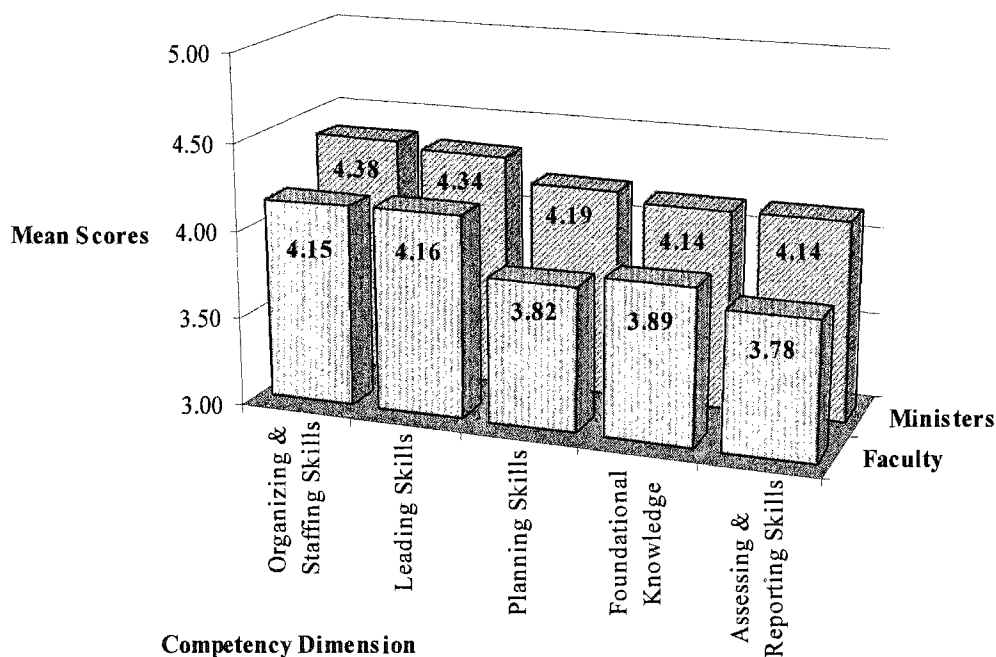


Figure 31. Mean scores for competency dimensions for importance

Legend: Diagonal lines = Ministers; Vertical lines = Faculty

Summary of Findings

As a whole, ministers ranked the competencies higher in importance than did faculty. Seven competencies were in the top ten competencies in importance for ministers and faculty. When the researcher evaluated the ranking variances for all

Table 43. Competency dimension correlation coefficients for the relationship between ministers and faculty for importance

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.950*
	Sig. (2-tailed)	.013
	N	5
Spearman's rho	Correlation Coefficient	.800
	Sig. (2-tailed)	.104
	N	5
Kendall's tau	Correlation Coefficient	.600
	Sig. (2-tailed)	.142
	N	5

Note: *Correlation is significant at the 0.05 level

competencies, a statistically significant strong relationship existed between ministers' and faculty's perceptions of competency importance. Over two-thirds of the competencies had ranking variances of 3 or less indicating a high degree of similarity between the two groups. The relationship between ministers and faculty for competency dimension were not significant for ranking correlations but had a strong significant correlation for the mean scores.

Examination of Research Question 4

Research question four addressed the relationship between the perception of ministers and the perception of faculty regarding the educational adequacy of seminary education in the selected administration competencies. This section presents the adequacy rankings of the competencies both individually and within each competency dimension. Correlation analysis evaluating the relationship between education adequacy scores for both groups is also presented to determine the degree of association, if any, between the two groups.

Competency Rankings

A comparison list of mean adequacy scores and the related rankings for all survey questions derived from the faculty and minister responses is presented in Table A16 in Appendix 3. The top ten education adequacy competencies as ranked by ministers are presented in Figure 32. Leadership principle knowledge ranked as the competency with the highest level of adequate seminary education with a mean score of 4.02 and a standard deviation of 0.764. Biblical model knowledge and mission statement development skills follow closely behind leadership principles in their ranking and mean scores for adequacy. While all ten competencies listed in Figure 32 exceeded the 3.0 midpoint, only leadership principles achieved an average rating exceeding 4.0 or the “agree” rating for the adequacy question. Of the top ten competencies listed, two were classified as knowledge competencies, three were planning competencies, two were organizing and staffing competencies, two were leading competencies, and one was an assessing and reporting competency. The top two competency adequacy scores were the knowledge competencies of leadership principles and biblical models. The overall education adequacy score for all competencies as perceived by ministers was a mean of 3.34.

The top ten education adequacy competencies as ranked by faculty are presented in Figure 33. Biblical model knowledge ranked as the competency with the highest level of adequate seminary education with a mean score of 3.85 and a standard deviation of 0.732. Leadership principle knowledge was a close second with a mean of 3.84. All ten of the top ten competencies listed exceeded the 3.0 midpoint but none exceeded 4.0 for the mean score. Of the top ten competencies listed, three were

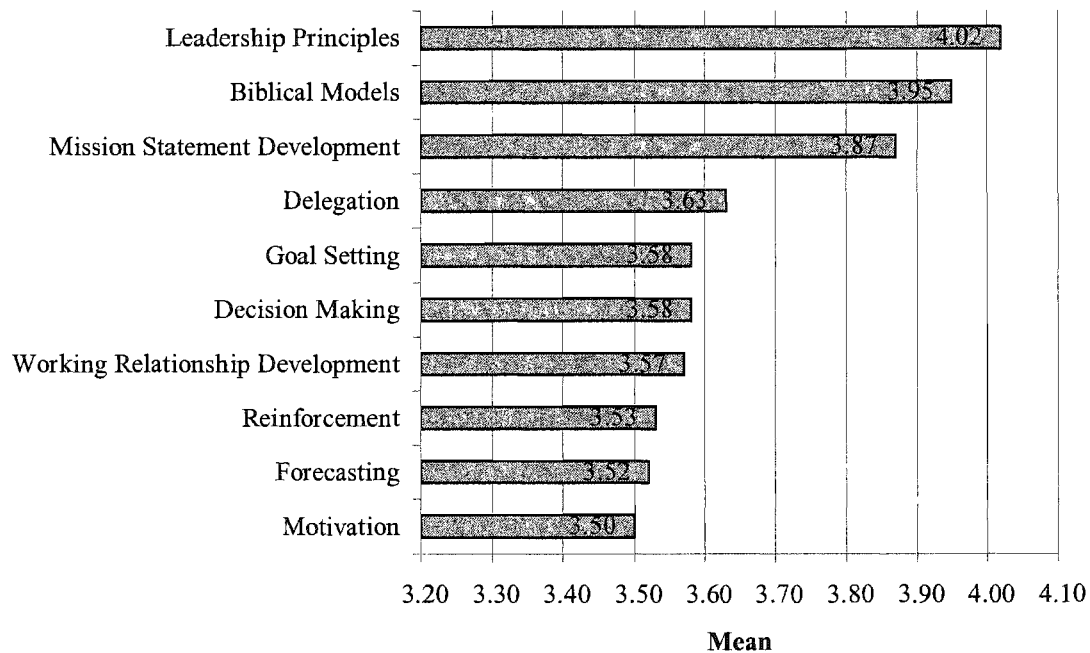


Figure 32. Top ten competencies by education adequacy – ministers

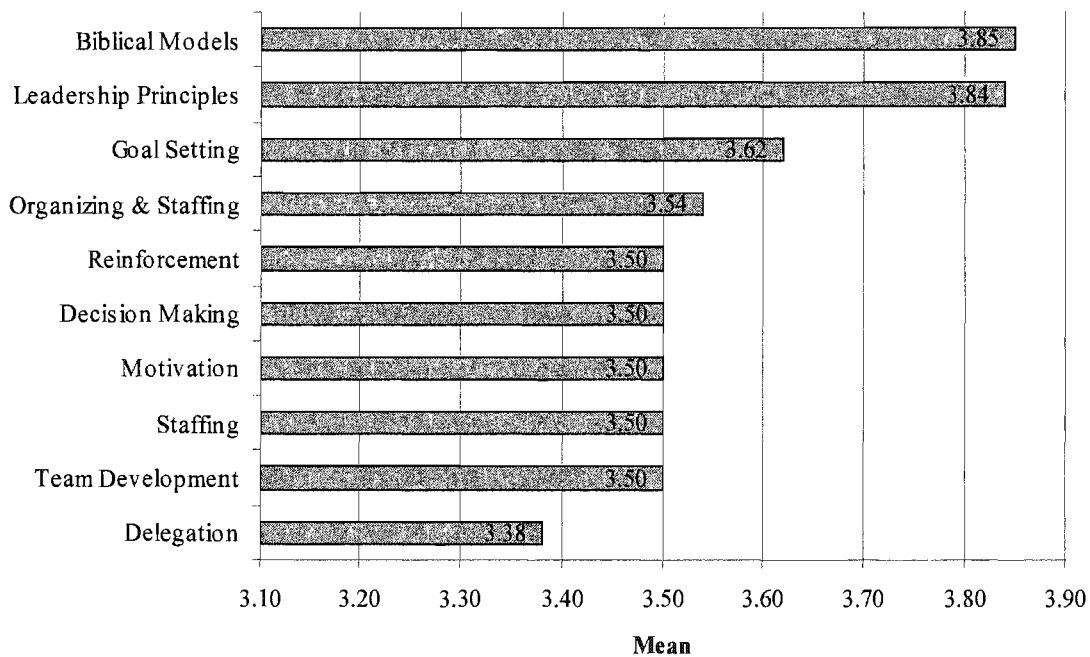


Figure 33. Top ten competencies by education adequacy – faculty

knowledge competencies, one was a planning competency, two were organizing and staffing competencies, three were leading competencies, and one was an assessing and reporting competency. Three of the top four competency adequacy scores were knowledge competencies – biblical models, leadership principles, and organizing and staffing knowledge. The overall education adequacy score for all competencies as perceived by faculty was a mean of 3.24. Seven competencies appear in the top ten lists of competencies for both ministers and faculty.

Ranking and Correlation of Responses

The mean education adequacy scores for ministers and faculty are displayed by competency dimension in Figures 34 through 38. The mean scores for ministers are generally higher than those for faculty and are displayed in the following figures as the vertical column. The faculty scores are plotted using a line. The competencies are presented in adequacy rank order from the minister's perspective.

Ranking of Foundational Knowledge Competencies by Adequacy

Figure 34 displays the mean adequacy scores for the foundational knowledge competency dimension. Ministers scored the adequacy of seminary education higher than faculty for six of the ten competencies. Leadership principles and biblical models were ranked the highest in this dimension by ministers and faculty. Both groups also ranked facilities management education adequacy as the lowest in this dimension. Six of the ten competencies were rated above the midpoint (3.0) by ministers – leadership principles, biblical models, contemporary theory, strategic planning knowledge, organizing and staffing knowledge, and assessing and reporting knowledge. Faculty

rated six of the ten competencies to be above the midpoint (3.0) – leadership principles, biblical models, contemporary theory, strategic planning, organizing and staffing, and technology integration.

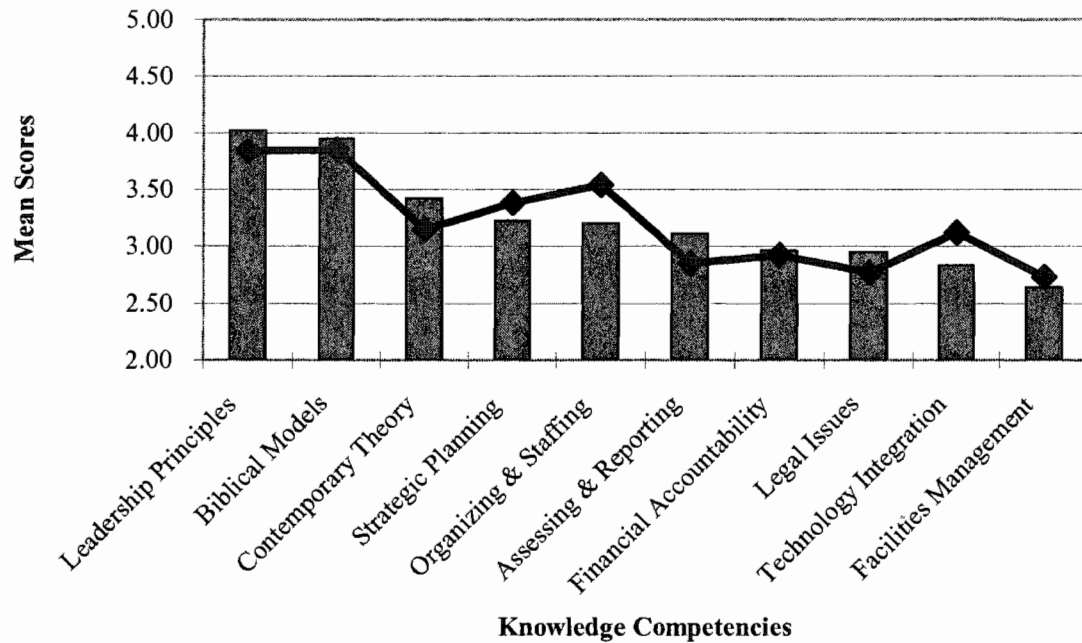


Figure 34. Mean scores for knowledge competency education adequacy

Legend: Columns = Ministers; Line = Faculty

Correlations for Foundational Knowledge Adequacy

Table 44 provides the correlation calculations that measure the strength of the relationship between ministers' view of education adequacy for knowledge competencies and that of the faculty respondents. The Pearson's r and Spearman's ρ correlation coefficients reflected a strong positive relationship between ministers and faculty regarding their perception of the knowledge competencies. Kendall's τ indicated a

moderate positive relationship. All three correlations were significant at the 0.01 level. The significant strong Pearson correlation suggested that ministers and faculty had similar views of the adequacy of seminary education for foundational knowledge competencies in administration. Additionally, the strong Spearman's rho suggested that ministers and faculty had similar views of ranking of the adequacy within the knowledge dimension.

Table 44. Knowledge correlation coefficients for the relationship between ministers and faculty for adequacy

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.871**
	Sig. (2-tailed)	.001
	N	10
Spearman's rho	Correlation Coefficient	.855**
	Sig. (2-tailed)	.002
	N	10
Kendall's tau	Correlation Coefficient	.644**
	Sig. (2-tailed)	.009
	N	10

Note: **Correlation is significant at the 0.01 level

Ranking of Planning Skills Competencies by Adequacy

Figure 35 displays the adequacy scores for the planning dimension as perceived by ministers and faculty. Ministers and faculty rated mission statement development and goal setting as the top two competencies in this dimension regarding education adequacy. Ministers and faculty ranked procedure documentation last in this dimension for the level of adequacy. With the exception of the faculty's rating for procedure documentation, all mean scores were at the midpoint (3.0) or above for both

groups. Ministers rated three of the competencies – mission statement development, goal setting, and forecasting – at or above 3.5; faculty only rated goal setting above 3.5.

Faculty rated the level of adequacy higher than ministers for the goal setting competency, but rated the other five competencies lower than ministers.

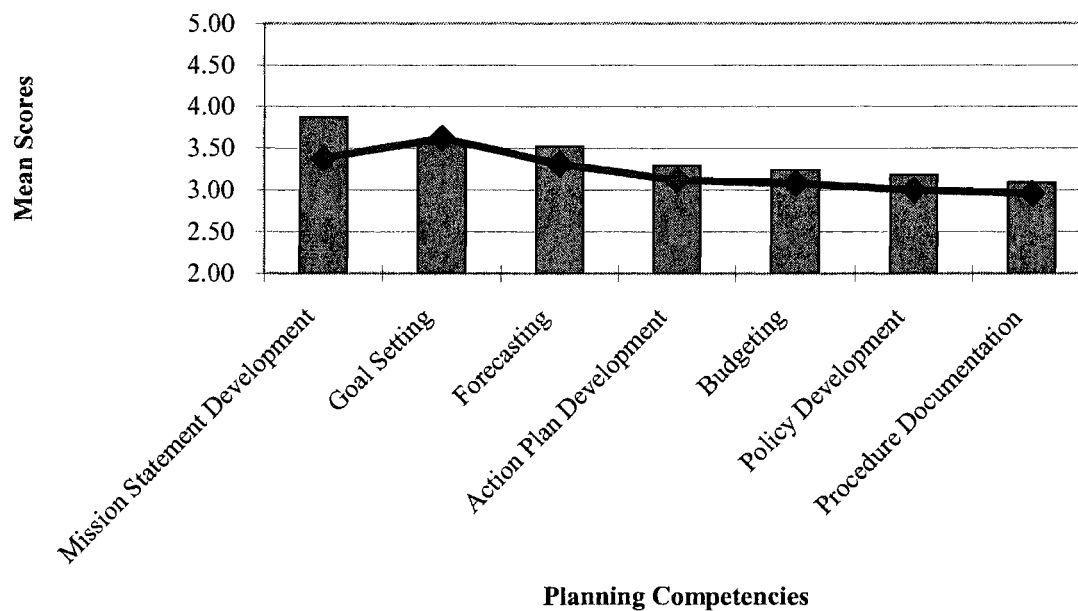


Figure 35. Mean scores for planning competency education adequacy

Legend: Columns = Ministers; Line = Faculty

Correlations for Planning Skills Competencies

The correlations for the planning dimension are displayed in Table 45. All three correlations indicated a statistically significant strong positive relationship between the two groups. Both ranking correlations, Spearman's rho and Kendall's tau, were significant at the 0.01 level with coefficients of .964 and .905 respectively. This

indicated a strong degree of association between ministers and faculty regarding the ranking of the planning competencies within the planning dimension.

Table 45. Planning correlation coefficients for the relationship between ministers and faculty for adequacy

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.828*
	Sig. (2-tailed)	.021
	N	7
Spearman's rho	Correlation Coefficient	.964**
	Sig. (2-tailed)	.000
	N	7
Kendall's tau	Correlation Coefficient	.905**
	Sig. (2-tailed)	.004
	N	7

Note: *Correlation is significant at the 0.05 level;
 **Correlation is significant at the 0.01 level

Ranking of Organizing and Staffing Skills Competencies by Adequacy

Figure 36 exhibits the rank order and means of organizing and staffing competencies by education adequacy as perceived by ministers and faculty. Little variation existed in the means among competencies in this dimension – ministers rated delegation and working relationship development above 3.5 while the remaining four competencies were just under 3.5. Faculty ratings had little variation with the spread of mean scores only .42. Faculty rated staffing as the competency with the highest level of education adequacy – ministers ranked it fourth. Both groups ranked structure definition last for education adequacy in this dimension.

