

CHAPTER 1: THE CONTEXT OF THE PASTOR AND THEIR TRAINING AND SHORTCOMINGS IN SKILLS: AN OVERVIEW

The work of the church leader is very important and can be challenging because the effectiveness with which the church reaches its goals is determined very largely by the abilities of the Pastor, and the attainment of the highest spiritual goals is often based on how well church affairs are managed (Welch, 2011). Therefore, a church needs a leader who is not only spiritually zealous, but one who knows how to effectively manage the church as well. This is because of the dual nature of the church as stipulated by Andrews & Irwin (2011), Austin-Roberson (2009) and Citrin (2006) who argue that churches are characterized by both organisational and spiritual attributes. On one hand the church is a spiritual community that administers healing, reconciliation and salvation; while on the other hand it is an organisational entity that requires skilful organisational management. This dual thrust of the church as a complex network of spiritual and management relationships necessitates that church leaders be well trained in multiple disciplines and gain different skills so that they can handle whatever challenges that come their way.

In addition to their spiritual functions, church leaders exist to perform management functions by mobilizing and using human, material, and financial resources to achieve the purposes of God, and to avoid issues like embezzlement, stagnation of the church, mass migration of congregates, removal of pastors from office over issues of mismanagement than doctrine and abuse of resources which according to Holmes (2014) result from lack of effective church management.

However, to perform managerial functions effectively, one requires good management skills. Cone & Downing (1998), argue that authorities commonly agree that managerial skills are essential if any organisation, corporate or religious, is to demonstrate efficiency and effectiveness in its operations. These managerial skills are critical for the church leader to manage even the smallest church. This is since even that small church has maintenance, membership and financial records; it needs storage of literature and supplies; it has some kind of communication with members; and there are also volunteers who do various tasks there. Even as the church grows in program and staff, additional secretarial help, office space, and equipment will be needed. It gets more demanding the bigger the congregation, because the growth of a church usually translates to the role of the church leader becoming more complex. In addition to meeting the spiritual needs of the congregation, there will be a need to address the strategic, operational, and personnel functions which are management roles (Boapeah, 2006).

Church leaders in Pentecostal and Evangelical churches in Zimbabwe are thus expected to exercise effective church management, which according to Lotich (2012), addresses issues like church strategy, goal setting, budgeting processes, managing performance and facilities management, so that they can ensure good stewardship of the resources God supplies. The church leader must accomplish all this while balancing their own spiritual relationship with God and maintaining healthy relationships with their family. As such, the church leader prepares accordingly for this responsibility before becoming a recognised minister within their church.

Three basic criteria usually underlie the preparation for becoming a recognised minister in each church. The first is a genuine sense of

calling on the part of the candidate. The next is formal training which varies from a few courses by correspondence, attendance at a Bible School, to attendance and/or completion of graduate seminary training. The last criteria is in-house training in which the candidate demonstrates his gifts, graces and potential as a useful minister (Welch, 2011).

In Zimbabwe, to be a church leader some churches like Apostolic Faith Mission, Family of God Church, ZAOGA Forward in Faith Ministries and Cornerstone Fellowship International require a seminary degree or diploma as the specific training necessary for ordination and performance of the pastoral ministry. Other churches like I AM Fellowship International, Elshaddai Ministries and Harvest House International combine some seminary training with denominational training. Still other churches like New Creation Fellowship, Maranatha Church, Ambassadors for Christ Ministries, House of Prayer Ministries, Kairos Community Centre and Kingdom Life Church require no seminary or academic training at all but just do in-house training. However, a study by Kegin (1991) found that churches were more effective with a Pastor who had been formally trained and applied management skills (Kegin, 1991). As such to gain the necessary skills needed to effectively manage a ministry most church leaders usually attend a pastoral preparation program.

This idea is supported by Fearon & Mikoski (2013) who state that formal education is an essential starting point since it provides pastors with a theological history and pastoral way of organising their thoughts and experiences. Bisagno & Warren (2011:48) support this view by stating that even though God can use a dull axe, He can use a sharp one a whole lot better, as such it's important to get an education in terms of pastoral preparation. Hence church leaders in Pentecostal

and Evangelical churches in this study have thus attended one form or another of pastoral preparation programmes before starting their own ministries or being ordained a Pastor and entrusted to lead an assembly or more.

