

LEADERSHIP FORMATION IN MINISTERIAL EDUCATION—PART I: ASSESSMENT AND ANALYSIS OF LEADERSHIP TRAITS IN SEVENTH-DAY ADVENTIST PASTORS IN NORTH AMERICA

SKIP BELL
AND
ROGER L. DUDLEY
Andrews University

The Seventh-day Adventist (SDA) church in the North American Division (NAD)¹ expects pastors to complete a Master of Divinity (M.Div.) program prior to their ordination.² Graduate-level ministerial education is designed to contribute to the development and success of a candidate for professional ministry. The purpose of this research is to discover possible correlations between graduate ministerial education and successful pastoral leadership. This is an extended project with several stages. The initial stage will address two questions. First, What are the measures of success in pastoral ministry? Second, Is there a relationship between leadership practices and these measurements of success? Stated differently, Are leadership practices a predictor of success in pastoral ministry?

If a correlation is established between leadership practices and success in pastoral ministry, then the formation of those practices is one important and appropriate goal in graduate education. This stage of the project will provide a qualitative assessment and analysis of pastors in the NAD of the SDA church to discover if key leadership practices accompany success. Development of success criteria, definition of a framework for leadership practices, an assessment tool, and a

¹The NAD covers the territory of the United States, Canada, and Bermuda. A conference is generally a regional judicatory, corresponding to the area of a state or province.

² The policy of the NAD requires an M.Div. degree for pastors prior to ordination to the ministry. "L 05 05 Educational Requirement—The educational requirement for entrance into the ministry (except as provided in L 05 20) shall be the completion of the seven-year ministerial training program. College ministerial graduates shall attend the Andrews University Theological Seminary to complete the nine-quarter program. Upon satisfactory completion of nine quarters, the graduate is eligible for a three-quarter assignment as a ministerial intern, or for other direct appointments to the ministry" (*North American Division of the General Conference Working Policy 1998-1999* [Hagerstown, MD: Review and Herald, 1999], 417). In practice, local conferences often place and ordain pastors without a graduate degree. Some of these pastors later continue their study in a master-level extension program offered by the Seventh-day Adventist Theological Seminary.

comparative analysis of pastors will be required.

This stage will be followed by research in which we assess leadership practices among students beginning the M.Div. program and graduates at specific stages in their ministry subsequent to their graduate education. Comparisons will be made with pastors who do not hold graduate degrees. While such research will disclose the effectiveness of the M.Div. program in developing leadership practices among ministerial students, the ultimate purpose is to discover specifically what in the educational process may contribute to that development and make that research available to the process of planning graduate education for church pastors.

Attempts have been made to measure the impact of graduate-level seminary education on the formation of people preparing for ministry. To date none are known that attempt to analyze a correlation between educational experience and leadership traits or to identify specific educational experiences that contribute to leadership development.

Methodology

This research requires a set of criteria for qualifying success in pastoral ministry. Church administrators, members, and pastors have contributed to forming those criteria in interviews, focus groups, and a survey. Church-growth literature was first examined to establish a range of criteria. That set of criteria has been compared to the input from church constituents. A set of criteria was then formed and applied as a whole in forming sample groups for the study.

Leadership practices must be defined. A practice is a recurring pattern of behavior that is predictable within a person in response to a certain environment. In the case of pastoral leadership practices, it is the dominant way a person thinks, feels, or acts in an environment that evokes pastoral leadership behaviors. The framework of leadership practices identified in research from TGP/Learning Systems founded by Jim Kouzes and Tom Peters has been adopted for this research. An explanation of that framework follows. The Leadership Practices Inventory, produced by TGP/Learning Systems, has been employed as the assessment tool.

Pastors who demonstrate success in the range of criteria have been identified in diverse regions of North America to form one research group. A second sample of pastors, whose ministry represents a broad range of pastoral performance without providing unusual demonstration of the success criteria, has been provided to contrast with the first by a number of conferences within the NAD.

The research has been restricted to the NAD of the Adventist church. The application of the assessment tool within the cultures of

North America limits the detrition of results.

The assessment tool was applied to the two groups of subjects in North America in order to discover if universal leadership practices correlate with pastoral leadership success. Provision was made for the collection of subjective data from research participants who were lay leaders in the congregations served by the ministers of both groups. Analysis is provided in this report.