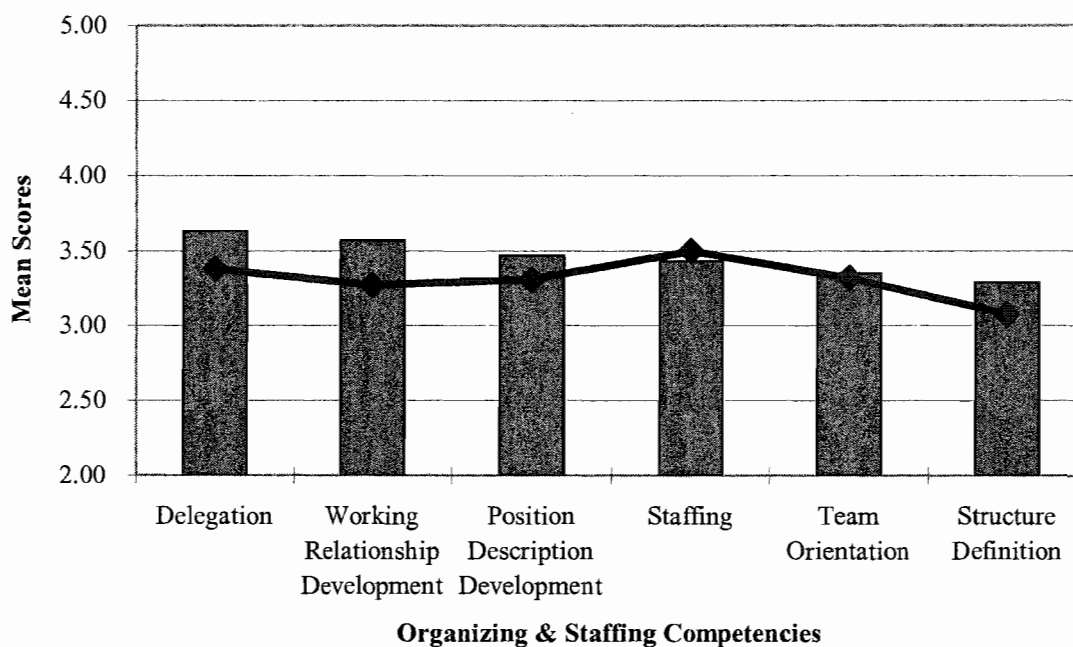


Figure 36. Mean scores for organizing and staffing competency education adequacy

Legend: Columns = Ministers; Line = Faculty

Correlations for Organizing and Staffing Skills Competencies

The correlations for the organizing and staffing dimension are displayed in Table 46. All three correlations indicated a weak to moderate relationship between the two groups with no relationship determined to be statistically significant at the 0.05 or 0.01 levels. The significance level was well above .500 for the ranking correlations indicating a poor level of reliability for both the Spearman's rho and Kendall's tau.

Ranking of Leading Skills Competencies by Adequacy

Figure 37 displays mean scores for leading skill competencies as perceived by ministers and faculty. All six competencies were ranked between 3.0 and 3.5 by

Table 46. Organizing and staffing correlation coefficients for the relationship between ministers and faculty for adequacy

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.444
	Sig. (2-tailed)	.378
	N	6
Spearman's rho	Correlation Coefficient	.314
	Sig. (2-tailed)	.544
	N	6
Kendall's tau	Correlation Coefficient	.200
	Sig. (2-tailed)	.573
	N	6

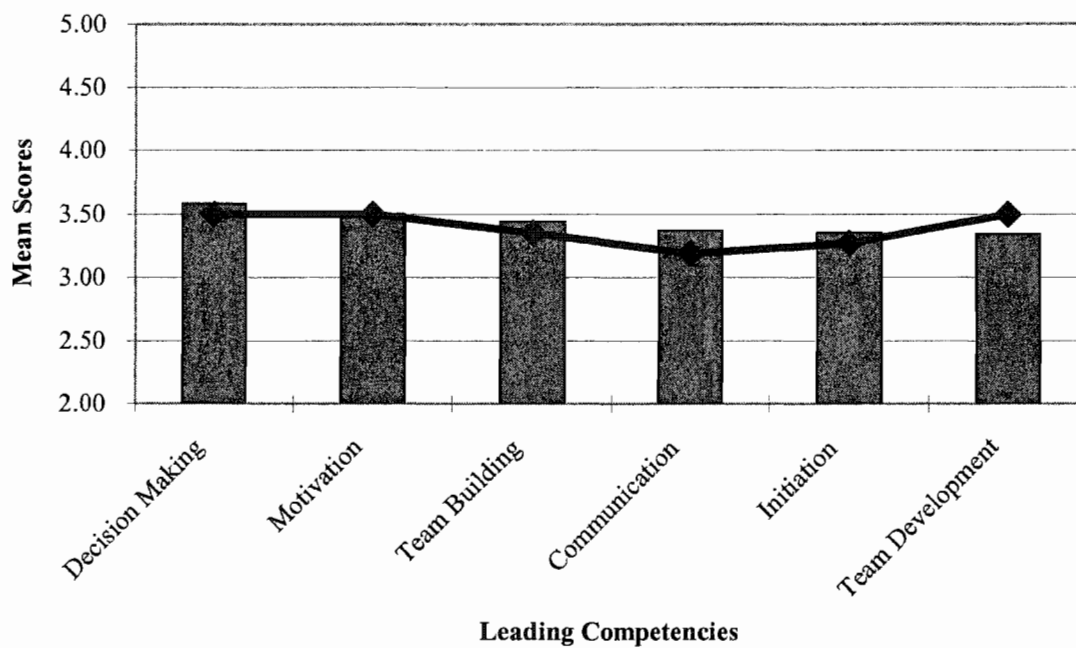


Figure 37. Mean scores for leading competency education adequacy

Legend: Columns = Ministers; Line = Faculty

ministers and faculty. Adequacy in preparation for decision making, motivation, and team building topped the rank listing for ministers. The competencies of decision making, motivation, and team development were at the top of the rank listing for faculty with a rating of 3.50 for each of them. Ministers rated five of the six competencies at the same level or above when compared to the faculty scores. The faculty mean score of 3.50 for team development was higher than perceived by ministers at 3.34. Overall, very little variance existed within each group across the competencies in this dimension.

Correlations for Leading Skills Competencies

The correlations for the leading dimension are shown in Table 47. The correlation coefficients indicated a weak to moderate positive relationship between the ministers' and faculty's perceptions of leading skill education adequacy. The correlations were not significant at either the 0.05 or 0.01 levels of statistical significance.

Table 47. Leading correlation coefficients for the relationship between ministers and faculty for adequacy

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.539
	Sig. (2-tailed)	.269
	N	6
Spearman's rho	Correlation Coefficient	.334
	Sig. (2-tailed)	.518
	N	6
Kendall's tau	Correlation Coefficient	.298
	Sig. (2-tailed)	.421
	N	6

***Ranking of Assessing and Reporting Skills
Competencies by Adequacy***

Figure 38 presents the education adequacy mean scores for the assessing and reporting dimension as perceived by ministers and faculty. All five of the competencies were ranked above the midpoint (3.0) by the ministers while one of the competencies, performance evaluation, was rated by faculty as less than 3.0. Ministers rated the adequacy of education higher than faculty for five of the six competencies. Measurement and reporting was the only competency in this dimension with a higher mean score for faculty over ministers. Both groups indicated that reinforcement was the top ranked competency in this dimension with almost identical mean scores of 3.53 for ministers and 3.50 for faculty.

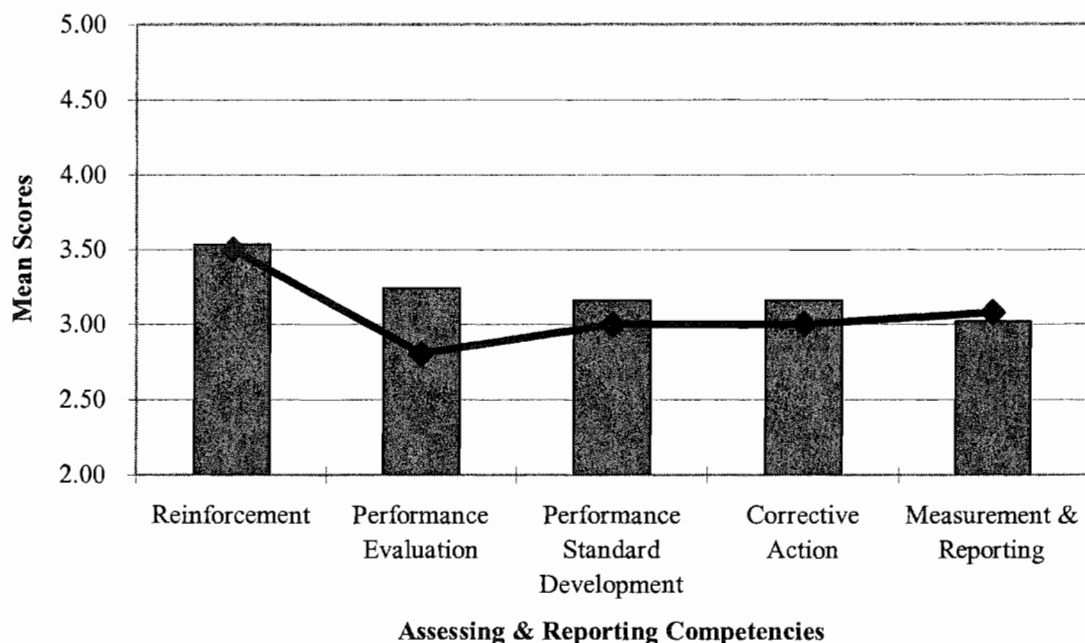


Figure 38. Mean scores for assessing and reporting competency education adequacy

Legend: Columns = Ministers; Line = Faculty

Correlations for Assessing and Reporting Skills Competencies

The correlations for the assessing and reporting dimension are exhibited in Table 48. The Pearson's r correlation resulted in a moderately strong relationship but at an insignificant level. The rank correlations were not statistically significant with little or no relationship determined.

Table 48. Assessing and reporting correlation coefficients for the relationship between ministers and faculty for adequacy

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.680
	Sig. (2-tailed)	.207
	N	5
Spearman's rho	Correlation Coefficient	.051
	Sig. (2-tailed)	.935
	N	5
Kendall's tau	Correlation Coefficient	-.105
	Sig. (2-tailed)	.801
	N	5

Correlations for All Competencies by Adequacy

The correlations for all competencies combined with no regard to dimension grouping are displayed in Table 49. All thirty-four competencies were grouped as one and evaluated using three correlation methods – Pearson's r, Spearman's rho, and Kendall's tau – to determine the degree of relationship, if any, that existed between the education adequacy perceptions of ministers and faculty. The three correlations indicated moderate to strong relationships that were statistically significant at the 0.01 level of significance. The strong Pearson's r suggested that ministers and faculty held similar

views regarding the adequacy level of seminary preparation for administration competencies. Additionally, the large Spearman's rho correlation coefficient suggested that ministers and faculty ranked the competencies similarly on the adequacy scale. When the competency rankings of ministers and faculty for adequacy were compared, nineteen of the thirty-four competencies had a ranking variance of 3 or fewer between the two groups of respondents – three had ranking variances of 0.

Table 49. Competency correlation coefficients for the relationship between ministers and faculty for adequacy

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.809**
	Sig. (2-tailed)	.000
	N	34
Spearman's rho	Correlation Coefficient	.783**
	Sig. (2-tailed)	.000
	N	34
Kendall's tau	Correlation Coefficient	.614**
	Sig. (2-tailed)	.000
	N	34

Note: **Correlation is significant at the 0.01 level.

Ranking of Competency Dimensions for Adequacy

The rank order of all five competency dimensions for education adequacy is presented in Figure 39. Ministers ranked the dimensions in the following order – organizing and staffing skills, leading skills, planning skills, foundational knowledge, and assessing and reporting skills. Faculty ranked the dimensions slightly different in the following order – leading skills, organizing and staffing skills, foundational knowledge, planning skills, and assessing and reporting skills. Both groups ranked the assessing and

reporting dimension last in adequacy. As evident throughout this analysis, ministers rated the majority of the competencies higher for adequacy than faculty, which was reflected again at the dimensional level. Table 50 presents the correlations measuring the relationship of dimension rankings by ministers and faculty. Both the Pearson's r and the Spearman's ρ reflected a strong relationship, but were not statistically significant.

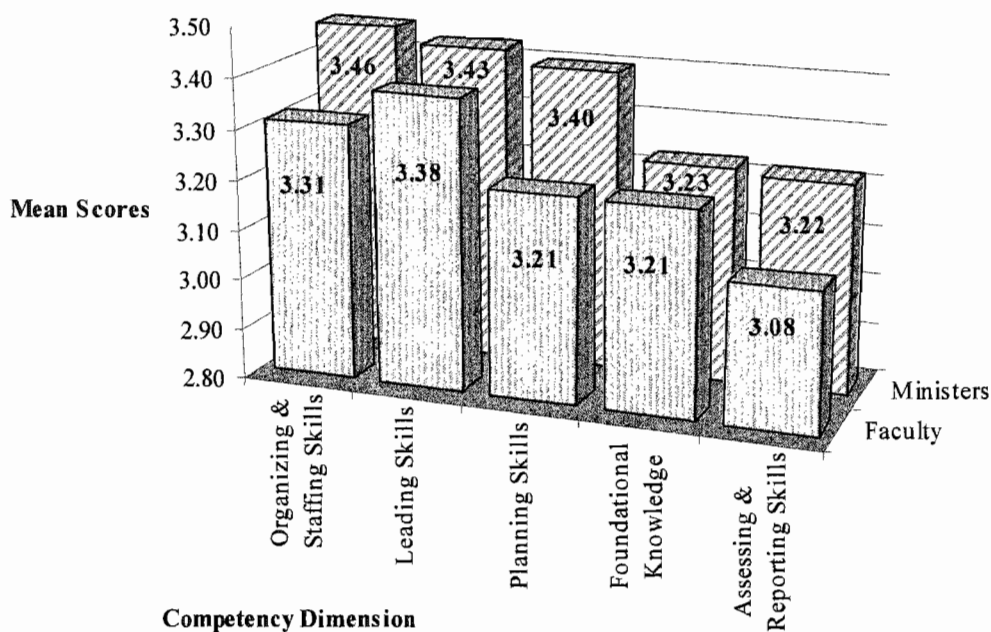


Figure 39. Mean scores for competency dimensions for education adequacy

Legend: Diagonal lines = Ministers; Vertical lines = Faculty

Summary of Findings

As a whole, faculty perceptions of the adequacy of educational preparation were lower than the perceptions of ministers. Seven competencies were in the top ten listings of adequacy for ministers and faculty. For all competencies, similar views of adequacy scores and rankings were observed at a statistically significant level. Over one-

Table 50. Competency dimension correlation coefficients for the relationship between ministers and faculty for adequacy

Correlation Measure		Statistic
Pearson's r	Pearson Correlation	.791
	Sig. (2-tailed)	.111
	N	5
Spearman's rho	Correlation Coefficient	.800
	Sig. (2-tailed)	.104
	N	5
Kendall's tau	Correlation Coefficient	.600
	Sig. (2-tailed)	.142
	N	5

half of the competencies had ranking variances of 3 or fewer indicating a high degree of similarity between the two groups. The relationship between ministers and faculty for competency dimension rankings has a moderate to strong positive relationship, but was not statistically significant.

Examination of Research Question 5

Research question five addressed the impact of ministry staff position, if any, to the relationship of the rankings of importance and adequacy for ministers. The minister participants were divided into five groups for analysis – pastoral ministry ($n = 73$), music and worship ($n = 5$), education and administration ($n = 12$), age group ministry ($n = 16$), and combination positions ($n = 17$). Tables A17 and A18 in Appendix 3 exhibit the importance and adequacy mean scores for ministers by staff position. For this analysis, the responses for each church position group were combined together to develop mean scores for each competency dimension. These scores were analyzed to determine if ministry position impacted the overall ministerial scores for each competency dimension.

Comparisons of Ministers Perceptions by Staff Position

Figures 40 through 44 exhibit the mean scores of importance and adequacy for the five administration competency dimensions. In each figure, the solid column represents the score for importance while the diagonal-lined column represents the score for education adequacy. The solid line moving across the chart represents the overall level of importance in that dimension as perceived by all ministers. The dashed line moving across the chart represents the overall level of education adequacy as perceived by all ministers. Deviations above and below these lines indicate where the particular positions differed with the minister group as a whole.