However, Crabtree (2008), Hoge & Wenger (2005), Irwin & Roller (2000), Smith and Wright (2011), Weese (1993), and Woodyard (1994) amongst other scholars are of the opinion that the pastoral preparation programmes focus more on academics than on the practice of the ministry in that they give their graduates skills to study the Bible, teach and preach, do exegesis and theology but not skills to effectively manage the church. This means there is often a shortcoming in the management skills in church leaders, which lead to pastors failing to deal with the management challenges they face, resulting in what Woodley (1999) refers to as the good pastor, lousy leader dilemma. This is supported by Hunter (2000) who states that the church attracts a disproportionate number of people who can lead but cannot manage.

Hence, church leaders seem to be spending most of their time on management and administrative tasks as per findings by Douglas & McNally (1980) cited in Stewart (2009) in their research on the time usage of ministers. Blizzard (1956:509) explains this by stating that church leaders were least effective in management roles as such almost two-thirds of their total workday was spent on management and administrative issues. In another study conducted in 1998 by Christian Today International and the Gallop Poll cited in Welch (2011: i) it was discovered that the average pastor spent a work week of 65 hours, of which 24 hours were spent in management activities. Oosthuizen (2015) is of the opinion that pastors spend a great deal of time on management and administration aspects because sound management principles and skills were not sufficiently incorporated in dealing with

the church as an organisation. According to Andrews & Roller (2011), most pastors appear to be learning leadership and management through on-the-job training, being self-taught, seminars, workshops, and post-degree trainings.

To address the issue of ineffectiveness in churches, Adair & Nelson (2004) brought to light that there has been a recognition that management techniques have much to offer the hard-pressed church leader and cited Wesley Carr who ran two pilot courses on management for church leaders which included some theory on management. The pilot courses led to a report which in turn was to encourage regional training schemes to incorporate aspects of management into their in-service leadership training courses.

Furthermore, Boapeah (2006), Lotich (2012), and Migliore *et al.* (1994) highlight that churches are not exempt from practicing effective management. Adair and Nelson (2004:81) argue that all churches are caught up in management and its dilemmas. In fact, according to Byrne (2006:26), the church holds in common with other institutions many principles of management, and top efficiency calls for establishing goals, creating policies, establishing lines of authority and responsibility, the execution of plans and policies and reports of progress. The church is expected to be proficient in all these things.

To this effect the researcher sought to understand the management challenges faced by pastors in Zimbabwe and the extent to which the pastoral preparation programmes are developing management skills in the future church leaders that will enable them to plan, organise, lead, coordinate and control the church activities to effectively manage all the church's tangible and intangible resources, thus avoiding cases of church stagnation or decline (Barna, 1993), forced terminations

(Purcell, 2001), mass migrations (Whitesel, 2015), embezzlement and poor allocation of resources (Holmes, 2014).

This research also looked at the perceptions of Pentecostal or Evangelical Pastors regarding the adequacy of their training and preparation for effective church management. It also took into consideration the opinions and views of Seminary Deans and Senior Pastors of churches which do in-house training with regards management skills development in pastors and the assimilation of management aspects with theological education for effective church management. The researcher also looked into some secular principles and practices like strategic planning, budgeting and the use of financial control systems and organisational development and design to enable ministry effectiveness. This was done while taking into consideration the sacred nature of the church.

Churches are characterized by both organisational and spiritual attributes (Andrews & Irwin 2011; Austin-Roberson, 2009; Citrin, 2006). This dual nature requires the Pastor to play the role of a spiritual leader and that of a church manager. This necessitates that there be proper training in both spiritual and management aspects for effective church management as alluded to by Oluwasegun (2016) who states that the key ingredients for effective ministry are a mix of spiritual gifts upon the Pastors and the management skills gained or developed in them.