The Criteria for Success in Pastoral Ministry

A Review of Literature

The traditions of a church indicate its values. One of those traditions relevant to this study is the ordination of people to serve in the ministry. The SDA church ordains its pastors to Gospel ministry following an internship consisting generally of four years of field experience in addition to their graduate education. The priorities of successful ministry are cited during that ordination. Perhaps the most common Scripture used on such occasions is Paul's admonition to Timothy: "I give you this charge: Preach the Word; be prepared in season and out of season; correct, rebuke and encourage—with great patience and careful instruction . . . endure hardship, do the work of an evangelist, discharge all the duties of your ministry" (2 Tim 4: 1-5, NIV).

The influence Ellen White exerted in the formation of church organization and mission is an important part of Adventist church history. She wrote of the priority of a pastor's ministry: "To win souls to the kingdom of God must be their first consideration. With sorrow for sin and with patient love, they must work as Christ worked, putting forth determined, unceasing effort."³

The church moves forward in its ministry in the context of the larger body of Christ. It does not exist in isolation. Its view of successful pastoral ministry can be referenced also in current literature on the church and its mission. Christian Schwarz identified eight essential qualities of healthy churches: empowering leadership, gift-oriented ministry, passionate spirituality, functional structures, inspiring worship service, holistic small groups, need-oriented evangelism, and loving relationships. Schwarz referred to growth in the context of these qualities as a measure of success for a church: "Learning from growing churches means analyzing their practices to discover the universals."⁴

His thesis is that growth, accompanied by the natural principles expressed in these eight qualities, is healthy and sustainable. He would

³Ellen White, *Gospel Workers* (Washington, DC: Review and Herald, 1945), 31.

⁴Christian A. Schwarz, *Natural Church Development* (Emmelsbull: C. & P. Publishing, 1998), 17.

qualify the value of growth by the measurement of these quality characteristics: "Genuine quality will ultimately positively impact quantitative growth."⁵ "Precisely the same 'methods' which produce higher quality will generate quantitative growth as a natural 'by-product.'⁶ Schwarz viewed the numerical growth of the church, accompanied by natural process and qualities, as criteria for pastoral success.

George Barna, who has written extensively for the church in the context of marketing and market research, states: "Some people in the Christian community refer to the types of activities I will address as *church growth strategies*, *bridge building*, or simply *church outreach and promotion*. However, I call these activities *marketing*."⁷ He described six signs of success in churches: growth in numbers, greater involvement, excitement, sensitivity to ministry, shared responsibility, and a changed atmosphere.⁸

Evangelism and leadership are key issues for Barna:

Interviewing the pastors of the most successful evangelistic churches is nothing short of fascinating. Their enthusiasm and commitment regarding evangelism is[sic] obvious and contagious. It would be virtually impossible to work for such a pastor, or to last long in a church led by him, without sharing the same enthusiasm for reaching the unreached.⁹

The pastor must provide true leadership in all dimensions of ministry activity. Such leadership must influence several areas: teaching, modeling, training, evaluating, encouraging, exhorting, praying, and sending. Although it is unhealthful to wait for the pastor to make evangelism happen within the church, it is similarly unhealthful to minister in a church where the pastor provides no leadership in the realm of outreach.¹⁰

C. Peter Wagner, a widely read church-growth expert and church diagnostician, reiterated the vital signs of church health that he and colleagues in the church-growth movement have so effectively postured during his ministry. Those signs of health are: a positive pastor; a well-mobilized laity; meeting members' needs; the celebration, congregation, and cell; a common homogeneous denominator; effective evangelistic methods; and biblical priorities.¹¹ For Wagner, it all comes down to the growth of the church:

⁵Ibid., 42.

⁶Ibid.

⁷George Barna, *Marketing the Church* (Colorado Springs: Navpress, 1988), 13.

⁸Ibid., 152-155.

⁹George Barna, *Evangelism That Works* (Ventura, CA: Regal, 1995), 90.

¹⁰Ibid., 132.

¹¹C. Peter Wagner, *The Healthy Church* (Ventura, CA: Regal, 1996).

I believe we do not stretch the biblical analogy too far to suppose that the Body of Christ can be sick, or it can be healthy. One of the indications of this is that although the membership of the United Methodist denomination, for example, was declining severely, many local United Methodist churches were growing vigorously. Obviously, some of their churches are healthy and some are sick. The same could be said about all denominations.¹²

Wagner correlated success with growth.

Carl George, a well-known church consultant, states: "Ultimately, this multiplication strategy, when guided and empowered by the Holy Spirit, will result in the most people being touched. In addition, sometimes a leader's best personal growth occurs while he or she learns to train others for leadership."¹³ George measured pastoral success in terms of leading healthy systems.