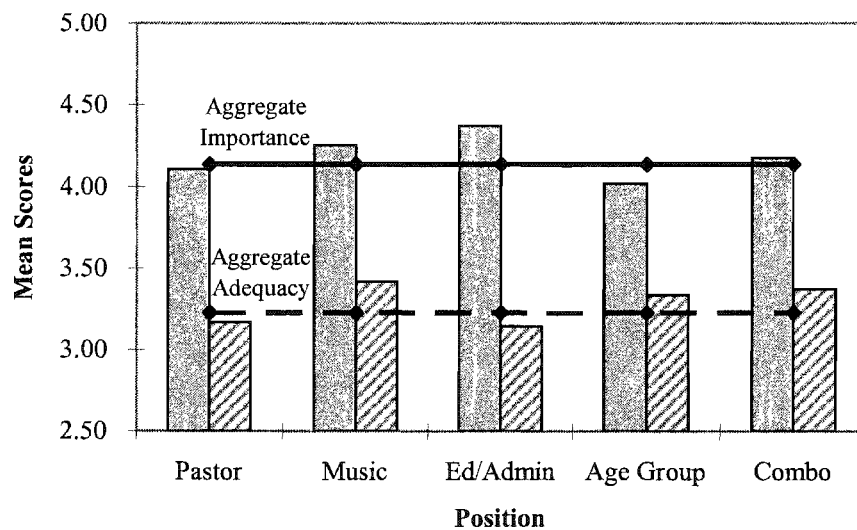


Figure 40. Knowledge dimension perceptions by staff position

Legend: Solid column = Importance;
 Diagonal-lined column = Adequacy;
 Solid line = Aggregate importance score for all ministers;
 Dashed line = Aggregate adequacy score for all ministers

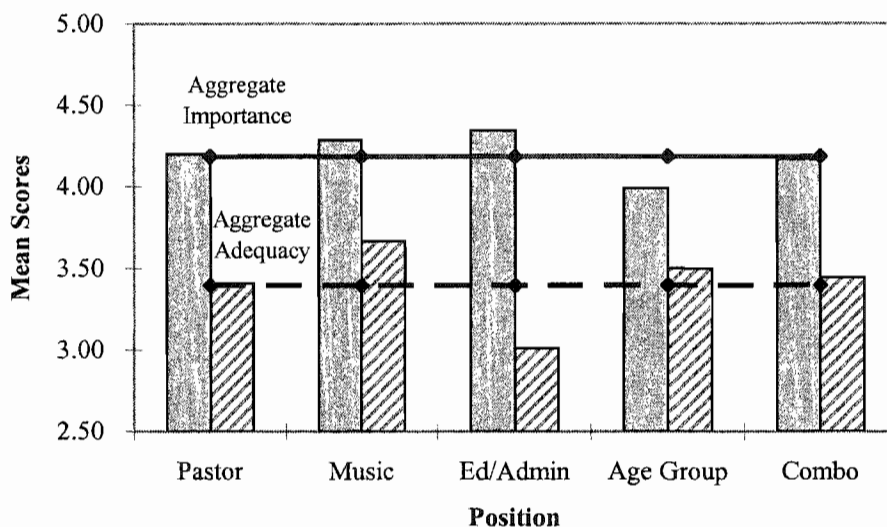


Figure 41. Planning dimension perceptions by staff position

Legend: Solid column = Importance;
 Diagonal-lined column = Adequacy;
 Solid line = Aggregate importance score for all ministers;
 Dashed line = Aggregate adequacy score for all ministers

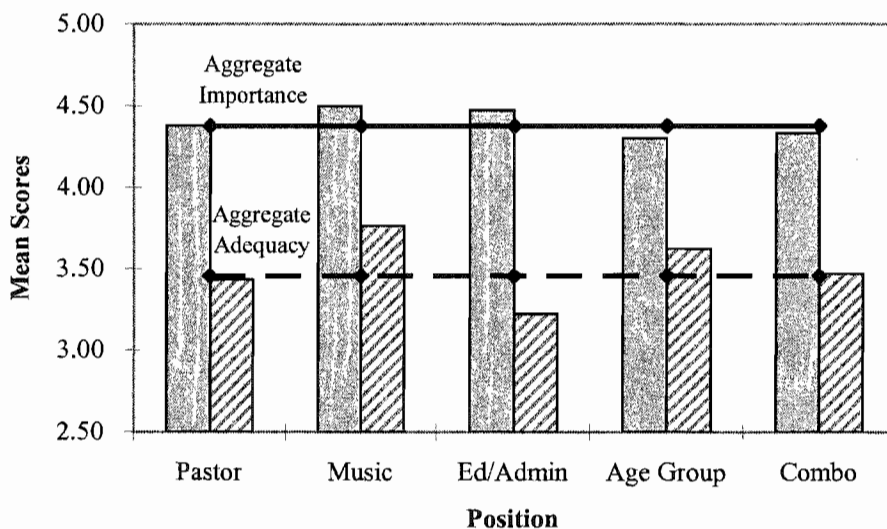


Figure 42. Organizing and staffing dimension perceptions by staff position

Legend: Solid column = Importance;
 Diagonal-lined column = Adequacy;
 Solid line = Aggregate importance score for all ministers;
 Dashed line = Aggregate adequacy score for all ministers

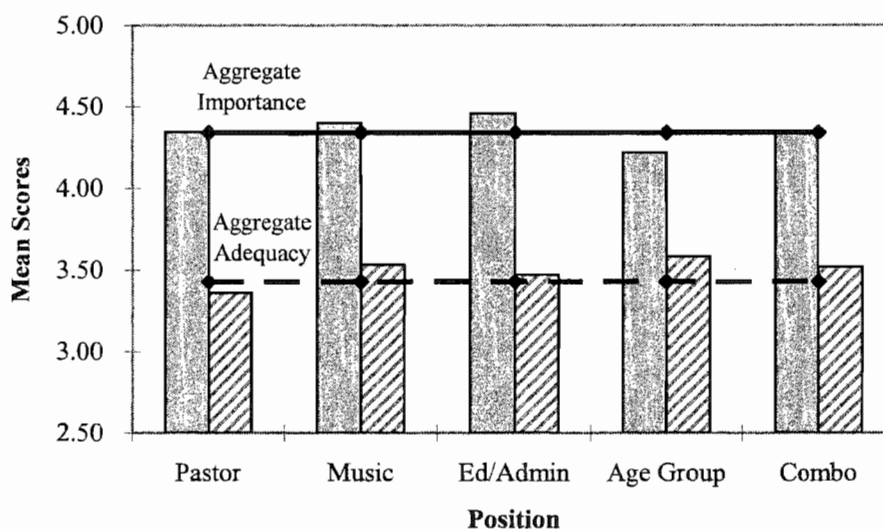


Figure 43. Leading dimension perceptions by staff position

Legend: Solid column = Importance;
 Diagonal-lined column = Adequacy;
 Solid line = Aggregate importance score for all ministers;
 Dashed line = Aggregate adequacy score for all ministers

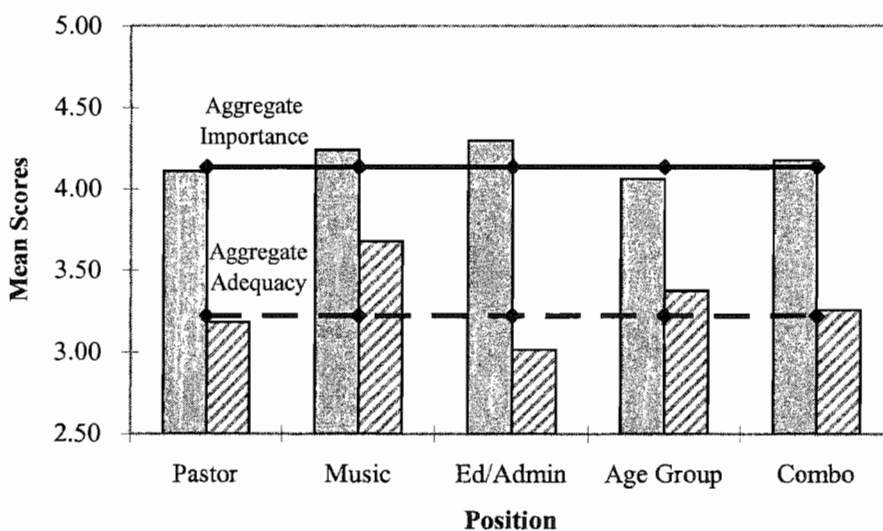


Figure 44. Assessing and reporting dimension perceptions by staff position

Legend: Solid column = Importance;
 Diagonal-lined column = Adequacy;
 Solid line = Aggregate importance score for all ministers;
 Dashed line = Aggregate adequacy score for all ministers

For all dimensions, importance was rated higher than adequacy. The charts suggested that the pastor position was consistently close to the ministerial means for both importance and adequacy. This was due to the large number of pastors in the ministerial sample. Similarly, combination ministers rated importance close to the average of other ministers. Music ministers and education and administration ministers consistently rated the importance of administration competencies higher than the average while age group ministers rated importance less than average. The largest deviation from the average occurred in the knowledge competency dimension with the education and administration ministers rating the knowledge competencies with an overall 4.38 mean versus a ministerial average of 4.14

Music ministers and age group ministers consistently had adequacy scores exceeding the ministerial average for all competency dimensions. Two large deviations from the ministerial average were noted. First, the music ministers rated the education adequacy for organizing and staffing significantly higher than the ministers' average with a mean score of 3.77 compared to the ministerial average of 3.46. Interestingly, education and administration ministers rated adequacy lower than average for the same dimension with a mean score of 3.22. Second, education and administration ministers rated the planning dimension significantly lower than the ministerial average with a mean score 3.01 compared to an average of 3.40. Their score was offset by the music ministry score of 3.67 for this same dimension.

Combined competency perceptions of importance and adequacy are exhibited in Figure 45 for ministers by staff position. The data suggested that music and education and administration ministers responded with higher mean scores for importance across all

competencies. Education and administration ministers scored an overall importance mean of 4.39 compared to 4.23 for the ministerial average. Pastors and combination ministers rated importance at the mean level for all ministers. Age group ministers responded with a mean importance score less than the average. Music ministers and age group ministers viewed the adequacy of seminary education higher than the average minister did in the sample. Education and administration ministers had the lowest overall adequacy mean score at 3.17 compared to the average for all ministers of 3.34.

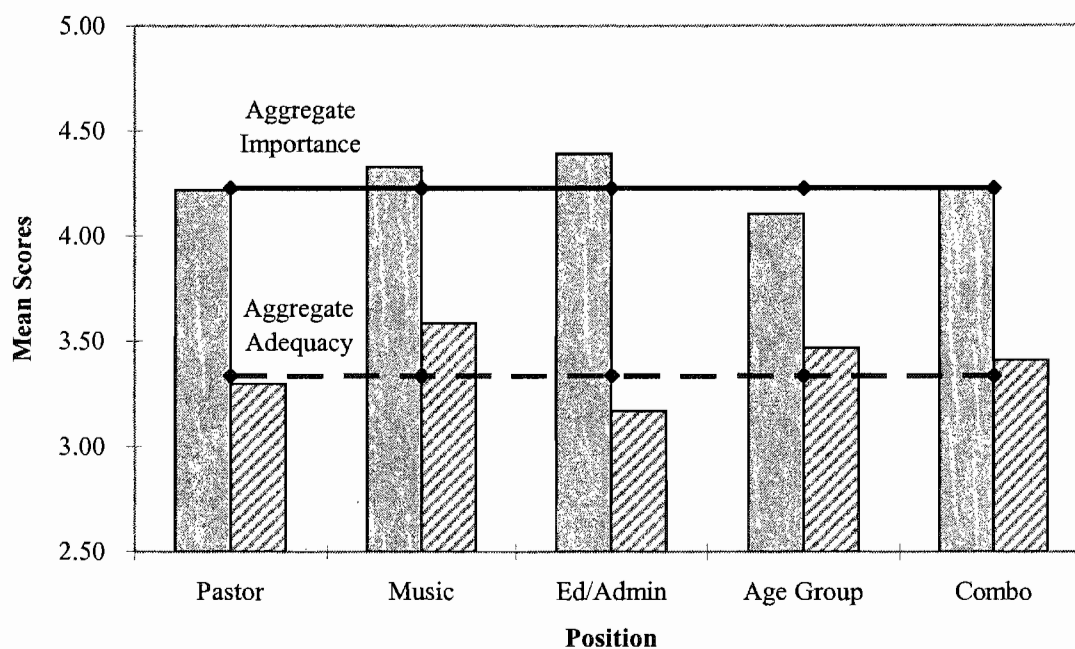


Figure 45. All competency perceptions by staff position

Legend: Solid column = Importance;
 Diagonal-lined column = Adequacy;
 Solid line = Aggregate importance score for all ministers;
 Dashed line = Aggregate adequacy score for all ministers

Competency Correlations by Staff Position

Table 51 exhibits the Pearson's r correlation coefficient for the relationship between importance and adequacy. It is presented for all competency dimensions and all competencies by staff positions of ministers. Pastors, age group ministers, and combination ministers all had moderate positive coefficients for all competencies that were statistically significant at the 0.01 level. Their scores were similar to the statistically significant coefficient of .653 for all ministers. The Pearson's r correlation coefficients for music ministers and education and administration ministers were not significant for all competencies combined.

Table 51. Pearson's r for the relationship between importance and adequacy by competency dimensions by staff position

Dimension	Pastors (n=73)	Music (n=5)	Ed/Adm (n=12)	Age Grp (n=16)	Combo (n=17)	All (n=123)
Foundational Knowledge	.697*	.156	.030	.391	.613	.585
Planning Skills	.801*	.277	.414	.321	.653	.771*
Organizing & Staffing Skills	.425	.245	-.350	.589	.878*	.547
Leading Skills	.562	.000	-.825*	.953**	.509	.828*
Assessing & Reporting Skills	.656	.157	.749	.569	.543	.727
All Competencies	.696**	.216	.150	.554**	.603**	.653**

Note: *Correlation is significant at the 0.05 level;

**Correlation is significant at the 0.01 level.

Pastors had significant relationships for both foundational knowledge and planning skills with the largest correlation occurring for planning skills at .801.

Education and administration ministers, age group ministers, and combination ministers each had 1 significant correlation at the dimension level. Education and administration ministers had a strong and statistically significant negative correlation for leading skills. This suggested that scores for importance were inversely related to scores for adequacy. As the mean score of importance for the competency increased, the mean score of the adequacy perception decreased. For age group ministers, the leading dimension correlation measurement led to a strong positive coefficient that was significant at the 0.05 level indicating a high degree of association between the importance rankings of leading skills and the perceived level of education. Correlation calculations for combination ministers also indicated a strong positive relationship in the dimension of organizing and staffing skills.

Table 52 exhibits the Spearman's rho correlation coefficients for rank correlations. Each competency dimension was examined in addition to all competencies as a whole. The Spearman's rho correlation for all competencies indicated that pastors, age group ministers and combination ministers had moderate to strong positive relationships between importance and adequacy that were statistically significant at the 0.01 level. Similar observations to the Pearson's r were made for the Spearman's rho regarding the statistically significant correlation coefficients.

Ranking Variance Analysis

As seen in Tables A19 and A20 in Appendix 3, the perceptions of the music ministers and education and administration ministers differed considerably from the group of ministers as a whole. Direct observation indicated variation from the overall ministry mean for importance and adequacy perceptions of these two staff positions. To

Table 52. Spearman's rho for the relationship between importance and adequacy by competency dimensions by staff position

Dimension	Pastors (n=73)	Music (n=5)	Ed/Adm (n=12)	Age Grp (n=16)	Combo (n=17)	All (n=123)
Foundational Knowledge	.515	.216	.395	.298	.544	.539
Planning Skills	.849*	.330	.259	.638	.818*	.821*
Organizing & Staffing Skills	.145	.258	-.265	.554	.940**	.371
Leading Skills	.319	.300	-.813*	.986**	.441	.771
Assessing & Reporting Skills	.400	.162	.289	.632	.783	.600
All Competencies	.767**	.229	.297	.612**	.704**	.782**

Note: *Correlation is significant at the 0.05 level;

**Correlation is significant at the 0.01 level

determine the degree of this variation, a ranking variance analysis was conducted to identify the magnitude of the ranking variation. Analysis was completed for both music ministers and education and administration ministers.

Table A19 in Appendix 3 presents a comparison of the ranking variances for both music ministers and the minister group as a whole. For each competency, the rankings of importance and adequacy are presented based on mean scores of responses. The rank variation is then computed as the difference between the importance ranking and the adequacy ranking. A positive variance indicates a higher ranking for adequacy than importance. A negative variance indicates a higher ranking for importance than adequacy. This analysis was completed for both music ministers and the composite ministerial group. To measure the total degree of variance, the sum of the absolute values of the variance for each competency was calculated. For music ministers, the sum

of the absolute variance was 304 compared to 160 for all ministers. This indicated a high degree of rank variability for music ministers as compared to the minister group as a whole. Table A20 in Appendix 3 presents the same comparison of ranking variances for the education and administration ministers compared to the overall minister group. The sum of the absolute variance for education and administration ministers was 292 compared to 160 for all ministers. This indicated a high degree of rank variability for education and administration ministers as compared to the combined minister group.

Summary of Findings

Across all dimensions, importance was rated higher than education adequacy by all staff positions. The scores of pastors and combination ministers were similar to the composite means for all dimensions and for the combined competencies. Music ministers and education and administration ministers consistently rated competency higher than the other groups. Education and administration ministers consistently rated education adequacy less than the other minister groups. The calculated correlation coefficients indicated strong positive relationships between importance and adequacy across all competencies for the pastors, age group ministers, and combination ministers. Music ministers and education and administration differed considerably from the minister average in the degree of ranking variance between importance and adequacy.

Evaluation of the Research Design

This section provides a reflective analysis of the strengths and weaknesses of the methodology utilized for the current research. The literature base that served as the foundation for the current study covered a broad spectrum of issues that impacted the

research design. The wide usage and availability of both Christian and secular sources proved to be a considerable strength by adding depth to the examination of administration functions and the management process. The currency of the precedent literature was a weakness of the research design. Many of the sources used for the foundational work of this study were several years' old and used terminology that is not as widely used today. Much of the emphasis in literature today focuses on leadership rather than administration or management. Thus, finding significant new sources of information was more difficult than originally planned. While this did not lessen the impact or appropriateness of the study and its results, it did indicate a continuing challenge for evaluating management processes in church organizations.

The survey instrument used for the current research was designed by the researcher and was based on precedent literature sources that present a consistent and traditional view of management theory. The survey was designed to gather a large amount of data in a short period of time. By using a central list of competencies, the researcher was able to measure two scales, importance and adequacy, at the same time. Additionally, the survey instrument provided flexibility and allowed measurement of both knowledge and skill competencies. The feedback provided by field-testers of the instrument indicated its ease of use and the short time period required to complete the instrument. A particular weakness of the survey design was the use of a Likert-type response scale to determine perceptions of rankings. By using the Likert-type scale, the research had to convert the responses to a mean score and then use statistical software to convert the data to ranks for analysis. While it would have been more cumbersome to the survey participant, direct ranking of the competencies by importance and adequacy would

have provided rank data without requiring a significant data conversion effort by the researcher.

Another concern was the wording of the competency descriptions. Field-test results indicated that minor changes in wording were necessary to provide better clarification for the survey participant. Since the survey was designed to measure perceptions of competencies and not proficiency in competencies, a clear understanding of the competency description was necessary. The use of an expert panel might have been useful for developing or revising the competencies and their descriptions. While that approach was not used, the field-tests of the survey did result in a high degree of reliability.

The field-testing process utilized a wide range of ministers serving in varied positions and different sized churches in several locations across the United States. A survey review process was developed by the researcher and was used for competency description clarification. A particular weakness of the field-test process was the lack of more input from educators in the design and testing -- only two Christian educators were used for field-testing. The use of a panel of seminary educators would have provided greater insight into the design and expectations of the research instrument. Another weakness was the limited feedback provided by field-testers. While the surveys were fully completed and were used for reliability testing, less than one-half of the field-test responses included comments or suggestions for improving the instrument. Perhaps the use of interviews during the field-testing process would have provided a greater level of feedback.