However, previous studies (Conway, 1991; Dobson, 2002, Hoge & Wenger, 2005; Irwin & Roller 2000; Kegin, 1993) show that most Pastors are adequately trained on the spiritual aspects and insufficiently trained on the management aspects of ministry. As such, the church as an organisation is exposed to insufficient education in

management aspects which, in turn, results in Pastors often struggling to perform the basic managerial tasks expected of them (Oosthuizen, 2015). Consequently, the lack of basic management principles and skills negatively affects the efficiency and effectiveness of the Church in pursue of its vision due to the ineffective management of the church's tangible and intangible resources by the Pastors who lack proper management skills. This lack of management skills by Pastors also exposes them to management challenges which ultimately result in embezzlement, stagnation of the church, mass migration of congregates, removal of pastors from office over issues of mismanagement than doctrine and abuse of church resources (Barna, 1993; Holmes, 2014; Purcell, 2001 and Whitesel, 2015). According to Duvall & Pinson (2001) and Oosthuizen (2015), the assumption that basic management principles are not incorporated sufficiently and successfully within the church as an organisation must be found at the source, which are the pastoral preparation programmes. As such the researcher sought to understand the extent to which the pastoral preparation programmes in Zimbabwe are developing management skills in the future church leaders, to prepare them for effective church management.

The research objectives are stated as follows:

- 1) To explore the management challenges faced by pastors.
- 2) To establish the extent to which pastoral preparation programmes offer management courses to prepare students for effective church management.
- 3) To determine pastoral satisfaction with ministry preparation as it relates to effective church management issues.
- 4) To examine management aspects that can be incorporated into the course offerings of pastoral preparation programmes to enable effective church management.

The research questions were:

- 1) What management challenges are faced by pastors?
- 2) To what extent do pastoral preparation programmes offer management courses to prepare students for effective church management in Zimbabwe?
- 3) Do Evangelical and Pentecostal pastors perceive that they have been adequately trained and prepared for effective church management?
- 4) What management aspects can be incorporated into the course offerings of pastoral preparation programmes in Zimbabwe to enable effective church management?

The study proposes that:

- 1) That Zimbabwean pastors face more challenges with regards to the organisational aspect of Ministry than the spiritual aspect.
- 2) That the course content offered in pastoral preparation programmes in Zimbabwe is more skewed towards the spiritual aspect of Ministry than the organisational aspect.
- 3) That Zimbabwean pastors who attended pastoral preparation programmes are not entirely satisfied with their preparation for effective church management.
- 4) That there are management principles that can be taught in pastoral preparation programmes and adopted by church leaders to enable ministry effectiveness.
- 5) That the development of management skills in Zimbabwean pastors leads to effective church management.

It was assumed that:

- 1) That the researcher has access to the databases of Evangelical Fellowship of Zimbabwe (EFZ) and Zimbabwe Council of

Evangelical Pentecostal Churches (ZCEPC) since the ministry she attends is registered with both.

- 2) That there are no major differences between the pastoral preparation programmes that would make the results found ungeneralisable.
- 3) That development of managerial skills in other pastoral preparation programmes of the same denomination, not part of the research project, is substantially the same as such research findings can be generalized for Zimbabwe.

Previous research on pastoral preparations perceptions, ministerial effectiveness and the minister as manager amongst others provides a foundation for management skills development research for the pastor. This study does not presume to uncover management activities that will cause the pastor to be effective. Understanding ministerial effectiveness does provide insight into what management activities are important on the job. The research on management skills development in pastors is appropriate to this study as the pastor appears to be a managerial leader responsible for the implementation of the vision of the church. The researcher sought previous research in all of the areas and gave a perspective of effectiveness and management in general within the church and which would be applicable to the role of the pastor as a church manager.

In a study of 900 ex-ministers across five denominations, Hoge & Wenger (2005) argue that what is taught and learned in a seminary environment has implications on effective church management. This study provides context and incentive for further research, particularly around the educational dimension in terms of the need of management skills development in pastors for effective church management.