Lyle E. Schaller, a recognized church consultant, describes twelve priorities for pastoral ministry. They are leadership, visiting, counseling, leading worship and preaching, community leadership, serving as an enabler, teaching, evangelism, denominational and ecumenical responsibilities, leading leaders (empowering others), personal and spiritual growth, and administration.¹⁴ Schaller suggested that defining success in pastoral ministry depends on how a congregation organizes these priorities.

Rick Warren has influenced countless pastors and congregations to define their success. Warren wrote from the perspective of his twenty-plus years of pastoring the Saddleback church in southern California, a church that has an attendance of over 10,000 each Sunday. He obviously connected success with numerical growth. He was careful to define the context of healthy growth: "Healthy, lasting church growth is multidimensional. My definition of genuine church growth has five facets. Every church needs to grow *warmer* through fellowship, *deeper* through discipleship, *stronger* through worship, *broader* through ministry, and *larger* through evangelism."¹⁵ "I believe that you measure the health or strength of a church by its sending capacity rather than its seating capacity. Churches are in the sending business. One of the questions we must ask in evaluating a church's health is, 'How many people are being mobilized for the Great Commission?'"¹⁶

Russell Burrill, the most-read and listened-to church-growth authority in the SDA church, states: "Today most church growth authorities state that the role of the pastor must be that of a trainer/equiper. Yet Adventists have a

¹²Ibid., 13.

¹³Carl George, *How to Break Growth Barriers* (Grand Rapids: Baker, 1993), 17.

¹⁴Lyle E Schaller, *The Pastor and the People* (Nashville: Abingdon, 1986).

¹⁵Rick Warren, *The Purpose Driven Church* (Grand Rapids: Zondervan, 1995), 48.

¹⁶Ibid., 32.

mandate from their prophet for the pastor to be the trainer! How can we continue to create Laodicea by refusing to return to the biblical role of the pastor as the trainer and equipper of the laity for their ministry?"¹⁷ He asserts that a successful pastor is one whose church grows through lay ministries supported and developed by pastors. The pastor is a leader of leaders. Burrill contended that the strategy of shrinking church structures to relational fellowship groups empowered by a visionary pastoral leader unleashes growth potential. Again, a successful pastor is a visionary leader who empowers people who in turn grow the church as God blesses their ministry.¹⁸

Roger Dudley and H. Peter Swanson conducted research, begun in 1997, that aimed at identifying factors associated with pastoral success. Percentage of membership growth, baptisms as a percentage of membership, baptisms of persons, and worship attendance were considered as measures of pastoral effectiveness. They derived seven criteria for an effective pastor:

1. Is intentional about winning souls and employs a wide variety of methods to do so.

2. Does not try to do it alone but mobilizes, trains, and oversees the involvement of a large percentage of the congregation in evangelistic activity.

3. Has had practical training in personal and public evangelism.

4. Is forward looking and not satisfied with present achievement; has goals for new avenues for service.

5. Leads the congregation in establishing a wide variety of ministries designed to meet people at the level of their felt needs.

6. Generates within the congregation a climate of caring, fellowship, and support.

7. Leads the congregation to make the physical plant and everything around it as attractive and appealing as possible.¹⁹

In summary, the literature advocates a mission-driven church, characterized by qualitative and quantitative growth. Church health and mission are seen as inseparable. The priority of winning souls to Christ would be hard to deny. Empowering leadership and mobilization of laity for mission are emphasized themes. A pastor's role in evangelistic leadership, empowering, and equipping is prioritized over other functions.

¹⁷ Russell Burrill, *Revolution in the Church* (Fallbrook, CA: Hart Research Center, 1993), 53.

¹⁸ Russell Burrill, *The Revolutionized Church of the 21st Century* (Fallbrook, CA: Hart Research Center, 1997).

¹⁹Roger L. Dudley and H. Peter Swanson, "What Makes a Pastor Effective," *Ministry*, December 2000, 26-29.

Perceptions of Administrators

Informal and unrehearsed responses can be revealing of genuine attitudes. It is important to identify those genuine attitudes regarding success in pastoral ministry. In the process of developing these criteria for success in pastoral ministry, we intentionally approached several church administrators and asked one question, "What do you observe in the churches of your conference that indicates success in pastoral ministry?" The responses were quite similar. The predictability of the responses should affirm the importance of these criteria: the church is growing, attendance is growing, evangelism is producing baptisms on a regular basis, members are involved in ministry, the finances of the church are strong, the members are happy with the pastor and trust him or her, youth and children are thriving in the church, and the pastor is casting a compelling vision.