The researcher effectively utilized email and phone communication to correspond with the seminaries regarding approvals for research participation. The limited level of participation in the study by Southern Baptist seminaries is an apparent weakness of the current study. Perhaps a concerted effort by the seminaries themselves to assess the level of education adequacy would provide the impetus for full seminary participation in a study similar to the current research.

The response level of the survey was adequate but less than the researcher desired. The use of a cover letter from the Beta seminary greatly enhanced the response rate. An improvement of the research design would include the requirement for a cover letter from the institution stating the importance of the study. The survey was efficiently designed to reduce the mailing costs. A weakness in the research design was the necessity to have the participating seminaries provide lists of graduates. The security concerns surrounding the use of names and addresses for the current study extended the time necessary to gain seminary approvals. The lists of graduates were sent via mail and were printed on mailing labels for the current researcher's use. An improvement of the design might include greater use of electronic media. For example, sending mailing lists via email or sending the survey to respondents via email or posted on the internet would be less expensive and would potentially shorten the time needed to complete the research.

The use of data input validation was an important strength of the research design. By using a spreadsheet to create check sums, the researcher was able to identify any data entry mistakes and was able to correct and validate data input. An obvious weakness was the open-ended demographic questions that allowed respondents to write in demographic responses. Because of this option, the researcher was required to

evaluate any write-in responses and group them accordingly. An improvement would be no open-ended demographic questions, which would lead to quicker data input and processing.

CHAPTER 5

CONCLUSIONS

This chapter presents a four-section summary of the findings for this research effort. First, the research purpose and questions are presented to provide the framework for these conclusions. Second, the implications derived from the research are discussed followed by the applications arising from the research. Finally, further research designs are explored as a follow on the current research.

Research Purpose and Questions

The purpose of this study was to examine the perceptions of Southern Baptist ministers and seminary faculty regarding the importance of selected administration competencies and the perceived level of seminary preparation in equipping graduates for managerial responsibilities in ministry.

The intent was to provide a better understanding of the priority of administration competencies in ministry today as well as provide an understanding of the perceived level of seminary preparation received by the minister in those competencies. This research led to an examination of potential areas of over-preparation and under-preparation in administration competency development. The impact of staff position on competency perception was also considered.

To provide a focus for this analysis of perceived administration competency importance and the perceived level of the adequacy of seminary preparation, the following five research questions were developed:

1. What is the relationship between the rankings of administration competencies and educational preparation as perceived by Southern Baptist ministers?
2. What is the relationship between the rankings of administration competencies and educational preparation as perceived by Southern Baptist seminary faculty?
3. What is the relationship between the rankings of administration competencies as perceived by both Southern Baptist ministers and seminary faculty?
4. What is the relationship between the rankings of educational preparation as perceived by both Southern Baptist ministers and seminary faculty?
5. To what extent, if any, does ministry position impact the relationship between the perceived ranking of administration competencies and the perceived level of educational preparation?

Summary of Observations

The following section presents the summary of research findings based on the analysis of findings presented in chapter 4. Significant conclusions derived from objective analysis and subjective interpretation of the research findings are discussed for each research question.

Research Question 1

Research question one addressed the relationship between the perception of competency importance and the perception of seminary education adequacy as viewed by Southern Baptist ministers that had recently graduated from a Southern Baptist seminary.

Competency Importance

Ministers identified the mean importance score for all administration competencies as 4.23. The mean scores ranged from 3.54 to 4.67 indicating an overall consistent view that the competencies used in the research were essential for effective ministry. A score exceeding 4.0 suggests an agreement with the premise that the competencies are a necessary element of ministry. The highest ranking competency from the perspective of ministers was decision making with a mean score of 4.67. Decision making involves the ability or skill in making key organizational decisions and resolving conflict. According to the ministers surveyed, this competency was the most important for effective ministry practice. Knowledge of biblical models of administration and leadership, staffing the organization with competent people, and a knowledge of effective leadership principles for ministry followed next in importance priority for ministers.

While not ranked first, the knowledge of biblical models and the knowledge of leadership principles were important competencies for ministers. Given the educational background of the ministers, their call to ministry, and the emphasis on the Bible, it is not surprising that these two competencies were in the top five. It is interesting that knowledge of contemporary management and leadership theories ranked last in importance for ministers with a mean importance score of 3.54. While leadership principles are important to ministers, apparently ministers are hesitant to accept contemporary leadership theories as effective tools for ministry.

Ministers viewed the competency dimension of organizing and staffing skills as the most important grouping of competencies with a mean score of 4.38. Leading skills closely followed with a mean score of 4.34. Again, the variance between the

groups was relatively small – the least ranked dimension was assessing and reporting skills with a mean score of 4.14. This ranking is a bit unexpected given the recent flood of precedent leadership literature and an increased education emphasis on leadership theory. Apparently, ministers in the local church still view the functions of staffing, delegation, and work environment development as important elements of effective ministry. While many authors in the precedent literature stressed the importance of the assessing function, the ministers surveyed ranked it last among the five competency dimensions suggesting a reluctance to measure, report, and control ministry effectiveness.

Competency Adequacy

The ministers' mean adequacy score for all administration competencies was 3.34 with scores ranging from 2.64 to 4.02. The mean adequacy score just exceeded the midpoint of the adequacy scale suggesting that ministers view their seminary preparation in administration at an average level. Additionally, the range of mean scores was larger than for the importance measurement. This indicates a greater variance in the ministers' responses to the adequacy question suggesting more varied perceptions of the seminary education experience. The highest ranking competencies from an adequacy perspective were leadership principle knowledge and biblical model knowledge. The ranking of these competencies indicates the ministers' perception that seminary preparation was most adequate in leadership principles and biblical models – two areas that are greatly stressed in seminary education.

The practical knowledge competencies of financial accountability, legal issues, technology integration, and facilities management were deemed by ministers to be the competencies with the least adequate level of seminary preparation. Each of these

competencies received mean scores less than the midpoint suggesting deficiencies in seminary education. Perhaps the professional nature and uniquely administrative nature of these competencies contributed to the perception of low education adequacy.

Ministers ranked the organizing and staffing skills dimension first in education adequacy with a mean score of 3.46 followed by leading skills with a mean score of 3.43. This suggests the level of education received in seminary was perceived to be highest for the organizing and staffing skills dimension. Foundational knowledge competencies were ranked fourth out of five reflecting the impact of the four lowest ranked adequacy scores on the knowledge dimension.

Relationship between Importance and Adequacy

The findings of the current research indicate that statistically significant ranking relationships existed for ministers within one competency dimension. In the planning skills dimension, both the Pearson's r and Spearman's ρ correlation calculations resulted in strong relationships between the ranking of planning skills for importance and adequacy. This suggests that ministers perceive a good fit of planning skill importance to the level of seminary education received.

The ranking of dimensions for both importance and adequacy were identical for the ministers. This resulted in ranking correlations of a perfect 1.000. These findings suggest that ministers perceive the adequacy of the seminary education is congruent with the ranking of competency importance.

The correlations for the relationship between importance and adequacy for all competencies combined indicated that a moderate to strong level of association existed in

this research. The Pearson's r returned a .653 coefficient while the Spearman's rho ranking coefficient was stronger at .782. Since the correlations were all significant at the 0.01 level, it can be assumed that the correlations effectively represent ministers' perceptions of importance priority and the related levels of seminary preparation. The stronger the relationship, the greater the congruence between competency priority and the appropriate emphasis in seminary education. In essence, ministers ranked the importance of competencies in a similar manner to the ranking of the education received in seminary thus indicating that seminary preparation in administration competencies matches well with the needs of practicing ministers.

Research Question 2

Research question two addressed the relationship between the perception of competency importance and the perception of seminary education adequacy as viewed by Southern Baptist seminary educators currently teaching graduate-level courses at a Southern Baptist seminary.

Competency Importance

Faculty identified the mean importance score for all administration competencies as 3.95. The mean scores ranged from 3.31 to 4.54 indicating a view that the competencies used for the current research were important for effective ministry in the church. The mean score for faculty was just under the 4.0 score that indicates an agreement with the premise that the competencies are a necessary element of ministry. Faculty rated seventeen of the competencies with an importance score of 4.0 or above. The highest ranking competency from the perspective of faculty was staffing with a mean

score of 4.54. Staffing involves the skill of staffing the organization with competent people. Making key decisions and resolving conflict, promoting conditions that result in effective teamwork, and knowledge of effective leadership principles for ministry followed staffing in importance according to faculty respondents.

Knowledge of leadership principles and biblical model knowledge was ranked fourth and fifth respectively. While it is entirely expected that these two competencies would be ranked in the top five, it is somewhat surprising that their ranks were not even higher. The seminary educator's responsibility to educate with a Christian biblical worldview and the continued emphasis on Christian leadership principles suggests that these competencies would be near the top of the importance list. It is interesting to note that knowledge of contemporary management and leadership theories ranked last in importance for faculty with a mean score of 3.54. This is the same ranking the ministers gave for this competency. Again, while ministers are apparently cautious of contemporary leadership theory, faculty appear to be hesitant to indicate its importance for effective ministry.

Faculty viewed the leading skills competency dimension as the most important grouping of competencies with a mean score of 4.16. Organizing and staffing skills closely followed with a mean score of 4.15. This ranking is not surprising given the recent emphasis on leadership in the Christian and secular educational arena. It is slightly unusual to see organizing and staffing skills running a close second to leading skills. Apparently faculty concur with ministers that both leadership and organizing and staffing skills are necessary elements for effective ministry. The knowledge dimension was ranked third in importance by faculty indicating a marginal level of perceived

importance for knowledge when compared to skill attainment. Assessing and reporting skills were ranked last in the dimension rankings.

Competency Adequacy

The faculty's mean adequacy score for all administration competencies was 3.24 with scores ranging from 2.73 to 3.85. The mean adequacy score just exceeded the midpoint of the adequacy scale suggesting that faculty view seminary preparation in administration at an average to above average level. The range of mean scores was relatively narrow indicating less variance in the faculty's response for education adequacy. Not surprisingly, the competencies of biblical model knowledge and leadership principle knowledge ranked one and two respectively. This suggests that faculty consider theological and leadership principles the most adequate areas of preparation provided by the seminaries.

Six competencies were rated by faculty with mean scores under the midpoint of 3.0 – procedure documentation skills, knowledge of financial accountability, assessing and reporting knowledge, performance evaluation skills, knowledge of legal issues, and knowledge of facilities management. The ratings of these competencies suggest deficiencies in seminary education as perceived by faculty.

Faculty ranked the leading skills dimension first in education adequacy with a mean score of 3.38 followed by organizing and staffing skills with a mean score of 3.31. This suggests the level of education received in seminary was perceived to be highest for the leading skills dimension.

Relationship between Importance and Adequacy

The findings of the current research indicated that statistically significant ranking relationships existed for faculty within one competency dimension. In the leading skills dimension, the Spearman's rho and Kendall's tau correlation calculations resulted in strong relationships between the ranking of leading skills for importance and adequacy. This suggests that faculty perceive a good fit of leading skill importance to the level of seminary education received.

The ranking of dimensions for both importance and adequacy were identical for the faculty group. This resulted in ranking correlations of a perfect 1.000. These findings suggest that faculty perceive that the adequacy of the seminary education is congruent with the ranking of competency importance.

The correlations for the relationship between importance and adequacy for all competencies combined indicated that a moderate level of association existed in this research. The Pearson's r returned a .666 coefficient while the Spearman's rho ranking coefficient was stronger at .708. Since the correlations were all significant at the 0.01 level, it is assumed that the correlations effectively represent the faculty's perceptions of importance priority and the related levels of seminary preparation. The stronger the relationship, the greater the congruence between competency priority and the appropriate emphasis in seminary education. In summary, faculty ranked the importance of competencies in a similar manner to the ranking of the education provided by the seminaries. This suggests that seminary preparation in administration competencies moderately matches the perceived competencies required for effective ministry.

Research Question 3

Research question three addressed the relationship between the perceptions of Southern Baptist ministers and the perceptions Southern Baptist seminary faculty regarding administration competency importance. As a whole, ministers rated the importance of administration competencies higher than seminary faculty with mean scores for overall importance of 4.23 compared to 3.95 for faculty.

Relationship between Ministers and Faculty Perceptions of Importance

The findings of the current research indicated that statistically significant ranking relationships of importance existed between ministers and faculty within three of the five competency dimensions. Spearman's rho correlation coefficients were significant for the foundational knowledge, planning skills, and organizing and staffing skills dimensions.

Within the knowledge dimension, both ministers and faculty identified biblical model and leadership principles knowledge as the top two competencies. For both groups, contemporary management theory knowledge was last within the dimension. The Spearman's rho correlation coefficient for the knowledge competency dimension was .952 at the 0.01 level of significance. The Pearson's r correlation for the related mean scores was .997 at the 0.01 level of significance. This suggested a strong positive relationship and a high degree of agreement between ministers regarding the importance of the competencies within this dimension.

Similarly, the planning dimension had a high rank correlation. The Spearman's rho correlation coefficient was .929 and was significant at the 0.01 level;

Pearson's r was .926 and significant at the 0.01 level. Both groups identified forecasting and goal setting as the top two competencies with procedure documentation ranked last in the dimension. Again, a high degree of agreement existed regarding the importance of these competencies within the dimension.

The third dimension with significant correlations was the organizing and staffing dimension with a strong Spearman's rho correlation of .829 significant at the 0.05 level. While ministers and faculty differed more on the rankings within this dimension, they both ranked staffing as the top competency suggesting a high level of congruence between ministers and faculty regarding the most important competencies.

This observation is supported by the fact that ministers and faculty identified the same top competency in four of the five dimensions and the same least important competency in all five of the dimensions. When all competencies are combined without regard to dimensional groupings, a strong positive relationship was identified between the perceptions of ministers and the perceptions of faculty of competency importance. The Pearson's r correlation resulted in a .994 coefficient significant at the 0.01 level. The Spearman's rho rank correlation resulted in a .974 coefficient significant at the 0.01 level. This suggests that ministers and faculty essentially have similar priorities of competency importance for administration due to the strong similarity in their rankings.

Research Question 4

Research question four addressed the relationship between the perceptions of Southern Baptist ministers and the perceptions of Southern Baptist seminary faculty regarding the adequacy of seminary education for administration competency development. As a whole, ministers rated the adequacy of seminary education in

administration higher than seminary faculty with mean scores for overall adequacy of 3.34 compared to 3.24 for faculty.

Relationship between Ministers and Faculty Perceptions of Adequacy

The findings of the current research indicated that statistically significant ranking relationships of adequacy existed between ministers and faculty within two of the five competency dimensions. Spearman's rho correlation coefficients were significant for the foundational knowledge and the planning skills dimensions.

Within the knowledge dimension, both ministers and faculty identified leadership principles and biblical model knowledge as the top two competencies in education adequacy. For both groups, facilities management knowledge was last within the dimension. The Spearman's rho correlation coefficient for the knowledge competency dimension was .855 at the 0.01 level of significance. The Pearson's r correlation for the related mean scores was .871 at the 0.01 level of significance. This suggested a strong positive relationship and a high degree of agreement between ministers and faculty regarding the adequacy level of seminary education within this dimension.

Similarly, the planning dimension had a high rank correlation. The Spearman's rho correlation coefficient was .964 and was significant at the 0.01 level; Pearson's r was .828 and significant at the 0.05 level. Both groups identified mission statement development and goal setting as the top two competencies in seminary education adequacy within this dimension. Again, a high degree of agreement existed regarding the education adequacy of seminary education within the dimension.

Ministers and faculty identified the same top competency in only one of the five dimensions and the same least adequate competency in three of the five dimensions. But when all competencies were combined without regard to dimensional groupings, a strong positive relationship was identified between the perceptions of ministers and the perceptions of faculty concerning education adequacy. The Pearson's r correlation calculation resulted in coefficient of .809 at the 0.01 significance level. The Spearman's rho rank correlation resulted in a .783 coefficient at the 0.01 significance level. While not as strong as the relationship found for importance, this suggests that ministers and faculty do have similar relative perceptions regarding the overall adequacy of seminary education for administration competencies.

Research Question 5

The final research question addressed the impact of staff position upon the relationship between ministerial perceptions of importance and adequacy. The intent was to determine if any of the five groups of church staff respondents differed in their views of importance and adequacy when compared to each other and the ministers as a whole. It is important to recognize that this research question addressed the differences of perceptions from the perspective of ministerial position, not seminary education or degree. For example, of the twelve ministers holding a position in education and administration, six were trained in areas other than leadership or Christian education. Thus, some ministers were possibly serving in areas with responsibilities that differed with the training emphases they experienced in their seminary education.

Ranking Differences between Staff Positions

Across all dimensions, importance was rated higher than education adequacy by all staff positions. It was observed that scores of pastors and combination ministers were similar to the overall mean scores for both importance and adequacy. While the number of respondents in these two groups can explain the similarity to the overall mean, the similarity in mean scores must be attributed to other factors. Perhaps similar personality distributions occur for both the pastor and combination minister groups. Possibly, the nature of both positions leads to similar ministry experiences and results in similar perceptions of the administration competencies.

Music ministers and education and administration ministers consistently rated competency importance higher than the other groups with the dimensions and at the overall competency level. This suggests that these two groups view administration competencies as more critical for effective ministry. Perhaps their ministry settings require greater use of administration than the other staff positions. The personalities of music and education and administration ministers may also be similar resulting in similar importance perceptions.

Finally, education and administration ministers consistently rated education adequacy less than the other minister groups indicating lower perceptions of the adequacy of seminary education in preparing ministers for administration. This group of ministers scored overall importance the highest with a mean score of 4.39 while scoring overall adequacy the lowest with a mean score of 3.17. Perhaps this large variation in perceptions is a result of the passion for administration that is typical of education and administration ministers. Since administration competency is deemed important to this

group, their critical evaluation of the seminary education may be more acute resulting in the lowest adequacy score. The variation may be also due to an incongruity of seminary preparation with ministry position. For example, the education and administration ministers with degrees in Christian education or leadership rated the overall mean adequacy at 3.33 compared to 3.02 for those trained in theology and evangelism and missions.