While Adair & Nelson (2004); Hoge & Wenger (2005); Irwin & Roller (2000); Warford (2007) and Weese (1993) offer some qualitative data, which indicates that Pastors are generally disappointed in the relevance of practical and personal training in seminary, their data and discussion is preliminary, at best. The studies serve to highlight the need for more practical ministry preparation but does not sufficiently explore the methods and courses the pastoral preparation programmes can adopt to assist the pastors in gaining the needed management skills for ministry effectiveness, which is the gap this study hopes to address.

Cole (2008) and Warford (2007) highlight that most students at seminaries are not pleased with their preparation for the transition from being student to being a full-time effective leader. Warford (2007) even records students who wrote a letter of complaint to their President stating that their seminary education did not address the practical skills they needed for effective leadership and management. This contribution to the subject is to analyse the pastoral preparation programmes to evaluate the extent they are offering management skills development since, curriculum and pedagogy are very important, and much attention needs to be given to each (Ferguson & Weston 2003).

This book underscores the need for the use of secular principles and practices in church management thus necessitating the introduction of other management courses in the pastoral preparation programmes and the adoption of secular principles by the church leaders to achieve ministry effectiveness. As such, the researcher attempts theoretical generalization by proposing that the theory applied in business skills of management, can be generalized in church circumstances.

This research identifies the management challenges faced by pastors and explores the extent to which pastoral preparation programmes make management learning explicit through course offerings. The research looks at the pastoral preparation programmes in Zimbabwe, with much emphasis being put on the extent to which management skills development opportunities are offered in the pastoral preparation programmes for effective church management. This research also looks into other management aspects that can be incorporated into the pastoral preparation programmes to enable effective church management by borrowing secular principles and practices like strategic planning, budgeting and the use of financial control systems and organisational development and design.

There is no contemporary and comprehensive management literature with theological relevance available on managing the church as an organisation within a Zimbabwean context. In return, the church as an organisation is also not studied extensively by management sciences, which is also evident in the absence of contemporary and comprehensive literature within management science on managing the church as an organisation within a Zimbabwean context. This study augments a growing body of literature within the general field of effective church management. It will provide an educational component in management skills needed for effective church management that the literature is missing. The literature review provides a basic understanding of how secular principles and practices can help the church leaders to effectively manage the church resources and activities.

The study benefits the pastors by exposing them to the concepts of effective church management and providing valuable data to them concerning the management skills needed for effective management of

churches in Zimbabwe. The study advances an understanding of effective church management for Pastors. The management knowledge which the church leaders receive should enable them to manage the church resources effectively. The objectives of this research can become a resource tool they can use to assist them in managing the church activities effectively. This article also contributes to the management of the church as an organisation.

This research assists those who train church leaders with becoming familiar with the dynamics of management as they relate to ministry effectiveness. It augments research literature on the need for pastoral preparation programmes to develop management skills thus the revaluation of their syllabus content to enable effective church management by Pastors. The rich and substantial experiential data provides a window into the experiences of pastors within the Pentecostal and Evangelical churches. The qualitative data can be particularly helpful for pastoral preparation programmes as they make curriculum decisions for their programmes. The research will thus benefit the academic authorities in these programmes who have the responsibility of providing pastoral training and preparation for ministers.

This study only analysed the pastors from the Evangelical or Pentecostal churches in Harare who are registered with the EFZ and/or the ZCEPC. The pastor had to currently be overseeing an assembly or more and should have attended a pastoral preparation program before being ordained. The study focused on the analysis of the seminary education content of three Seminaries, leadership training manuals from three churches doing in-house training and the perceptions of fifty-three Pastors, three Seminary Deans and three Senior Pastors. The study extracted information related to forty-three Pentecostal and

Evangelical churches, 30 Seminaries and seven in-house training churches, all of which were attended by the respondents.

The study analysed Seminaries which were non-denominational, and which had been operational for not less than five years. For the churches which do in-house training the researcher selected churches which had been training the leaders for five years or more and were among the churches attended by the respondents.