Survey of Constituents

A survey was designed, extrapolating the perspectives of pastoral success in literature and the informal responses of administrators. This survey was administered to sixty-two members of eight conference executive committees in various regions of the NAD. Thirty-four of the respondents were not church employees or ministry professionals, eleven were pastors, seventeen were administrators. The survey asked for valuation of thirteen criteria for success in pastoral ministry.²⁰

Ministerial directors who serve local conferences have constant contact with church pastors. Since they minister to pastors on a personal and family level, they tend to have a holistic concern for the health of the pastor as well as their observable success in ministry. In January of 2001, seven ministerial directors from local conferences in the NAD were assembled for a focus group on issues of pastoral success. They affirmed that the most apparent criterion for measuring pastoral success is the growth of the church. They emphasized that the context of that growth must be considered. They described leadership practices of movement toward goals, developing a shared vision, communication, empowering people, and motivating people to ministry as being of high value. Developing practical ministry skills by training was considered a practice of successful pastors. They expressed the importance of integration of ministry with a healthy lifestyle that led to family and personal health as well as church growth. They stressed that growth by conversion remained the most important portrayal of success.

Administering the survey described above, the directors assigned the highest value (thirty points) to the ability to cast a compelling and

²⁰The survey is displayed in Appendix A.

inspiring vision for the growth of the church; eighteen points to the ability to motivate and develop members for effective ministry; fourteen points to the ability to preach and teach the Word of God in a way that helps members grow spiritually; ten points to the ability to model spiritual strength in personal and family life; eight points to the ability to help a church grow in membership—soul-winning in all its forms; eight points to the ability to bring about needed and helpful change in the church; six points to the ability to offer kind, wise, and helpful counsel; six points to the ability to work effectively with youth and children; five points to the ability to lead a church in effective long-range planning; five points to the ability to bring about unity in the church; and three points to the ability to develop trust and confidence throughout the church, to act with integrity. It should be noted that one of the ministerial directors chose to rate all the criteria with scores of four or five.

Success Survey Results

As stated above, the "Success Criteria" Survey was administered to sixty-nine persons. Table 1 displays the results for the total group. Comparisons of the various types of respondents may be found in Appendix B. The first column in Table 1 represents the ranking that each criterion was given based on the total raw score for that criterion. The second column is the total raw score given for each criterion.

Table 1
Success Criteria Rankings of All Respondents

1	206	Ability to preach and teach the word of God in a way that helps members grow spiritually
2	155	Ability to motivate and develop members for effective ministry
3	98	Ability to model spiritual strength in personal and family life
3	86	Ability to help a church grow in membership—soul-winning in all its forms
5	84	Ability to cast a compelling and inspiring vision for the growth of the church
6	77	Ability to develop trust and confidence in the church—to act with integrity

7	61	Ability to bring about unity in the church
8	53	Ability to offer kind, helpful counsel to members in need of personal guidance
9	30	Ability to bring about needed and helpful change in the church
10	27	Ability to work effectively with youth and children
11	24	Ability to lead a church in effective long-range planning
12	16	Ability to help a church improve its stewardship
13	13	Ability to carry out church programming—take care of organizational detail

Pastors and administrators valued the criteria similarly, with higher priorities given to motivating members for ministry, evangelism, church growth, and modeling spiritual strength; however, persons not in ministry professions or church employment gave higher ranking to the ability to bring about unity in the church and the ability to develop trust and confidence throughout the church—to act with integrity. This group gave significantly lower value to the ability to grow the church in membership—soul-winning in all its forms.

Final Success Criteria

Several considerations are important to note when examining the range of criteria utilized in forming the sample. The authors of this study weighed several elements in the formation of success criteria; then asked administrators to consider the criteria as a whole in helping form a sample group of pastors who displayed the range of criteria significantly. A survey instrument assisted the process, but was not constructed to provide a scientific sampling. It was constructed and administered to receive consultation from certain groups as reported in this study. The survey outcomes influence but do not determine the criteria statement. High value was placed on the criteria surfaced in literature. This is especially true since the Adventist movement has at its core a mission orientation and has been guided in its formation of mission by Scripture and the formative writings of Ellen White. The term “church growth” implies qualitative and quantitative growth and is not repetitious of the criteria of soul-winning presented fourth on the list.