Relationship between Importance and Adequacy by Staff Position

Correlation coefficients indicated strong positive relationships between importance and adequacy across all competencies for the pastors, age group ministers, and combination ministers. Music ministers and education and administration differed considerably from the ministerial average in the degree of ranking variance between importance and adequacy. The correlations for these two staff groups were weak and were not statistically significant. This suggests that perceptions of competency importance by both staff position groups differed significantly with the perceived level of seminary education. The overall absolute rank variance for the two groups was considerably larger than the ministers' average indicating significant ranking discrepancies between importance and adequacy. To support this observation, the education and administration ministers had a Spearman's rho correlation coefficient for the leading skills dimension of $-.813$ at the 0.05 level of significance. This suggested that these ministers viewed the adequacy of education inversely with the perceived level of importance. For these ministers, this competency dimension is an area of potential training improvement

Research Implications

The following section presents the research implications derived from the current research that affect the theories and practices of Christian leadership and education. The implications focus on the priority of administration competencies for ministry, the adequacy of seminary education, the similarities of perceptions in this research, the impact of staff positions on those perceptions, and potential areas for training development.

The Priority of Administration Competencies

The precedent literature review discussed the importance of administration for ministry. Tidwell indicated the church needed an administrative approach to complete its mission (Tidwell 1985, 12-15). Furthermore, Crumroy, Kukawka, and Witman stressed the importance of administration for the pastor by making the function of administrator as one of the three cornerstone responsibilities of pastors (Crumroy, Kukawka, and Witman 1998, 2). Others pointed to the necessity of administration as an essential element of effective ministry.

The results of the current research support these views. The research results indicated that both groups of survey respondents placed a high level of importance on the role of administration competencies for ministry. Ministers surveyed responded with an overall competency importance rating of 4.23 with faculty responding with an overall competency rating of 3.95. The high overall ratings of competency importance suggested that administration is considered an essential element of effective ministry today.

In the precedent literature, administration was discussed in its New Testament meaning as a gift. According to Gangel, the image presented there is that of a captain of a ship – the responsible decision maker (Gangel 1974, 19-20). Decision making is the leading skill competency that indicates the ability to make key decisions and resolve conflict. Ministers identified the competency of decision making as the highest ranked competency in importance while faculty ranked it second. The high ranking of this competency further supports Gangel's inference that administration involves decision making.

The focus on the biblical examples of administration in the precedent literature review pointed to the observation that the Bible contains valuable insights and examples of administration. The research suggests the knowledge of these biblical models is important to the respondents of the survey. Ministers placed biblical model second in importance ranking while faculty ranked it fifth in importance.

Precedent literature also noted that an emphasis on ministry assessment was an important element of the management process. Crumroy, Kukawka, and Witman indicated that improved ministry integrity and effectiveness is achieved by the use of assessment tools (Crumroy, Kukawka, and Witman 1998, 289). Malphurs echoed that view when he suggests that evaluation of ministry is essential for effectiveness. He contends that it must be integral to the management process (Malphurs 1999, 200). The current research results may not support the claims of these authors. The assessing and reporting dimension ranked last for ministers and faculty indicating an overall preference for other administration competencies. That observation may indicate a lack of knowledge or understanding concerning the assessment function. If so, then much of the

misunderstanding may be attributed to the lack of good assessment occurring in the church. Brown indicated in the precedent literature review that assessment is often the process of administration that is ignored. If that were reality, perhaps improved efforts in developing and improving assessment approaches would improve ministry efforts.

Finally, this research indirectly supports Blizzard's view that a considerable amount of time is spent on administrative tasks. While the research did not measure time requirements for administrative tasks, the high level of perceived importance revealed by the research leads one to believe that administration must be of a significant priority for persons in the ministry.

The Adequacy of Seminary Preparation

In the introduction to this study, Bouldin spoke to the historical perception that seminary education was insufficient in providing ministers with an adequate level of preparation for administration (Bouldin 1974, 200). He was not alone in making that case. Malphurs echoed his view and indicated that while competent leadership is necessary for church survival, pastors graduate from seminary without an ability to staff their ministries (Malphurs 1997, 12). Anderson agrees and suggests the church desires to have ministers that can do things not merely know things. In his view, the move to a more professional school approach for seminaries and the related preparation in practical ministry is necessary (Anderson 1992, 47).

Blizzard's classic study indicated that ministers feel less prepared in the area of administration than in others (Blizzard 1956, 508-509). Crumroy, Kukawka, and Witman echo this view. They acknowledge that ministers are not well-prepared for administrative tasks (Crumroy, Kukawka, and Witman 1998, 1).

The results of the current research somewhat support these views. The research indicated that both groups of survey respondents placed a moderate adequacy level on the seminary preparation in administration. Ministers surveyed responded with an overall adequacy rating of 3.34 with faculty responding with an overall adequacy rating of 3.24. In the survey questions for adequacy, the participants were asked to indicate if they perceived seminary learning as adequate for each competency. The mean responses of both groups centered around the neutral response on the Likert-type scale suggesting a moderate level of adequacy. The response to the adequacy question was more diverse across all respondents indicating greater response variance and greater disagreement between participants regarding adequacy.

The precedent literature review discussed the healthy tension that exists in seminary education between viewing its role as a theological school and developing professional ministers. The results of this research suggest that the seminary education measured in this study most adequately prepared ministers for two competencies – knowledge of biblical models and leadership principles. On the other end of the spectrum, ministers and faculty ranked the education preparation least adequate in very practical competencies such as knowledge of financial accountability, legal issues, and facilities management. This may suggest a greater emphasis by seminaries on the vocational preparation than the professional preparation in administration competencies.

Potential Areas of Overtraining

The research pointed to competencies in which possible overtraining was occurring. Rank variances between perceived importance and adequacy were calculated across all thirty-four competencies for ministers and faculty as shown in Table A21 in

Appendix 3. Negative rank variances occur when the ranking of adequacy is less than the ranking of importance. A positive rank variance occurs in an opposite situation.

Positive rank variances exceeding 3.0 were identified for ministers and faculty and are shown in Table 53 and Table 54 respectively. Positive competencies appearing in both lists were then identified, combined, and ranked as presented in Table 55. The competency ranked highest in positive rank variance was the knowledge of contemporary management theories suggesting that too much emphasis may have been placed on learning management theory as compared to the other competencies. An over emphasis in training may also exist for three other competencies – mission statement development, goal setting and initiation. While this analysis indicates that the perceptions of ministers and faculty lead to positive rank variance occurring in these competencies, it does not lessen their importance. This positive variance only suggests that they be evaluated for potential areas of curriculum adjustment to match the needs in ministry.

Table 53. Positive rank variances by ministers

Administration Competency	Rank Variance
Contemporary Theory	+20
Initiation	+10
Mission Statement Development	+8
Position Description Development	+6
Goal setting	+5
Structure Definition	+5
Reinforcement	+5
Motivation	+4
Performance Standard Development	+4

Table 54. Positive rank variances by faculty

Administration Competency	Rank Variance
Contemporary Theory	+14
Organizing and Staffing	+13
Goal setting	+11
Mission Statement Development	+10
Action Plan Development	+9
Technology Integration	+7
Strategic Planning	+7
Initiation	+6
Procedure Documentation	+4
Biblical Models	+4

Table 55. Combined positive rank variances

Administration Competency	Combined Rank Variance
Contemporary Theory	+34
Mission Statement Development	+18
Goal setting	+16
Initiation	+16

Potential Areas of Undertraining

In a similar manner as above, the competencies with negative rank variances exceeding 3.0 were identified for each group. Tables 56 and 57 show the negative rank variances for ministers and faculty. The competencies appearing in both groups were identified and are exhibited in Table 58. Financial accountability knowledge showed the greatest level of undertraining. It appeared at the top of both lists suggesting that both groups inherently understand its importance and the lack of adequate seminary preparation. It is followed by legal issues, staffing, and decision making. It is interesting to note that staffing was the highest ranked importance competency by faculty while

decision making was the highest ranked importance competency by ministers. This suggests that the level of educational preparation for these two top competencies is not comparative to their perceived level of importance.

Table 56. Negative rank variances by ministers

Administration Competency	Rank Variance
Financial Accountability	-16
Staffing	-10
Legal Issues	-9
Team Orientation	-9
Organizing and Staffing	-8
Measurement and Reporting	-5
Decision making	-5
Strategic Planning	-4

Table 57. Negative rank variances by faculty

Administration Competency	Rank Variance
Financial Accountability	-18
Legal Issues	-17
Working Relationship Development	-14
Staffing	-7
Communication	-6
Forecasting	-5
Performance Evaluation	-5
Decision making	-4
Budgeting	-4
Policy Development	-4
Delegation	-4

Table 58. Combined negative rank variances

Administration Competency	Combined Rank Variance
Financial Accountability	-34
Legal Issues	-26
Staffing	-17
Decision making	-9

The Relationships between Groups

This research evaluated the relationships between groups throughout the analysis of findings section. While the mean scores indicate that overall perception levels of importance and adequacy differ, the data suggests that ministers and faculty view the rankings of importance and adequacy similarly. This suggests a consistency between the groups that has not often been measured nor evaluated. Perhaps the consistency is due to the similar callings and priorities of ministers and faculty. As seen in the demographic analysis, most of the faculty had ministry experience – many were serving in church staff positions – at the time of survey. It is entirely probable that faculty have determined their priorities of ministry based on their own ministry experiences that compare well to the ministers in the study.

A potential cause of the similarity may also rest in the educator-student relationship. It is highly likely that ministers, as recent seminary graduates, base much of their opinion of importance and adequacy on the opinions gleaned from their educators during their seminary experience. If so, then it makes sense that both groups would respond in a similar manner from an overall perspective.

The differences identified within the minister group indicate that staff position does play a part in perceptions regarding administration importance and adequacy. For

example, the data suggests that education and administration ministers do have stronger opinions regarding administration competencies than do the other groups. It would seem that personality, ministry interests, and ministry responsibilities play an important role in determining perceptions of these competencies. Thus, it may be important for seminaries to continue to utilize various tracks of study for specific responsibilities in the church rather than requiring all students to follow the same degree plan. This is especially important if the coursework does not allow flexibility for the student to pursue personal ministry interests.

Research Applications

The applications indicated below are influenced by the current research and the greater understanding of competency importance and the perceived level of seminary preparation. The research indicates that administration is indeed essential for ministry. The findings of this study suggest that while a large degree of congruence exists between ministers and faculty regarding the rankings of importance and adequacy, areas of under and over training exist. The identification of these areas encourages seminary educators to continue to assess the role of administration education in the seminary curriculum and determine if the resources are being adequately allocated to meet the educational need of ministers.

Assessment should occur at two levels. First, the programs of study offered by the seminaries should be examined to determine if they reflect some degree of administrative emphasis. As shown in this study, the perceived importance level is high while the adequacy level is moderate. Perhaps additional required courses specifically related to key administrative competencies would boost the adequacy scores in future

studies. Second, courses across the curriculum should be examined to identify potential topics or areas in which administration preparation can be integrated. It is clear that management competency learning should be occurring in classes beyond those specifically designed for that sole purpose. Areas like music education, pastoral counseling, preaching, children's ministry, and other educational ministries all require some degree of administration. Thus, courses within those areas should further integrate administration competencies into course designs.

The continued assessment of curriculum should not omit the necessity to survey graduates serving as ministers to identify their beliefs and concerns regarding seminary education. Ministers are a rich source of data that can be useful to the seminary as it strives to provide well-equipped graduates for the ministry. The survey design used for this research can be easily adapted to allow for graduate assessment. It evaluates perceptions for both importance and adequacy providing data that identifies what is now necessary for ministry and the effectiveness of seminary education.

Seminaries should develop and continue to pursue efforts to provide opportunities for graduates to receive continuing education in administration. As indicated in precedent literature and supported by this research, administration is essential in ministry. Unfortunately, many ministers are not adequately-equipped for those tasks upon graduation. The seminaries can bridge the competency gap by providing these learning experiences specifically designed to remedy the perceived training deficiencies. Continuing education courses in financial accountability and legal issues facing the church are examples of options this research suggests.

Ministers can also take steps to improve their own level of competency in administration. Ministers should pursue continuing education opportunities that shore up deficient areas in their own ministries – including administration. A self-assessment of one's strengths and weaknesses in administration competencies leads to the design of a professional development plan that outlines areas of needed education. For many ministers, administration will be an area that needs development.

Experienced ministers should also endeavor to mentor new ministers that may not have received adequate training in administration. Years of ministry experience is a valuable asset that should be shared with young apprentices. A concerted effort should also be made to train lay church leaders in effective administration. Giving away the ministry to others enables the minister to accomplish more for the Kingdom. The minister should find someone to whom he can be accountable for his administrative actions. By modeling effective management principles to other ministers and the congregation, the minister shows integrity and gains the trust of those he serves.

Further Research

This study has provided a foundation upon which further research can be developed. Suggestions for extending this research to other groups include developing a similar study to identify the perceptions of more experienced ministers. While the usefulness of the adequacy measure might be impacted, the importance measure would benefit from a broader level of experience. Another extension of this study, which evaluates the administration competencies for groups other than Southern Baptists, would also prove useful. The polity and structure of other denominations may affect the perceptions of ministers and seminary faculty regarding the usefulness of these

competencies. Additionally, a similar study extending this research to other groups, such as seminary administration or church members might lead to greater clarification of the roles of the minister and the seminary from an administration perspective.

Other research evaluating all competencies of ministers would assist in further quantifying the importance of management and administration competencies in comparison to others. Additional research could examine position-specific training needs in administration to better prepare church staff members for their responsibilities in administration. Comparing the curriculum of seminaries to the most useful competencies identified in the current study would provide additional insight regarding any mismatches between education and ministry practice. Finally, further research updating Samuel Blizzard's study and evaluating the perceived importance, effectiveness, and effort expended for select ministerial roles in a Southern Baptist environment would provide additional foundation work for understanding administration in ministry.

APPENDIX 1

FIELD-TEST PACKET

The field-testing of the survey instrument required the use of a field-test packet of information that was sent to each tester. It included a cover letter with instructions, a copy of the survey instrument, and the field-test response sheet.

JAMES K. WELCH
4020 Colorado Springs Drive
Fort Worth, Texas 76123
(817) 346-6796 jkwelch@att.net

October 15, 2002

Dear Field-Test Participant:

Thank you for your time and assistance in the development of the Research Survey of Ministerial Administration Competencies. This survey is designed to identify the perceptions of seminary graduates and faculty related to administration competencies as viewed in a church ministry context.

Your input is valuable to my research effort. The intent of this testing process is greater question clarification and the identification of potential problem areas.

Please follow the following instructions when taking this survey:

1. Complete the survey from your own perspective. Please understand that this version is designed for recent seminary graduates. While some of the demographic questions may not specifically apply to you, please answer them to the best of your ability.
2. Complete the attached suggestion sheet and identify questions that were unclear or need revision. There is additional space for general suggestions and comments.
3. Return the survey to the individual that provided it to you – that person has instructions to return them directly to me. Please fold the surveys and **DO NOT** write your name on them. Your responses will be kept confidential.

I thank you for your assistance in this research endeavor. Please contact me with additional questions or suggestions. May God continue to bless you and your ministry.

Sincerely,

James K. Welch

**RESEARCH SURVEY OF MINISTERIAL
ADMINISTRATION COMPETENCIES
GRADUATE**

Research has led to the identification of a number of elements that reflect effective organizational management. The Research Survey of Ministerial Administration Competencies is an instrument for gathering perceptions of administration competency importance and perceptions of seminary preparation for those competencies.

Agreement to Participate

The research in which you are about to participate is designed to identify the perceptions of seminary graduates and faculty related to administration competencies as viewed in a church ministry context. This research is being conducted by James K. Welch for purposes of dissertation research. In this research, you will be asked to express your perception of the importance of each identified competency in ministry practice. Additionally, you will be asked to express your observations as to the adequacy of the seminary learning experiences in preparing ministers in administration competencies. The completion of this survey will take approximately ten minutes.

You may experience some anxiety or concerns due to revealing your viewpoints and observations. Please understand that any information you provide will be held strictly confidential, and at no time will your name be reported along with your responses. *Participation in this study is totally voluntary and you are free to withdraw from the study at any time.*

By your completion of this Research Survey of Ministerial Administration Competencies, and ascribing your initials below, you are giving informed consent for the use of your responses in this research.

_____ **Initials of Participant**

Upon completion of the questionnaire, please return it to me in the enclosed self-addressed, stamped envelope. Your prompt response will be greatly appreciated. Please mail your survey no later than November 10, 2002.

Thank you for your participation.

Sincerely,

James K. Welch.

Please continue to the next page.

**RESEARCH SURVEY OF MINISTERIAL
ADMINISTRATION COMPETENCIES
GRADUATE**

Directions

- DO NOT write your name on the survey. All personal information will be treated confidentially and will be protected.
- Please ANSWER ALL questions to the best of your ability and understanding.
- Upon completion, please FOLD the survey, PLACE it in the envelope provided, and RETURN it to the researcher by November 10, 2002.
- NOTE: This survey measures two perceptions for each competency listed. Please complete each question by circling ONE answer in BOTH columns that most closely represents your understanding and opinion.

Here's an EXAMPLE:

Using the following scale, carefully CIRCLE ONE response for EACH column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>	<i>The seminary learning experience provides adequate preparation for this competency</i>
SKILL IN:	
SA <input checked="" type="radio"/> A N D SD	<input checked="" type="radio"/> SA A N D SD
1. Leading others to succeed in ministry.	

Please check the appropriate box.

1. Year of Seminary Graduation (check one)

- 2001 1999
 2000 Other _____

2. Church Denomination Affiliation

- Southern Baptist Other _____

3. Degree Earned (check one)

- Masters Degree
 Doctors Degree
 Other _____

Please continue to the next page.

4. **Indicate the seminary from which you received your degree (check one)**
 Southeastern Baptist Theological Seminary
 Southern Baptist Theological Seminary
 Southwestern Baptist Theological Seminary
 Other _____
5. **Your primary area of seminary study (check one)**
 Theology
 Evangelism
 Missions
 Music
 Christian Education
 Leadership
 Counseling
 Other _____
6. **If you serve on the staff of a local church, please indicate the nature of your service (check one)**
 Full-time
 Part-time
 Volunteer
 I do not currently serve on a church staff.
7. **If you serve on the staff of a local church, please mark the areas that best describe your position's main responsibilities (check no more than two)**
 Senior Pastor
 Music/Worship
 Education
 Recreation
 Single Adults
 Other _____
 Administration
 Youth
 Children
 Senior Adults
 College Students
8. **Indicate the number of years in your current ministry position (check one)**
 0-3 years
 4-6 years
 7-10 years
 11-15 years
 16-20 years
 More than 20 years
9. **Indicate the total number of years of ministry experience (check one)**
 0-3 years
 4-6 years
 7-10 years
 11-15 years
 16-20 years
 More than 20 years
10. **Gender**
 Female
 Male

Please continue to the next page.