As a result of the review of literature, the survey of members and

persons in ministry, a focus group of ministerial directors, and discussion with church administrators, criteria for measuring pastoral success was established as follows:

- (1) The growth of the church
- (2) Motivation and development of members in ministry
- (3) Effective communication of the Word of God
- (4) Effective soul-winning ministry
- (5) Communicating a compelling, inspiring vision for growth
- (6) Inspiring worship services
- (7) Modeling spiritual strength in personal and family life
- (8) A ministry that contributes to unity in the church
- (9) A ministry that builds trust among constituents
- (10) A ministry that multiplies loving relationships in the church
- (11) Attendance increases
- (12) Giving patterns that are improving
- (13) The church sustains healthy growth

The Leadership Practices Inventory

The Leadership Framework

Five key leadership practices make up the Kouzes-Posner leadership framework. Those practices are: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. James M. Kouzes, chairman and CEO of Tom Peters Group/Learning Systems, and Barry Z. Posner, dean of the Leavy School of Business and Administration at Santa Clara University, generated the conceptual framework from research, interviews, and case studies.²¹

This leadership framework has been assessed in numerous studies with an instrument known as the Leadership Practices Inventory. The Inventory has been used in several studies of church organizations.²²

The actions that make up the five key leadership practices in the leadership framework were translated into behavioral statements by Kouzes and Posner. Numerous iterative, psychometric processes were applied to the resulting instrument. It was then administered to managers and nonmanagers across a variety of organizations and disciplines. The Leadership Practices Inventory has subsequently been

²¹The framework, published in *The Leadership Challenge*, has been validated consistently in over ten years of research (James M. Kouzes and Barry Z. Posner [San Francisco: Jossey-Bass, 1995]).

²²See, e.g., the Ph.D. dissertation of T. D. Zook, "An Examination of Leadership Practices in Large Protestant Congregations" (Indiana University of Pennsylvania, 1993).

validated in numerous studies over the past ten years.²³

Survey Results

In order to compare the difference in leadership practices between successful pastors and more average pastors, it was necessary to secure a sample of both groups. A purposive sample of twenty-three conferences in the NAD was selected. We sent a list of the pastoral success criteria listed in Table 1 to the ministerial director of each of the selected conferences. The director was asked to list the five pastors in that conference who best fit the criteria and five pastors who would represent average performance under this standard.

Sixteen conferences responded by sending in lists. A total number of sixty-six names were collected for those recommended as meeting the success criteria and fifty-six were judged as being more average. The difference between the two numbers resulted because ministerial directors were often willing to nominate successful pastors, but some were hesitant to name those who they believed were representative of average performance.

We then examined conference directories and identified leadership lists for each congregation served by a pastor named on either list. From these we selected three lay leaders from each congregation. We mailed the thirty-item Leadership Practices Inventory to each lay leader along with a letter including these instructions:

Your pastor has been selected to be part of a research project of leadership practices among Seventh-day Adventist pastors across North America. The purpose of the research is to assist in the formation of graduate education for pastors. . . .

As a leader in your local congregation, we are asking for your help in this project. Included in this envelope you will find a Leadership Practices Inventory survey called "Observer" with instructions on the front cover . . . as well as a self-addressed, postage-paid, return envelope. We are asking that you simply fill out the survey according to the instructions and return it in the envelope provided.

The lay member was also informed that "all responses are anonymous and highly confidential, so please do not discuss this survey with anyone." Thus, the pastors were not aware of the fact that lay leaders in their congregations were rating their leadership practices.

By the time of data cut-off, 199 usable surveys had been returned, evaluating 109 pastors.²⁴ These data consist of 120 responses on 62 pastors

²³A technical presentation of the Leadership Practices Inventory may be obtained from the authors at www.kouzesposner.com. A copy of the LPI is provided in Appendix C.

²⁴In addition to the 199 "usable" surveys, 8 were discarded due to various problems, 3 that

from the “success” group and 79 responses on 47 pastors in the “average” group. Each pastor received a score on each of the five leadership practices with a maximum score of 60. These data were analyzed using the Statistical Packages for the Social Sciences (SPSS) program for the difference between two independent means. An average score for each group of pastors on each of the five leadership practices is shown in Table 2. The percentage next to the average score is that of the average score compared to the total possible score of 60. The average scores for the combined five practices are also shown.

Table 2
Comparisons of “Successful” and “Average”
Pastors on Five Leadership Practices

Leadership Practice	Mean of “Average” Pastors	Mean of “Successful” Pastors	
Challenging the Process	35.4 (59%)	43.0 (72%)	.001*
Inspiring a Shared Vision	37.7 (63%)	45.1 (75%)	.001*
Enabling Others to Act	41.5 (69%)	47.5 (70%)	.001*
Modeling the Way	39.7 (66%)	45.5 (76%)	.013*
Combined Leadership Practices	190.3	228.0	.001*

*Probability that the differences in the two samples results from chance. All numbers have been rounded to the nearest tenth of a percentage point.

In every case, the mean scores of the successful pastors are significantly higher than the mean scores of the average group. Statisticians generally accept the .05 level or lower as indicating a

were returned with a refusal to participate, 14 that were returned as undeliverable, and 2 that arrived after the cut-off date. There were 122 congregations identified, with the survey being sent to three lay members per church—or 366 total surveys. If we eliminate the 14 “undeliverables,” 352 are presumed to have reached their destination. If we add the 199 usable surveys, the 8 with problems, and the 2 that were late, the total of returned surveys equals 209. This represents 59 percent of the 352 that were presumably delivered.

significant difference between the means of two groups. This indicates that there are fewer than five chances in a hundred that these differences could be obtained if there were no real differences in the population group (all NAD pastors) from which these samples were drawn.

In four of the five differences, the level is .001. This indicates that only one chance in a thousand exists that these groups are not really different. The one exception is "Modeling the Way." Even here the .013 level indicates that only about thirteen chances in a thousand could yield these results if no difference actually existed. Furthermore, if we combine all the practices into one super-leadership scale, we find an average mean of about 228 for the "success" group of pastors and only about 190 for the "average" group. Adventist pastors who meet the success criteria adopted are significantly more likely (.001 level) to be rated higher on leadership skills than pastors whose performance is considered average.

Conclusions

The goals of this study required three components. First, it was necessary to establish a set of criteria that could distinguish "successful" pastors from those more average or "less successful." Second, it was essential to accept or construct some standard to measure leadership skills in a pastoral setting. Third, a standard to demonstrate a relationship between success criteria and leadership practices was required.

The first goal was met by reviewing the literature on pastoral success, querying judicatory officials, a focus group of ministerial directors, and a survey of conference committee members including administrators, pastors, and lay leaders. Pastors and administrators valued the criteria similarly, with higher priorities given to evangelism, church growth, and vision casting, while persons not in ministry professions or church employment gave higher ranking to the ability to bring about unity in the church and the ability to develop trust and confidence throughout the church—to act with integrity. This group gave significantly lower value to the ability to grow the church in membership—soul-winning in all its forms. From all these sources a list of thirteen "success" criteria was developed.

The second objective was obtained by using a well-researched, standard questionnaire, The Leadership Practices Inventory, to survey lay leaders in congregations served by pastors who qualified under the "success" criteria and pastors who represented "average" performance. These lay leaders filled out an Observer's report on the practices of their pastors.

The third goal was reached by the statistical testing of the differences between the two groups. On each of the five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to

Act, Modeling the Way, and Encouraging the Heart), the pastors who qualified under the "success" criteria were significantly higher than the pastors who were rated as "average." This was also true when all five practices were combined into a "super-leadership-practice" scale.

Of course this relationship does not prove that one causes the other. It could be that being successful encourages one to use better leadership practices. Or, possibly, some other factor promotes both success and good leadership. But it seems logical to assume that using superior leadership practices enables pastors to be more successful in their ministry. This study has demonstrated a strong correlation between the two. Thus, it would seem wise to devote a portion of graduate ministerial education to inculcating and developing the leadership practices described herein. The next stage of this research, Part 2, will investigate the question of the relationship between graduate ministerial education and leadership practices, while observing what contributes to the development of leadership skills in such advanced education.

APPENDIX A

CRITERIA FOR PASTORAL SUCCESS

A Survey

Skip Bell, Associate Professor of Church Leadership and Director of the D.Min. program at the Seventh-day Adventist Theological Seminary, is conducting a research project: "Assessment and Analysis of Leadership Traits in Selected Successful Seventh-day Adventist Pastors in North America." This research is the first stage of a larger project: "The Making of a Pastor: Leadership Formation in Ministerial Education."

You are being asked to contribute to this project by helping us form a list of criteria for pastoral success. Your responses will be combined with those made by church administrators, pastors, and lay members. These responses will aid us in our research, which will include the formation of a study group and comparisons of our results to other similar studies. Please help us by selecting what you believe are the five most important pastoral abilities and ranking them on a scale of 1-5 with 5 being the most important.