**RESEARCH SURVEY OF MINISTERIAL
ADMINISTRATION COMPETENCIES
GRADUATE**

Using the following scale, carefully CIRCLE ONE response for EACH column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>	KNOWLEDGE OF:		<i>The seminary learning experience provides adequate preparation for this competency</i>
SA A N D SD	1.	Biblical models of administration and leadership.	SA A N D SD
SA A N D SD	2.	Legal issues that impact ministry.	SA A N D SD
SA A N D SD	3.	Effective leadership principles for ministry.	SA A N D SD
SA A N D SD	4.	Elements of the strategic planning process.	SA A N D SD
SA A N D SD	5.	Contemporary management and leadership theories.	SA A N D SD
SA A N D SD	6.	Procedures promoting financial accountability.	SA A N D SD
SA A N D SD	7.	Methods for integrating technology and ministry.	SA A N D SD
SA A N D SD	8.	Steps for organizing and staffing a ministry.	SA A N D SD
SA A N D SD	9.	Methods for assessing and reporting ministry effectiveness.	SA A N D SD
SA A N D SD	10.	Effective facilities management procedures.	SA A N D SD

<i>Effective ministry requires knowledge and skill in this competency</i>	SKILL IN:		<i>The seminary learning experience provides adequate preparation for this competency</i>
SA A N D SD	11.	Assuring that all members of the team are aware of policies, procedures, goals, and objectives.	SA A N D SD
SA A N D SD	12.	Measuring and recording results to budgets, objectives, and goals. Reporting results to appropriate people.	SA A N D SD

Please continue to the next page.

Using the following scale, carefully **CIRCLE ONE** response for **EACH** column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>	<i>SKILL IN:</i>	<i>The seminary learning experience provides adequate preparation for this competency</i>
SA A N D SD	13. Establishing measures of satisfactory performance in specific terms such as standards and/or measurable objectives.	SA A N D SD
SA A N D SD	14. Improving knowledge, skills, and attitude of team members.	SA A N D SD
SA A N D SD	15. Recognizing achievement to assure that good work continues and improves.	SA A N D SD
SA A N D SD	16. Looking ahead to estimate opportunities and challenges for the future.	SA A N D SD
SA A N D SD	17. Documenting decisions applicable to repetitive questions or procedures.	SA A N D SD
SA A N D SD	18. Documenting methods by which work is accomplished.	SA A N D SD
SA A N D SD	19. Making key decisions and resolving conflict.	SA A N D SD
SA A N D SD	20. Entrusting responsibility and authority in others and the establishing of accountability for results.	SA A N D SD
SA A N D SD	21. Defining the structure of the organization and interrelationships therein. Arranging work in a reasonable, balanced manner.	SA A N D SD
SA A N D SD	22. Informing team members on all matters that may affect their work. Promoting intrateam dialogue and cooperation. Listening for feedback.	SA A N D SD
SA A N D SD	23. Determining specific actions and objectives required to achieve goals, including time line and specific responsibilities for completion of actions.	SA A N D SD

Please continue to the next page.

Using the following scale, carefully **CIRCLE ONE** response for **EACH** column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>		<i>The seminary learning experience provides adequate preparation for this competency</i>	
SKILL IN:			
<i>SA A N D SD</i>	24.	Detailing the responsibilities and requirements for a given position in the organization.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	25.	Staffing the organization with competent people.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	26.	Promoting conditions that result in effective teamwork.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	27.	Encouraging and promoting an environment in which a team can produce exceptional results.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	28.	Initiating the required actions of the team.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	29.	Allocating resources for the needs of the organization.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	30.	Determining and documenting the purpose of the organization.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	31.	Evaluating actual individual performance in light of requirements, standards, and objectives.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	32.	Providing an environment that inspires and encourages proper actions to accomplish desired goals, objectives, and results.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	33.	Spelling out in specific terms the goals of the organization.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	34.	Correcting variances from standards or objectives promptly to assure results are improved.	<i>SA A N D SD</i>

PLEASE REVIEW AND RETURN UPON COMPLETION.

THANK YOU FOR YOUR PARTICIPATION.

Research Survey of Ministerial Administration Competencies
Field-Test Response Sheet

Please provide feedback concerning this survey on this form. Identify the question number and then complete with suggestions (use additional sheets if necessary).

Question Number	Question or Suggestion

Additional Comments or Suggestions

APPENDIX 2

RESEARCH SURVEY OF MINISTERIAL ADMINISTRATION COMPETENCIES

The researcher developed survey instrument is included in this Appendix.

Both versions of the survey are included here – one for seminary graduates and the other for seminary faculty. Each survey packet included a cover letter with an agreement to participate, survey instructions, and the survey instrument.

JAMES K. WELCH

P O Box 1368
 Branson, MO 65615
 jkwelch@att.net

November 2002

Dear Seminary Graduate:

Research has led to the identification of a number of elements that reflect effective organizational management. The attached Research Survey of Ministerial Administration Competencies is an instrument for gathering perceptions of administration competencies and will be used for my doctoral research at The Southern Baptist Theological Seminary, Louisville, Kentucky. The survey measures the perceived importance of varied administration competencies as well as the perceived level of seminary preparation in those competencies.

As a recent graduate from a Southern Baptist seminary, your input will be valuable to my research endeavor. I am asking that you take a few minutes to read and sign the following *Agreement to Participate*, complete the survey, and then return them to me within **one week** of receipt in the enclosed self-addressed, stamped envelope. Your prompt response is greatly appreciated.

Thank you for your participation.

James K. Welch

Agreement to Participate

The research in which you are about to participate is designed to identify the perceptions of seminary graduates and faculty related to administration competencies as viewed in a church ministry context. This research is being conducted by James K. Welch for purposes of dissertation research. In this research, you will be asked to express your perception of the importance of each identified competency in ministry practice. Additionally, you will be asked to express your observations as to the adequacy of the seminary learning experiences in preparing ministers in administration competencies. The completion of this survey will take approximately ten to fifteen minutes.

You may experience some anxiety or concerns due to revealing your viewpoints and observations. Please understand that any information you provide will be held strictly confidential and at no time will your name be reported along with your responses. *Participation in this study is totally voluntary and you are free to withdraw from the study at any time.*

By your completion of this Research Survey of Ministerial Administration Competencies, and ascribing your initials below, you are giving informed consent for the use of your responses in this research.

_____ **Initials of Participant**

Please continue to the next page.

**RESEARCH SURVEY OF MINISTERIAL
ADMINISTRATION COMPETENCIES
GRADUATE**

Directions

- DO NOT write your name on the survey. All personal information will be treated confidentially and will be protected.
- Please ANSWER ALL questions to the best of your ability and understanding.
- Upon completion, please FOLD the survey, PLACE it in the envelope provided, and promptly RETURN it to the researcher.
- NOTE: This survey measures two perceptions for each competency listed. Please complete each question by circling ONE answer in BOTH columns that most closely represents your understanding and opinion.

Here's an EXAMPLE:

Using the following scale, carefully CIRCLE ONE response for EACH column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>	<i>The seminary learning experience provides adequate preparation for this competency</i>
SKILL IN:	
SA <input checked="" type="radio"/> A N D SD	1. Leading others to succeed in ministry. <input checked="" type="radio"/> SA A N D SD

Please check the appropriate box.

1. **Year of Seminary Graduation** (check one)

<input type="checkbox"/> 2001	<input type="checkbox"/> 1999
<input type="checkbox"/> 2000	<input type="checkbox"/> Other _____

2. **Church Denomination Affiliation**

<input type="checkbox"/> Southern Baptist	<input type="checkbox"/> Other _____
---	--------------------------------------

3. **Degree Earned** (check one)

<input type="checkbox"/> Masters
<input type="checkbox"/> Doctorate
<input type="checkbox"/> Other _____

Please continue to the next page.

4. **Indicate the seminary from which you received your degree (check one)**
- Golden Gate Baptist Theological Seminary
 - Midwestern Baptist Theological Seminary
 - New Orleans Baptist Theological Seminary
 - Southeastern Baptist Theological Seminary
 - Southern Baptist Theological Seminary
 - Southwestern Baptist Theological Seminary
5. **Your primary area of seminary study (check one)**
- Theology
 - Evangelism
 - Missions
 - Music
 - Christian Education
 - Leadership
 - Counseling
 - Other _____
6. **If you serve on the staff of a local church, please indicate the nature of your service (check one)**
- Full-time
 - Part-time
 - Volunteer
 - I do not currently serve on a church staff.
7. **If you serve on the staff of a local church, please mark the areas that best describe your position title (check no more than two)**
- | | |
|--|---|
| <input type="checkbox"/> Senior Pastor | <input type="checkbox"/> Administration |
| <input type="checkbox"/> Music/Worship | <input type="checkbox"/> Youth |
| <input type="checkbox"/> Education | <input type="checkbox"/> Children |
| <input type="checkbox"/> Recreation | <input type="checkbox"/> Senior Adults |
| <input type="checkbox"/> Single Adults | <input type="checkbox"/> College Students |
| <input type="checkbox"/> Other _____ | |
8. **Indicate the number of years in your current ministry position (check one)**
- | | |
|-------------------------------------|---|
| <input type="checkbox"/> 0-1 year | <input type="checkbox"/> 10-15 years |
| <input type="checkbox"/> 1-5 years | <input type="checkbox"/> 15-20 years |
| <input type="checkbox"/> 5-10 years | <input type="checkbox"/> More than 20 years |
9. **Indicate the total number of years of ministry experience (check one)**
- | | |
|-------------------------------------|---|
| <input type="checkbox"/> 0-1 year | <input type="checkbox"/> 10-15 years |
| <input type="checkbox"/> 1-5 years | <input type="checkbox"/> 15-20 years |
| <input type="checkbox"/> 5-10 years | <input type="checkbox"/> More than 20 years |
10. **Gender**
- | | |
|---------------------------------|-------------------------------|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male |
|---------------------------------|-------------------------------|

Please continue to the next page.

**RESEARCH SURVEY OF MINISTERIAL
ADMINISTRATION COMPETENCIES
GRADUATE**

Using the following scale, carefully CIRCLE ONE response for EACH column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>	<i>The seminary learning experience provides adequate preparation for this competency</i>
KNOWLEDGE OF:	
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>

<i>Effective ministry requires knowledge and skill in this competency</i>	<i>The seminary learning experience provides adequate preparation for this competency</i>
SKILL IN:	
<i>SA A N D SD</i>	<i>SA A N D SD</i>
<i>SA A N D SD</i>	<i>SA A N D SD</i>

Please continue to the next page.

Using the following scale, carefully **CIRCLE ONE** response for **EACH** column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>	<i>SKILL IN:</i>		<i>The seminary learning experience provides adequate preparation for this competency</i>
<i>SA A N D SD</i>	13. Establishing measures of satisfactory performance in specific terms such as standards and/or measurable objectives.	<i>SA A N D SD</i>	
<i>SA A N D SD</i>	14. Improving knowledge, skills, and attitude of team members.	<i>SA A N D SD</i>	
<i>SA A N D SD</i>	15. Recognizing achievement to assure that good work continues and improves.	<i>SA A N D SD</i>	
<i>SA A N D SD</i>	16. Anticipating opportunities and challenges for the future.	<i>SA A N D SD</i>	
<i>SA A N D SD</i>	17. Documenting policies and procedures.	<i>SA A N D SD</i>	
<i>SA A N D SD</i>	18. Documenting methods by which work is accomplished.	<i>SA A N D SD</i>	
<i>SA A N D SD</i>	19. Making key decisions and resolving conflict.	<i>SA A N D SD</i>	
<i>SA A N D SD</i>	20. Entrusting responsibility and authority in others and the establishing of accountability for results.	<i>SA A N D SD</i>	
<i>SA A N D SD</i>	21. Defining the structure of the organization and interrelationships therein. Arranging work in a reasonable, balanced manner.	<i>SA A N D SD</i>	
<i>SA A N D SD</i>	22. Informing team members on all matters that may affect their work. Promoting intrateam dialogue and cooperation. Listening for feedback.	<i>SA A N D SD</i>	
<i>SA A N D SD</i>	23. Determining specific actions and objectives required to achieve goals, including time line and specific responsibilities for completion of actions.	<i>SA A N D SD</i>	

Please continue to the next page.

Using the following scale, carefully **CIRCLE ONE** response for **EACH** column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>		<i>The seminary learning experience provides adequate preparation for this competency</i>	
SKILL IN:			
<i>SA A N D SD</i>	24.	Detailing the responsibilities and requirements for a given position in the organization.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	25.	Staffing the organization with competent people.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	26.	Promoting conditions that result in effective teamwork.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	27.	Encouraging and promoting an environment in which a team can produce exceptional results.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	28.	Initiating the required actions of the team.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	29.	Allocating resources for the needs of the organization.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	30.	Determining and documenting the purpose of the organization.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	31.	Evaluating actual individual performance in light of requirements, standards, and objectives.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	32.	Providing an environment that inspires and encourages proper actions to accomplish desired goals, objectives, and results.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	33.	Spelling out in specific terms the goals of the organization.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	34.	Promptly correcting variances from standards or objectives to assure results are improved.	<i>SA A N D SD</i>

PLEASE REVIEW AND RETURN UPON COMPLETION.

THANK YOU FOR YOUR PARTICIPATION.

JAMES K. WELCH

P O Box 1368
 Branson, MO 65615
 jkwelch@att.net

November 2002

Dear Seminary Faculty Member:

Research has led to the identification of a number of elements that reflect effective organizational management. The attached Research Survey of Ministerial Administration Competencies is an instrument for gathering perceptions of administration competencies and will be used for my doctoral research at The Southern Baptist Theological Seminary, Louisville, Kentucky. The survey measures the perceived importance of varied administration competencies as well as the perceived level of seminary preparation in those competencies.

As a current faculty member of a Southern Baptist seminary, your input will be valuable to my research endeavor. I am asking that you take a few minutes to read and sign the following *Agreement to Participate*, complete the survey, and then return them to me within **one week** of receipt in the enclosed self-addressed, stamped envelope. Your prompt response is greatly appreciated.

Thank you for your participation.

James K. Welch

Agreement to Participate

The research in which you are about to participate is designed to identify the perceptions of seminary graduates and faculty related to administration competencies as viewed in a church ministry context. This research is being conducted by James K. Welch for purposes of dissertation research. In this research, you will be asked to express your perception of the importance of each identified competency in ministry practice. Additionally, you will be asked to express your observations as to the adequacy of the seminary learning experiences in preparing ministers in administration competencies. The completion of this survey will take approximately ten to fifteen minutes.

You may experience some anxiety or concerns due to revealing your viewpoints and observations. Please understand that any information you provide will be held strictly confidential and at no time will your name be reported along with your responses. *Participation in this study is totally voluntary and you are free to withdraw from the study at any time.*

By your completion of this Research Survey of Ministerial Administration Competencies, and ascribing your initials below, you are giving informed consent for the use of your responses in this research.

_____ **Initials of Participant**

Please continue to the next page.

**RESEARCH SURVEY OF MINISTERIAL
ADMINISTRATION COMPETENCIES
FACULTY**

Directions

- DO NOT write your name on the survey. All personal information will be treated confidentially and will be protected.
- Please ANSWER ALL questions to the best of your ability and understanding.
- Upon completion, please FOLD the survey, PLACE it in the envelope provided, and promptly RETURN it to the researcher.
- NOTE: This survey measures two perceptions for each competency listed. Please complete each question by circling ONE answer in BOTH columns that most closely represents your understanding and opinion.

Here's an EXAMPLE:

Using the following scale, carefully CIRCLE ONE response for EACH column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>	<i>The seminary learning experience provides adequate preparation for this competency</i>
SKILL IN:	
SA <input checked="" type="radio"/> A N D SD	1. Leading others to succeed in ministry. <input checked="" type="radio"/> SA A N D SD

Please check the appropriate box.

1. Your primary area of seminary instruction or leadership (check one)

- Theology
- Evangelism
- Missions
- Music
- Christian Education
- Leadership
- Counseling
- Seminary Administration
- Other _____

Please continue to the next page.

2. **Please indicate the Southern Baptist seminary at which you are employed**
- Golden Gate Baptist Theological Seminary
 - Midwestern Baptist Theological Seminary
 - New Orleans Baptist Theological Seminary
 - Southeastern Baptist Theological Seminary
 - Southern Baptist Theological Seminary
 - Southwestern Baptist Theological Seminary
3. **If you also serve on the staff of a local church, please indicate the nature of your service (check one)**
- Full-time
 - Part-time
 - Interim
 - Volunteer
 - I do not currently serve on a church staff.
4. **If you serve on the staff of a local church, please indicate the areas that best describe your position title (check no more than two)**
- | | |
|--|---|
| <input type="checkbox"/> Senior Pastor | <input type="checkbox"/> Administration |
| <input type="checkbox"/> Music/Worship | <input type="checkbox"/> Youth |
| <input type="checkbox"/> Education | <input type="checkbox"/> Children |
| <input type="checkbox"/> Recreation | <input type="checkbox"/> Senior Adults |
| <input type="checkbox"/> Single Adults | <input type="checkbox"/> College Students |
| <input type="checkbox"/> Other _____ | |
5. **Indicate the number of years in your current faculty or administration position (check one)**
- | | |
|-------------------------------------|---|
| <input type="checkbox"/> 0-1 year | <input type="checkbox"/> 10-15 years |
| <input type="checkbox"/> 1-5 years | <input type="checkbox"/> 15-20 years |
| <input type="checkbox"/> 5-10 years | <input type="checkbox"/> More than 20 years |
6. **Indicate the total number of years of teaching/administration experience (check one)**
- | | |
|-------------------------------------|---|
| <input type="checkbox"/> 0-1 years | <input type="checkbox"/> 10-15 years |
| <input type="checkbox"/> 1-5 years | <input type="checkbox"/> 15-20 years |
| <input type="checkbox"/> 5-10 years | <input type="checkbox"/> More than 20 years |
7. **Indicate the total number of years of ministry staff experience (check one)**
- | | |
|-------------------------------------|---|
| <input type="checkbox"/> 0-1 year | <input type="checkbox"/> 10-15 years |
| <input type="checkbox"/> 1-5 years | <input type="checkbox"/> 15-20 years |
| <input type="checkbox"/> 5-10 years | <input type="checkbox"/> More than 20 years |
8. **Gender**
- | | |
|---------------------------------|-------------------------------|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male |
|---------------------------------|-------------------------------|

Please continue to the next page.