- The ability to cast a compelling and inspiring vision for the growth of the church
- The ability to offer kind, wise, and helpful counsel to members in need of personal guidance
- The ability to help a church grow in membership—soul winning in all its forms
- The ability to preach and teach the Word of God in a way that helps members grow spiritually
- The ability to motivate and develop members for effective ministry
- The ability to develop trust and confidence throughout the church, to act with integrity
- The ability to help a church improve its stewardship
- The ability to carry out church programming—take care of organizational detail
- The ability to lead a church in effective long-range planning
- The ability to model spiritual strength in personal and family life
- The ability to bring about needed and helpful change in the church
- The ability to bring about unity in the church
- The ability to work effectively with youth and children

Check one—() I am a pastor, () I am not a church employee, () I am a church administrator.

Thank you for your help! Please use the enclosed stamped envelope to mail your response to: Rodney Davis; #2 - 9004 Maplewood Drive; Berrien Springs, MI 49103.

APPENDIX B

CRITERIA FOR PASTORAL SUCCESS SURVEY RESULTS—PASTORS

There were 11 respondents in this category. The first column represents the ranking that each criterion was given, based on the total raw score for that criterion. The second column is the total raw score given for each criterion. The third column represents the total raw score given for each criterion as a percentage of the total possible raw score it could have received (number of respondents multiplied by 5).

1	34	62%	ability to preach and teach the Word of God in a way that helps members grow spiritually
2	29	53%	ability to model spiritual strength in personal and family life
3	24	44%	ability to help a church grow in membership—soul winning in all its forms
4	21	38%	ability to motivate and develop members for effective ministry
5	16	29%	ability to develop trust and confidence throughout the church, to act with integrity
6	15	27%	ability to cast a compelling and inspiring vision for the growth of the church
7	9	16%	ability to bring about unity in the church
8	7	13%	ability to lead a church in effective long-range planning
9	5	9%	ability to bring about needed and helpful change in the church
10	3	5%	ability to offer kind, wise, and helpful counsel to members in need of personal guidance
11	2	4%	ability to work effectively with youth and children
12	0	0%	ability to help a church improve its stewardship
13	0	0%	ability to carry out church programming—take care of organizational detail

CRITERIA FOR PASTORAL SUCCESS SURVEY RESULTS—ADMINISTRATORS

There were 17 respondents in this category. The first column represents the ranking that each criterion was given, based on the total raw score for that criterion. The second column is the total raw score given for each criterion. The third column represents the total raw score given for each criterion as a percentage of the total possible raw score it could have received (number of respondents multiplied by 5).

1	56	66%	ability to motivate and develop members for effective ministry
2	53	62%	ability to preach and teach the Word of God in a way that helps members grow spiritually
3	30	35%	ability to help a church grow in membership—soul winning in all its forms
4	26	31%	ability to model spiritual strength in personal and family life
5	23	27%	ability to cast a compelling and inspiring vision for the growth of the church
6	18	21%	ability to offer kind, wise, and helpful counsel to members in need of personal guidance
7	14	16%	ability to develop trust and confidence throughout the church, to act with integrity
8	8	9%	ability to bring about needed and helpful change in the church
9	8	9%	ability to work effectively with youth and children
10	7	8%	ability to lead a church in effective long-range planning
11	5	6%	ability to help a church improve its stewardship
12	4	5%	ability to bring about unity in the church
13	3	4%	ability to carry out church programming—take care of organizational detail

CRITERIA FOR PASTORAL SUCCESS SURVEY RESULTS—LAY PERSONS

There were 34 respondents in this category. The first column represents the ranking that each criterion was given, based on the total raw score for that criterion. The second column is the total raw score given for each criterion. The third column represents the total raw score given for each criterion as a percentage of the total possible raw score it could have received (number of respondents multiplied by 5).

1	119	70%	ability to preach and teach the Word of God in a way that helps members grow spiritually
2	78	46%	ability to motivate and develop members for effective ministry
3	48	28%	ability to bring about unity in the church
4	47	28%	ability to develop trust and confidence throughout the church, to act with integrity
5	46	27%	ability to cast a compelling and inspiring vision for the growth of the church
6	43	25%	ability to model spiritual strength in personal and family life
7	32	19%	ability to offer kind, wise, and helpful counsel to members in need of personal guidance
8	32	19%	ability to help a church grow in membership—soul winning in all its forms
9	17	10%	ability to bring about needed and helpful change in the church
10	17	10%	ability to work effectively with youth and children
11	11	6%	ability to help a church improve its stewardship
12	10	6%	ability to carry out church programming—take care of organizational detail
13	10	6%	ability to lead a church in effective long-range planning

CRITERIA FOR PASTORAL SUCCESS SURVEY RESULTS—ALL

There were 62 respondents in this category. The first column represents the ranking that each criterion was given, based on the total raw score for that criterion. The second column is the total raw score given for each criterion. The third column represents the total raw score given for each criterion as a percentage of the total possible raw score it could have received (number of respondents multiplied by 5).