**RESEARCH SURVEY OF MINISTERIAL
ADMINISTRATION COMPETENCIES
FACULTY**

Using the following scale, carefully CIRCLE ONE response for EACH column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>	KNOWLEDGE OF:		<i>The seminary learning experience provides adequate preparation for this competency</i>
<i>SA A N D SD</i>	1.	Biblical models of administration and leadership.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	2.	Legal issues that impact ministry.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	3.	Effective leadership principles for ministry.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	4.	Elements of the strategic planning process.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	5.	Contemporary management and leadership theories.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	6.	Procedures promoting financial accountability.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	7.	Methods for integrating technology and ministry.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	8.	Steps for organizing and staffing a ministry.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	9.	Methods for assessing and reporting ministry effectiveness.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	10.	Effective facilities management procedures.	<i>SA A N D SD</i>

<i>Effective ministry requires knowledge and skill in this competency</i>	SKILL IN:		<i>The seminary learning experience provides adequate preparation for this competency</i>
<i>SA A N D SD</i>	11.	Assuring that all members of the team are aware of policies, procedures, goals, and objectives.	<i>SA A N D SD</i>
<i>SA A N D SD</i>	12.	Measuring and recording results to budgets, objectives, and goals. Reporting results to appropriate people.	<i>SA A N D SD</i>

Please continue to the next page.

Using the following scale, carefully **CIRCLE ONE** response for **EACH** column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>	<i>SKILL IN:</i>	<i>The seminary learning experience provides adequate preparation for this competency</i>
SA A N D SD	13. Establishing measures of satisfactory performance in specific terms such as standards and/or measurable objectives.	SA A N D SD
SA A N D SD	14. Improving knowledge, skills, and attitude of team members.	SA A N D SD
SA A N D SD	15. Recognizing achievement to assure that good work continues and improves.	SA A N D SD
SA A N D SD	16. Anticipating opportunities and challenges for the future.	SA A N D SD
SA A N D SD	17. Documenting policies and procedures.	SA A N D SD
SA A N D SD	18. Documenting methods by which work is accomplished.	SA A N D SD
SA A N D SD	19. Making key decisions and resolving conflict.	SA A N D SD
SA A N D SD	20. Entrusting responsibility and authority in others and the establishing of accountability for results.	SA A N D SD
SA A N D SD	21. Defining the structure of the organization and interrelationships therein. Arranging work in a reasonable, balanced manner.	SA A N D SD
SA A N D SD	22. Informing team members on all matters that may affect their work. Promoting intrateam dialogue and cooperation. Listening for feedback.	SA A N D SD
SA A N D SD	23. Determining specific actions and objectives required to achieve goals, including time line and specific responsibilities for completion of actions.	SA A N D SD

Please continue to the next page.

Using the following scale, carefully **CIRCLE ONE** response for **EACH** column.

SA-Strongly Agree A-Agree N-Neutral D-Disagree SD-Strongly Disagree

<i>Effective ministry requires knowledge and skill in this competency</i>		<i>The seminary learning experience provides adequate preparation for this competency</i>	
SKILL IN:			
SA A N D SD	24.	Detailing the responsibilities and requirements for a given position in the organization.	SA A N D SD
SA A N D SD	25.	Staffing the organization with competent people.	SA A N D SD
SA A N D SD	26.	Promoting conditions that result in effective teamwork.	SA A N D SD
SA A N D SD	27.	Encouraging and promoting an environment in which a team can produce exceptional results.	SA A N D SD
SA A N D SD	28.	Initiating the required actions of the team.	SA A N D SD
SA A N D SD	29.	Allocating resources for the needs of the organization.	SA A N D SD
SA A N D SD	30.	Determining and documenting the purpose of the organization.	SA A N D SD
SA A N D SD	31.	Evaluating actual individual performance in light of requirements, standards, and objectives.	SA A N D SD
SA A N D SD	32.	Providing an environment that inspires and encourages proper actions to accomplish desired goals, objectives, and results.	SA A N D SD
SA A N D SD	33.	Spelling out in specific terms the goals of the organization.	SA A N D SD
SA A N D SD	34.	Promptly correcting variances from standards or objectives to assure results are improved.	SA A N D SD

PLEASE REVIEW AND RETURN UPON COMPLETION.

THANK YOU FOR YOUR PARTICIPATION.

APPENDIX 3

DATA TABLES

Competency ranking data tables that were developed during the analysis of findings are presented in this Appendix. The tables include rankings for both importance and adequacy from the perspectives of ministers and faculty.

DATA TABLES

Table

- A1. Competency means and rankings by ministers
- A2. Rank order of foundational knowledge competencies by importance among ministers
- A3. Rank order of planning skills by importance among ministers
- A4. Rank order of organizing and staffing skills by importance among ministers
- A5. Rank order of leading skills by importance among ministers
- A6. Rank order of assessing and reporting skills by importance among ministers
- A7. Rank order of competency dimensions among ministers
- A8. Competency means and rankings by faculty
- A9. Rank order of foundational knowledge competencies by importance for faculty
- A10. Rank order of planning skills by importance among faculty
- A11. Rank order of organizing and staffing skills by importance among faculty
- A12. Rank order of leading skills by importance among faculty
- A13. Rank order of assessing and reporting skills by importance among faculty
- A14.. Rank order of competency dimensions among faculty
- A15. Competency importance means and rankings
- A16. Educational adequacy means and rankings
- A17. Importance competency scores by ministerial position

Table

A18. Adequacy competency scores by ministerial position

A19. Ranking variances for music ministers

A20. Ranking variances for education and administration ministers

A21. Ranking variances for ministers and faculty

Table A1. Competency means and rankings by ministers

#	Competency Element	Importance			Adequacy		
		M	SD	Rnk	M	SD	Rnk
1	Biblical Models	4.58	0.558	2	3.95	0.880	2
2	Legal Issues	4.16	0.658	23	2.95	1.062	32
3	Leadership Principles	4.55	0.590	4	4.02	0.764	1
4	Strategic Planning	4.21	0.643	19	3.22	1.029	23
5	Contemporary Theory	3.54	0.952	34	3.42	0.878	14
6	Financial Accountability	4.32	0.593	15	2.96	1.019	31
7	Technology Integration	3.93	0.939	31	2.83	1.054	33
8	Organizing & Staffing	4.31	0.629	16	3.20	1.045	24
9	Assessing & Reporting	4.07	0.744	28	3.11	0.972	28
10	Facilities Management	3.72	0.795	33	2.64	0.882	34
11	Team Orientation	4.37	0.645	7	3.35	1.020	16
12	Measurement & Reporting	4.15	0.743	25	3.02	1.044	30
13	Performance Standard Development	3.98	0.716	30	3.16	0.999	26
14	Team Development	4.28	0.594	18	3.34	0.948	18
15	Reinforcement	4.33	0.623	13	3.53	0.926	8
16	Forecasting	4.40	0.539	6	3.52	1.011	9
17	Policy Development	4.08	0.609	26	3.18	1.033	25
18	Procedure Documentation	3.74	0.736	32	3.09	0.909	29
19	Decision making	4.67	0.504	1	3.58	1.048	6
20	Delegation	4.51	0.549	5	3.63	1.018	4
21	Structure Definition	4.15	0.610	24	3.29	0.973	19
22	Communication	4.34	0.612	12	3.37	0.900	15
23	Action Plan Development	4.17	0.636	21	3.29	0.981	20
24	Position Description Development	4.31	0.574	17	3.47	1.027	11
25	Staffing	4.57	0.574	3	3.43	1.098	13
26	Working Relationship Development	4.36	0.602	8	3.57	0.976	7
27	Team Building	4.35	0.600	9	3.44	0.993	12
28	Initiation	4.07	0.715	27	3.35	0.905	17
29	Budgeting	4.21	0.604	20	3.24	1.045	22
30	Mission Statement Development	4.34	0.612	11	3.87	0.932	3
31	Performance Evaluation	4.16	0.578	22	3.24	1.011	21
32	Motivation	4.33	0.607	14	3.50	1.019	10
33	Goal setting	4.35	0.627	10	3.58	1.011	5
34	Corrective Action	4.06	0.693	29	3.16	0.978	27

Table A2. Rank order of foundational knowledge competencies by importance among ministers

Importance			Foundational Knowledge Competencies	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.558	4.58	Biblical Models	3.95	0.880	2
2	0.590	4.55	Leadership Principles	4.02	0.764	1
3	0.593	4.32	Financial Accountability	2.96	1.019	7
4	0.629	4.31	Organizing & Staffing	3.20	1.045	5
5	0.643	4.21	Strategic Planning	3.22	1.029	4
6	0.658	4.16	Legal Issues	2.95	1.062	8
7	0.744	4.07	Assessing & Reporting	3.11	0.972	6
8	0.939	3.93	Technology Integration	2.83	1.054	9
9	0.795	3.72	Facilities Management	2.64	0.882	10
10	0.952	3.54	Contemporary Theory	3.42	0.878	3

Table A3. Rank order of planning skills by importance among ministers

Importance			Planning Skills Competencies	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.539	4.40	Forecasting	3.52	1.011	3
2	0.627	4.35	Goal setting	3.58	1.011	2
3	0.612	4.34	Mission Statement Development	3.87	0.932	1
4	0.604	4.21	Budgeting	3.24	1.045	5
5	0.636	4.17	Action Plan Development	3.29	0.981	4
6	0.609	4.08	Policy Development	3.18	1.033	6
7	0.736	3.74	Procedure Documentation	3.09	0.909	7

Table A4. Rank order of organizing and staffing skills by importance among ministers

Importance			Organizing & Staffing Skills Competencies	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.574	4.57	Staffing	3.43	1.098	4
2	0.549	4.51	Delegation	3.63	1.018	1
3	0.645	4.37	Team Orientation	3.35	1.020	5
4	0.602	4.36	Working Relationship Development	3.57	0.976	2
5	0.574	4.31	Position Description Development	3.47	1.027	3
6	0.610	4.15	Structure Definition	3.29	0.973	6

Table A5. Rank order of leading skills by importance among ministers

Importance			Leading Skills Competencies	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.504	4.67	Decision making	3.58	1.048	1
2	0.600	4.35	Team Building	3.44	0.993	3
3	0.612	4.34	Communication	3.37	0.900	4
4	0.607	4.33	Motivation	3.50	1.019	2
5	0.594	4.28	Team Development	3.34	0.948	6
6	0.715	4.07	Initiation	3.35	0.905	5

Table A6. Rank order of assessing and reporting skills by importance among ministers

Importance			Assessing & Reporting Skills Competencies	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.623	4.33	Reinforcement	3.53	0.926	1
2	0.578	4.16	Performance Evaluation	3.24	1.011	2
3	0.743	4.15	Measurement & Reporting	3.02	1.044	5
4	0.693	4.06	Corrective Action	3.16	0.978	4
5	0.716	3.98	Performance Standard Development	3.16	0.999	3

Table A7. Rank order of competency dimensions among ministers

Importance			Competency Dimension	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.425	4.38	Organizing & Staffing Skills	3.46	0.803	1
2	0.445	4.34	Leading Skills	3.43	0.774	2
3	0.428	4.19	Planning Skills	3.40	0.718	3
4	0.470	4.14	Foundational Knowledge	3.23	0.652	4
5	0.500	4.14	Assessing & Reporting Skills	3.22	0.783	5

Table A8. Competency means and rankings by faculty

#	Competency Element	Importance			Adequacy		
		M	SD	Rnk	M	SD	Rnk
1	Biblical Models	4.31	0.736	5	3.85	0.732	1
2	Legal Issues	4.04	0.445	16	2.77	0.992	33
3	Leadership Principles	4.38	0.752	4	3.84	0.800	2
4	Strategic Planning	3.92	0.796	19	3.38	0.852	12
5	Contemporary Theory	3.31	1.158	34	3.15	0.881	20
6	Financial Accountability	4.15	0.543	12	2.92	0.845	30
7	Technology Integration	3.65	0.846	29	3.12	0.816	22
8	Organizing & Staffing	4.00	0.800	17	3.54	0.706	4
9	Assessing & Reporting	3.68	0.988	28	2.85	0.675	31
10	Facilities Management	3.42	0.809	32	2.73	0.778	34
11	Team Orientation	4.04	0.720	15	3.32	0.900	14
12	Measurement & Reporting	3.77	0.765	22	3.08	0.862	23
13	Performance Standard Development	3.54	0.948	31	3.00	0.938	28
14	Team Development	4.23	0.514	8	3.50	0.949	9
15	Reinforcement	4.23	0.587	7	3.50	0.812	5
16	Forecasting	4.15	0.675	11	3.31	0.928	16
17	Policy Development	3.73	0.778	23	3.00	0.849	27
18	Procedure Documentation	3.35	0.797	33	2.96	0.824	29
19	Decision making	4.50	0.707	2	3.50	0.990	6
20	Delegation	4.23	0.815	6	3.38	0.804	10
21	Structure Definition	3.73	0.874	25	3.08	0.891	25
22	Communication	4.08	1.017	13	3.19	0.895	19
23	Action Plan Development	3.62	1.023	30	3.12	0.864	21
24	Position Description Development	3.96	0.999	18	3.31	0.884	15
25	Staffing	4.54	0.582	1	3.50	0.949	8
26	Working Relationship Development	4.38	0.496	3	3.27	0.919	17
27	Team Building	4.19	0.694	10	3.35	0.892	13
28	Initiation	3.73	0.724	24	3.27	0.778	18
29	Budgeting	3.92	0.277	20	3.08	0.891	24
30	Mission Statement Development	3.88	0.952	21	3.38	0.941	11
31	Performance Evaluation	3.69	1.011	27	2.81	0.849	32
32	Motivation	4.23	0.514	9	3.50	0.707	7
33	Goal setting	4.04	0.916	14	3.62	0.697	3
34	Corrective Action	3.69	0.884	26	3.00	0.800	26

Table A9. Rank order of foundational knowledge competencies by importance among faculty

Importance			Foundational Knowledge Competencies	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.752	4.38	Leadership Principles	3.84	0.800	2
2	0.736	4.31	Biblical Models	3.85	0.732	1
3	0.543	4.15	Financial Accountability	2.92	0.845	7
4	0.445	4.04	Legal Issues	2.77	0.992	9
5	0.800	4.00	Organizing & Staffing	3.54	0.706	3
6	0.796	3.92	Strategic Planning	3.38	0.852	4
7	0.988	3.68	Assessing & Reporting	2.85	0.675	8
8	0.846	3.65	Technology Integration	3.12	0.816	6
9	0.809	3.42	Facilities Management	2.73	0.778	10
10	1.158	3.31	Contemporary Theory	3.15	0.881	5

Table A10. Rank order of planning skills by importance among faculty

Importance			Planning Skills Competencies	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.675	4.15	Forecasting	3.31	0.928	3
2	0.916	4.04	Goal setting	3.62	0.697	1
3	0.277	3.92	Budgeting	3.08	0.891	5
4	0.952	3.88	Mission Statement Development	3.38	0.941	2
5	0.778	3.73	Policy Development	3.00	0.849	6
6	1.023	3.62	Action Plan Development	3.12	0.864	4
7	0.797	3.35	Procedure Documentation	2.96	0.824	7

Table A11. Rank order of organizing and staffing skills by importance among faculty

Importance			Organizing & Staffing Skills Competencies	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.582	4.54	Staffing	3.50	0.949	1
2	0.496	4.38	Working Relationship Development	3.27	0.919	5
3	0.815	4.23	Delegation	3.38	0.804	2
4	0.720	4.04	Team Orientation	3.32	0.900	3
5	0.999	3.96	Position Description Development	3.31	0.884	4
6	0.874	3.73	Structure Definition	3.08	0.891	6

Table A12. Rank order of leading skills by importance among faculty

Importance			Leading Skills Competencies	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.707	4.50	Decision making	3.50	0.990	1
2	0.514	4.23	Team Development	3.50	0.949	3
3	0.514	4.23	Motivation	3.50	0.707	2
4	0.694	4.19	Team Building	3.35	0.892	4
5	1.017	4.08	Communication	3.19	0.895	6
6	0.724	3.73	Initiation	3.27	0.778	5

Table A13. Rank order of assessing and reporting skills by importance among faculty

Importance			Assessing & Reporting Skills Competencies	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.587	4.23	Reinforcement	3.50	0.812	1
2	0.765	3.77	Measurement & Reporting	3.08	0.862	2
3	0.884	3.69	Corrective Action	3.00	0.800	3
4	1.011	3.69	Performance Evaluation	2.81	0.849	5
5	0.948	3.54	Performance Standard Development	3.00	0.938	4

Table A14.. Rank order of competency dimensions among faculty

Importance			Competency Dimension	Adequacy		
Rank	SD	M		M	SD	Rank
1	0.480	4.16	Leading Skills	3.38	.634	1
2	0.521	4.15	Organizing & Staffing Skills	3.31	.736	2
3	0.572	3.89	Foundational Knowledge	3.21	.520	3
4	0.535	3.82	Planning Skills	3.21	.678	4
5	0.683	3.78	Assessing & Reporting Skills	3.08	.698	5