1	206	66%	ability to preach and teach the Word of God in a way that helps members grow spiritually
2	155	50%	ability to motivate and develop members for effective ministry
3	98	32%	ability to model spiritual strength in personal and family life
4	86	28%	ability to help a church grow in membership—soul winning in all its forms
5	84	27%	ability to cast a compelling and inspiring vision for the growth of the church
6	77	25%	ability to develop trust and confidence throughout the church, to act with integrity
7	61	20%	ability to bring unity in the church
8	53	17%	ability to offer kind, wise, and helpful counsel to members in need of personal guidance
9	30	10%	ability to bring about needed and helpful change in the church
10	27	9%	ability to work effectively with youth and children
11	24	8%	ability to lead a church in effective long-range planning
12	16	5%	ability to help a church improve its stewardship
13	13	4%	ability to carry out church programming—take care of organizational detail

APPENDIX C
LEADERSHIP PRACTICES
JAMES M. KOUZES/BARRY Z. POSNER

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OBSERVER
INSTRUCTIONS

You are being asked to assess to the best of your ability the leadership behaviors of your pastor. On the next two pages are thirty statements describing various leadership behaviors. Please read each statement carefully. Then look at the rating scale and decide *how frequently your pastor engages in the behavior* described.

Here's the rating scale that you'll be using:

- | | |
|---------------------|---------------------|
| 1 = Almost never | 6 = Sometimes |
| 2 = Rarely | 7 = Fairly Often |
| 3 = Seldom | 8 = Usually |
| 4 = Once in a While | 9 = Very Frequently |
| 5 = Occasionally | 10 = Almost Always |

In selecting each response, please be realistic about the extent to which your pastor *actually* engages in the behavior. Do *not* answer in terms of how you would like to see this person behave or in terms of how you think he or she should behave. Answer in terms of how your pastor *typically* behaves—on most days, on most projects, and with most people. For each statement, decide on a rating and record it in the blank to the left of the statement.

On the final page (back side), you will find an additional five questions about you as the respondent. These are generic demographic questions that will help us in our research. Please do not use the rating scale to answer these questions, but simply circle the appropriate answer that applies to you as the respondent.

When you have responded to *all* the questions, please return this survey form in the stamped, return envelope that is provided to the Institute of Church Ministry at Andrews University for processing. All answers are completely confidential and will *never* be connected with your name.

APPENDIX C

LEADERSHIP PRACTICES

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OBSERVER

To what extent does your pastor typically engage in the following behaviors? Choose the number that best applies to each statement and record it in the blank to the left of the statement.

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

He or She:

- ___ 1. Seeks out challenging opportunities that test his or her own skills and abilities.
- ___ 2. Talks about future trends that will influence how our work gets done.
- ___ 3. Develops cooperative relationships among the people he or she works with.
- ___ 4. Sets a personal example of what he or she expects from others.
- ___ 5. Praises people for a job well done.
- ___ 6. Challenges people to try out new and innovative approaches to their work.
- ___ 7. Describes a compelling image of what our future could be like.
- ___ 8. Actively listens to diverse points of view.
- ___ 9. Spends time and energy on making certain that the people he or she works with adhere to the principles and standards that have been agreed on.
- ___ 10. Makes it a point to let people know about his or her confidence in their abilities.
- ___ 11. Searches outside the formal boundaries of his or her organization for innovative ways to improve what we do.
- ___ 12. Appeals to others to share an exciting dream of the future.
- ___ 13. Treats others with dignity and respect.
- ___ 14. Follows through on the promises and commitments that he or she makes.

33. What is your ethnic background?
1. Asian/Oriental
 2. Black, African-American
 3. Black, West Indian
 4. Caucasian
 5. Hispanic
 6. Multiracial
34. Please circle the number of the highest level of formal education that you have completed.
1. Elementary school
 2. Some high school
 3. High-school graduate
 4. Some college
 5. College graduate
 6. Post-college (M.A., etc.)
35. Please circle the number of your age group.
1. Under 25
 2. 25-39
 3. 40-54
 4. 55-65
 5. Over 65

Thank you for your participation!!