Table A15. Competency importance means and rankings

#	Competency Element	Ministers			Faculty		
		M	SD	Rnk	M	SD	Rnk
1	Biblical Models	4.58	0.558	2	4.31	0.736	5
2	Legal Issues	4.16	0.658	23	4.04	0.445	16
3	Leadership Principles	4.55	0.590	4	4.38	0.752	4
4	Strategic Planning	4.21	0.643	19	3.92	0.796	19
5	Contemporary Theory	3.54	0.952	34	3.31	1.158	34
6	Financial Accountability	4.32	0.593	15	4.15	0.543	12
7	Technology Integration	3.93	0.939	31	3.65	0.846	29
8	Organizing & Staffing	4.31	0.629	16	4.00	0.800	17
9	Assessing & Reporting	4.07	0.744	28	3.68	0.988	28
10	Facilities Management	3.72	0.795	33	3.42	0.809	32
11	Team Orientation	4.37	0.645	7	4.04	0.720	15
12	Measurement & Reporting	4.15	0.743	25	3.77	0.765	22
13	Performance Standard Development	3.98	0.716	30	3.54	0.948	31
14	Team Development	4.28	0.594	18	4.23	0.514	8
15	Reinforcement	4.33	0.623	13	4.23	0.587	7
16	Forecasting	4.40	0.539	6	4.15	0.675	11
17	Policy Development	4.08	0.609	26	3.73	0.778	23
18	Procedure Documentation	3.74	0.736	32	3.35	0.797	33
19	Decision making	4.67	0.504	1	4.50	0.707	2
20	Delegation	4.51	0.549	5	4.23	0.815	6
21	Structure Definition	4.15	0.610	24	3.73	0.874	25
22	Communication	4.34	0.612	12	4.08	1.017	13
23	Action Plan Development	4.17	0.636	21	3.62	1.023	30
24	Position Description Development	4.31	0.574	17	3.96	0.999	18
25	Staffing	4.57	0.574	3	4.54	0.582	1
26	Working Relationship Development	4.36	0.602	8	4.38	0.496	3
27	Team Building	4.35	0.600	9	4.19	0.694	10
28	Initiation	4.07	0.715	27	3.73	0.724	24
29	Budgeting	4.21	0.604	20	3.92	0.277	20
30	Mission Statement Development	4.34	0.612	11	3.88	0.952	21
31	Performance Evaluation	4.16	0.578	22	3.69	1.011	27
32	Motivation	4.33	0.607	14	4.23	0.514	9
33	Goal setting	4.35	0.627	10	4.04	0.916	14
34	Corrective Action	4.06	0.693	29	3.69	0.884	26

Table A16. Educational adequacy means and rankings

#	Competency Element	Ministers			Faculty		
		M	SD	Rnk	M	SD	Rnk
1	Biblical Models	3.95	0.880	2	3.85	0.732	1
2	Legal Issues	2.95	1.062	32	2.77	0.992	33
3	Leadership Principles	4.02	0.764	1	3.84	0.800	2
4	Strategic Planning	3.22	1.029	23	3.38	0.852	12
5	Contemporary Theory	3.42	0.878	14	3.15	0.881	20
6	Financial Accountability	2.96	1.019	31	2.92	0.845	30
7	Technology Integration	2.83	1.054	33	3.12	0.816	22
8	Organizing & Staffing	3.20	1.045	24	3.54	0.706	4
9	Assessing & Reporting	3.11	0.972	28	2.85	0.675	31
10	Facilities Management	2.64	0.882	34	2.73	0.778	34
11	Team Orientation	3.35	1.020	16	3.32	0.900	14
12	Measurement & Reporting	3.02	1.044	30	3.08	0.862	23
13	Performance Standard Development	3.16	0.999	26	3.00	0.938	28
14	Team Development	3.34	0.948	18	3.50	0.949	9
15	Reinforcement	3.53	0.926	8	3.50	0.812	5
16	Forecasting	3.52	1.011	9	3.31	0.928	16
17	Policy Development	3.18	1.033	25	3.00	0.849	27
18	Procedure Documentation	3.09	0.909	29	2.96	0.824	29
19	Decision making	3.58	1.048	6	3.50	0.990	6
20	Delegation	3.63	1.018	4	3.38	0.804	10
21	Structure Definition	3.29	0.973	19	3.08	0.891	25
22	Communication	3.37	0.900	15	3.19	0.895	19
23	Action Plan Development	3.29	0.981	20	3.12	0.864	21
24	Position Description Development	3.47	1.027	11	3.31	0.884	15
25	Staffing	3.43	1.098	13	3.50	0.949	8
26	Working Relationship Development	3.57	0.976	7	3.27	0.919	17
27	Team Building	3.44	0.993	12	3.35	0.892	13
28	Initiation	3.35	0.905	17	3.27	0.778	18
29	Budgeting	3.24	1.045	22	3.08	0.891	24
30	Mission Statement Development	3.87	0.932	3	3.38	0.941	11
31	Performance Evaluation	3.24	1.011	21	2.81	0.849	32
32	Motivation	3.50	1.019	10	3.50	0.707	7
33	Goal setting	3.58	1.011	5	3.62	0.697	3
34	Corrective Action	3.16	0.978	27	3.00	0.800	26

Table A17. Importance competency scores by ministerial position

#	Competency Element	Pastor	Music	Ed/Ad	Age	Combo
1	Biblical Models	4.67	4.60	4.67	4.19	4.47
2	Legal Issues	4.12	4.40	4.58	3.94	4.18
3	Leadership Principles	4.59	4.40	4.83	4.31	4.47
4	Strategic Planning	4.25	4.00	4.25	4.13	4.18
5	Contemporary Theory	3.51	3.40	3.58	3.44	3.76
6	Financial Accountability	4.29	4.50	4.67	4.31	4.18
7	Technology Integration	3.84	4.60	4.25	3.75	4.12
8	Organizing & Staffing	4.22	4.60	4.50	4.25	4.53
9	Assessing & Reporting	4.00	4.20	4.33	4.13	4.06
10	Facilities Management	3.62	3.80	4.08	3.75	3.82
11	Team Orientation	4.37	4.40	4.50	4.38	4.29
12	Measurement & Reporting	4.15	4.20	4.25	4.00	4.18
13	Performance Standard Development	3.89	4.00	4.33	4.13	4.00
14	Team Development	4.33	4.20	4.33	4.19	4.18
15	Reinforcement	4.33	4.40	4.50	4.31	4.24
16	Forecasting	4.40	4.60	4.58	4.19	4.41
17	Policy Development	4.07	4.00	4.42	4.00	4.00
18	Procedure Documentation	3.78	4.00	4.00	3.50	3.53
19	Decision making	4.74	4.80	4.50	4.63	4.53
20	Delegation	4.56	4.60	4.42	4.38	4.47
21	Structure Definition	4.14	4.20	4.33	4.06	4.12
22	Communication	4.29	4.40	4.58	4.31	4.41
23	Action Plan Development	4.18	4.40	4.25	4.06	4.12
24	Position Description Development	4.29	4.60	4.50	4.19	4.29
25	Staffing	4.59	4.80	4.67	4.44	4.47
26	Working Relationship Development	4.34	4.40	4.42	4.37	4.35
27	Team Building	4.34	4.40	4.50	4.25	4.35
28	Initiation	4.10	4.20	4.25	3.56	4.29
29	Budgeting	4.18	4.40	4.42	4.00	4.35
30	Mission Statement Development	4.38	4.20	4.42	4.13	4.35
31	Performance Evaluation	4.12	4.40	4.25	4.13	4.24
32	Motivation	4.27	4.40	4.58	4.38	4.29
33	Goal setting	4.40	4.40	4.33	4.06	4.41
34	Corrective Action	4.05	4.20	4.17	3.75	4.24

Table A18. Adequacy competency scores by ministerial position

#	Competency Element	Pastor	Music	Ed/Ad	Age	Combo
1	Biblical Models	3.90	4.20	3.64	3.94	4.29
2	Legal Issues	2.95	3.00	2.75	3.06	3.00
3	Leadership Principles	3.93	4.00	4.09	4.31	4.06
4	Strategic Planning	3.19	3.40	2.83	3.31	3.47
5	Contemporary Theory	3.30	3.40	3.92	3.38	3.65
6	Financial Accountability	2.93	3.40	3.08	2.88	2.94
7	Technology Integration	2.74	2.60	2.83	3.13	3.00
8	Organizing & Staffing	3.10	3.60	2.83	3.31	3.65
9	Assessing & Reporting	3.05	3.60	3.00	3.44	3.00
10	Facilities Management	2.60	3.00	2.67	2.63	2.69
11	Team Orientation	3.26	3.80	3.17	3.69	3.41
12	Measurement & Reporting	2.99	3.60	2.83	3.25	2.88
13	Performance Standard Development	3.11	3.80	2.83	3.56	3.06
14	Team Development	3.29	3.40	3.50	3.50	3.29
15	Reinforcement	3.51	4.00	3.42	3.38	3.71
16	Forecasting	3.59	3.40	3.08	3.50	3.59
17	Policy Development	3.23	3.40	2.50	3.50	3.06
18	Procedure Documentation	3.10	3.20	2.58	3.38	3.12
19	Decision making	3.42	3.40	3.58	4.13	3.76
20	Delegation	3.56	3.40	3.67	3.94	3.71
21	Structure Definition	3.29	3.60	3.00	3.44	3.29
22	Communication	3.33	3.60	3.33	3.63	3.29
23	Action Plan Development	3.23	3.60	3.17	3.50	3.35
24	Position Description Development	3.51	3.80	3.33	3.44	3.35
25	Staffing	3.43	4.00	2.92	3.50	3.53
26	Working Relationship Development	3.56	4.00	3.25	3.75	3.53
27	Team Building	3.38	3.80	3.33	3.50	3.59
28	Initiation	3.32	3.40	3.75	3.06	3.47
29	Budgeting	3.23	4.25	3.33	3.00	3.18
30	Mission Statement Development	3.93	4.20	3.58	3.81	3.76
31	Performance Evaluation	3.18	3.60	3.08	3.44	3.35
32	Motivation	3.42	3.60	3.33	3.69	3.71
33	Goal setting	3.53	3.80	2.83	3.81	4.06
34	Corrective Action	3.14	3.40	2.92	3.25	3.29

Table A19. Ranking variances for music ministers

Competency Dimension	Music			All Ministers		
	Rk-I	Rk-A	Var	Rk-I	Rk-A	Var
Biblical Models	8	3	5	2	2	0
Legal Issues	21	33	-12	23	32	-9
Leadership Principles	20	7	13	4	1	3
Strategic Planning	32	30	2	19	23	-4
Contemporary Theory	34	29	5	34	14	20
Financial Accountability	9	28	-19	15	31	-16
Technology Integration	7	34	-27	31	33	-2
Organizing & Staffing	6	20	-14	16	24	-8
Assessing & Reporting	28	19	9	28	28	0
Facilities Management	33	32	1	33	34	-1
Team Orientation	19	12	7	7	16	-9
Measurement & Reporting	27	18	9	25	30	-5
Performance Standard Development	31	11	20	30	26	4
Team Development	26	27	-1	18	18	0
Reinforcement	18	6	12	13	8	5
Forecasting	5	26	-21	6	9	-3
Policy Development	30	25	5	26	25	1
Procedure Documentation	29	31	-2	32	29	3
Decision making	2	24	-22	1	6	-5
Delegation	4	23	-19	5	4	1
Structure Definition	25	17	8	24	19	5
Communication	17	16	1	12	15	-3
Action Plan Development	16	15	1	21	20	1
Position Description Development	3	10	-7	17	11	6
Staffing	1	5	-4	3	13	-10
Working Relationship Development	15	4	11	8	7	1
Team Building	14	9	5	9	12	-3
Initiation	24	22	2	27	17	10
Budgeting	13	1	12	20	22	-2
Mission Statement Development	23	2	21	11	3	8
Performance Evaluation	12	14	-2	22	21	1
Motivation	11	13	-2	14	10	4
Goal setting	10	8	2	10	5	5
Corrective Action	22	21	1	29	27	2

Table A20. Ranking variances for education and administration ministers

Competency Dimension	Ed/Admin			All Ministers		
	Rk-I	Rk-A	Var	Rk-I	Rk-A	Var
Biblical Models	2	5	-3	2	2	0
Legal Issues	7	31	-24	23	32	-9
Leadership Principles	1	1	0	4	1	3
Strategic Planning	29	30	-1	19	23	-4
Contemporary Theory	34	2	32	34	14	20
Financial Accountability	4	20	-16	15	31	-16
Technology Integration	28	27	1	31	33	-2
Organizing & Staffing	14	26	-12	16	24	-8
Assessing & Reporting	24	22	2	28	28	0
Facilities Management	32	32	0	33	34	-1
Team Orientation	13	17	-4	7	16	-9
Measurement & Reporting	27	25	2	25	30	-5
Performance Standard Development	21	29	-8	30	26	4
Team Development	23	8	15	18	18	0
Reinforcement	12	9	3	13	8	5
Forecasting	6	19	-13	6	9	-3
Policy Development	16	34	-18	26	25	1
Procedure Documentation	33	33	0	32	29	3
Decision making	11	7	4	1	6	-5
Delegation	19	4	15	5	4	1
Structure Definition	22	21	1	24	19	5
Communication	8	12	-4	12	15	-3
Action Plan Development	30	16	14	21	20	1
Position Description Development	10	14	-4	17	11	6
Staffing	3	24	-21	3	13	-10
Working Relationship Development	18	15	3	8	7	1
Team Building	9	11	-2	9	12	-3
Initiation	26	3	23	27	17	10
Budgeting	15	10	5	20	22	-2
Mission Statement Development	17	6	11	11	3	8
Performance Evaluation	25	18	7	22	21	1
Motivation	5	13	-8	14	10	4
Goal setting	20	28	-8	10	5	5
Corrective Action	31	23	8	29	27	2

Table A21. Ranking variances for ministers and faculty

Competency Dimension	Ministers			Faculty		
	Rk-I	Rk-A	Var	Rk-I	Rk-A	Var
Biblical Models	2	2	0	5	1	4
Legal Issues	23	32	-9	16	33	-17
Leadership Principles	4	1	3	4	2	2
Strategic Planning	19	23	-4	19	12	7
Contemporary Theory	34	14	20	34	20	14
Financial Accountability	15	31	-16	12	30	-18
Technology Integration	31	33	-2	29	22	7
Organizing & Staffing	16	24	-8	17	4	13
Assessing & Reporting	28	28	0	28	31	-3
Facilities Management	33	34	-1	32	34	-2
Team Orientation	7	16	-9	15	14	1
Measurement & Reporting	25	30	-5	22	23	-1
Performance Standard Development	30	26	4	31	28	3
Team Development	18	18	0	8	9	-1
Reinforcement	13	8	5	7	5	2
Forecasting	6	9	-3	11	16	-5
Policy Development	26	25	1	23	27	-4
Procedure Documentation	32	29	3	33	29	4
Decision making	1	6	-5	2	6	-4
Delegation	5	4	1	6	10	-4
Structure Definition	24	19	5	25	25	0
Communication	12	15	-3	13	19	-6
Action Plan Development	21	20	1	30	21	9
Position Description Development	17	11	6	18	15	3
Staffing	3	13	-10	1	8	-7
Working Relationship Development	8	7	1	3	17	-14
Team Building	9	12	-3	10	13	-3
Initiation	27	17	10	24	18	6
Budgeting	20	22	-2	20	24	-4
Mission Statement Development	11	3	8	21	11	10
Performance Evaluation	22	21	1	27	32	-5
Motivation	14	10	4	9	7	2
Goal setting	10	5	5	14	3	11
Corrective Action	29	27	2	26	26	0

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ABSTRACT

AN ANALYSIS OF PERCEPTIONS OF THE ROLE AND EFFECTIVENESS OF SOUTHERN BAPTIST SEMINARIES IN PREPARING STUDENTS FOR ADMINISTRATIVE TASKS

James Kevin Welch, Ed.D.
The Southern Baptist Theological Seminary, 2003
Chairperson: Dr. Dennis E. Williams

This dissertation examines the perceptions of Southern Baptist ministers and seminary faculty regarding the importance of administration competencies and the perceived level of seminary preparation in equipping graduates for managerial responsibilities. Relationships between perceptions of ministers and faculty are analyzed using ranking correlation methods. The impact of staff position on the perceptions of ministers toward administration competencies is also examined. Rank variances are used to identify competencies where potential over-preparation and under-preparation occur.

Chapter 1 presents the research concern related to varied perceptions of the role of seminary education in preparing ministers for practical ministry. This research focused on competencies in ministerial administration.

Chapter 2 examines the precedent literature for ministerial administration competencies and includes theological, administration, and ministry foundations. This chapter analyzes the arguments related to the need for administration in ministry and the role of the seminary in preparing ministers.

Chapter 3 presents the methodological design of the research. The study surveyed 637 Southern Baptist seminary graduates and 68 Southern Baptist seminary faculty regarding their perceptions of administration competency importance and educational adequacy. The “Research Survey of Administration Competencies” was developed by the researcher to measure perceptions of thirty-four competencies in five competency dimensions for ministers and faculty.

Chapter 4 presents the demographic data and the analysis of findings related to five research questions. Statistical analysis revealed a high level of perceived importance for administration competencies and a moderate level of seminary preparation in administration. Ministers and faculty ranked competency importance and education adequacy similarly resulting in strong correlation coefficients. Various perceptions existed between church staff positions within the minister group.

Chapter 5 presents the conclusions of the research. A high level of importance was placed on the role of administration competencies by ministers and faculty. Decision making was the highest ranked competency for ministers and the second highest by faculty. Knowledge of biblical models of administration supported the emphases found in precedent literature. Both groups rated assessing and reporting last in importance among the five competency dimensions. Ranking variance analysis indicated that over-preparation occurred in four of the thirty-four competencies while under-preparation was identified in four competencies.

Keywords: church administration; management; leadership; competency; seminary education; seminary preparation; practical education; practical theology, attitudes; perceptions; faculty; Southern Baptist

VITA

James Kevin Welch

PERSONAL

Date of Birth: August 28, 1968, Aurora, Missouri
Parents: James and Sharon Welch
Married: Lesli Wadley, January 5, 1991
Children: Brittany DeAnn, born April 7, 1997
Brayden James, born January 6, 2000

EDUCATIONAL

Diploma, Mount Vernon High School, Mount Vernon, Missouri, 1986
B.S. Accounting, Southwest Missouri State University, 1989
M.B.A., Drury College, 1990
C.P.A., Texas Board of Accountancy, 1995
M.A.(C.E.), Southwestern Baptist Theological Seminary, 1998

MINISTERIAL

Minister of Music, Harmony Baptist Church, Rogersville, Missouri, 1991-1992
Minister of Music and Youth, First Baptist Church, Bangs, Texas, 1993-1994
Minister of Music/Education, Stadium Drive Baptist Church, Fort Worth,
Texas, 1994-2001
Controller, Annuity Board of the Southern Baptist Convention, Dallas, Texas,
1994-

ACADEMIC

Instructor of Business, Southwest Baptist University, 1991-1993

ORGANIZATIONAL

North American Professors of Christian Education (NAPCE)
Texas Society of Certified Public Accountants (TSCPA)