Access to the Seminary Deans, Senior Pastors and Pastors proved to be difficult as the researcher in most instances was acting as an external researcher. However, permission was sought from the Senior Pastors of the ministries through the EFZ and the ZCEPC, and the researcher contacted the Seminary Principals who gave permission to have the Deans interviewed.

The sample of this study was limited to three Seminaries, three in-house training churches and 53 Pastors from Pentecostal and Evangelical churches in Harare. Therefore, the results of this study are limited to the perceptions and experiences of the sampled group.

Some errors arose due to the use of the non-probabilistic sampling method, the researcher minimized errors by using some recorders during the interview process, careful recording of results to remove bias, and allowed the respondents enough time to consider the questionnaires and respond with little pressure.

Despite these limitations, it should be noted that an educational study of this nature would hopefully contribute to the generation of new ideas and perspectives about management skills development in pastors.

To this study the following definitions were provided:

Management is the administration of an organisation and includes the activities of setting the strategy of an organisation and coordinating the efforts of its employees or volunteers to accomplish its objectives through the application of available resources, such as financial, natural, technological, and human resources (Dubin, 2012; Griffin, 2015).

Management skills these are skills regarding the technique, practice, or science of managing an organisation. Most management skills are related to five basic, fundamental management functions to maintain smooth operations, these being planning, organising, coordinating, leading and controlling (Drucker, 2009; Daft & Marcic, 2009).

Effective church management is the consequence of a series of intentional decisions concerning the structuring of business systems and processes to ensure that the resources that God supplies are used responsibly and for its intended purpose. This is followed by deliberate actions that lead to a desired result. It addresses issues like effective church strategy, goal setting, budgeting processes, managing performance, facilities management; and legal and risk management (Lotich, 2012).

Church leader – the pastor in a local church with the overall responsibility for church resources and congregates. This is the person responsible for understanding the mission, setting the vision, and beginning the strategy process for carrying out the mission. The church leader is responsible for the overall stewardship of the local church and is also the lead shepherd and equipper of the people and the staff in the church (Oluwasegun 2016).

Pastoral preparation programmes – as representing church leadership training programmes or institutes where church leaders are equipped for ministry leadership like the Bible schools, Theological colleges and churches which do In-house training of their pastors.

Pentecostal and Evangelical churches– these are charismatic Christians who believe in the essentials of the Christian faith, that would be things such as the inerrancy and authority of the Bible, deity and virgin birth of Jesus Christ along with His death, burial and resurrection, ascension to heaven, and His return. They believe in salvation by faith, the resurrection of the Christian's body, and the reality of satan, angels, heaven and hell. Pentecostals place a large emphasis and focus on some things that evangelicals would either reject or downplay. This includes the experiences of speaking in tongues, seeing visions, miracle healings, amongst others (Watson and Scalen 2008).

In the context of forming a clear framework and outlining clear objectives to address the set research questions, this study is divided into five chapters to guide the research process flow. Chapter 1 provides the rationale for the study. It introduces the readers to the topic by outlining the purpose of the study, the research questions, the research objectives and the value of the examination. Chapter 2 provides a critical literature review of the topic. The literature review is structured by the application of a funnelling strategy (Hofstee 2009). The funnelling strategy aims to provide greater clarity in the research boundaries as it gradually tightens the research focus by outlining the specific research variables to be explored and examined. Chapter 3 provides the research methodology employed in the current investigation. It is a rationale for and description of the methodology in the research. It describes the research design and the procedures used.

The section also reveals the research philosophy, approach, strategy, data collection methods and sources, which were employed for the successful exploration of the topic. Chapter 4 outlines the research findings, which are achieved through a multi-source strategy of secondary and primary research. It also provides a discussion on how or whether the research findings address the research question. Chapter 5, the final chapter of the study, offers the conclusion and recommendations to the research. This chapter is followed by a list of references.

This chapter introduced the research by highlighting the background of the study and stating the research problem which is that of the lack of management skills development in Pastors during their pastoral training. The research objectives, research questions, research propositions and research assumptions were also underscored. The justification of the research, the purpose of the research and the significance of the research were mentioned. This was followed by the delimitations and limitations of the study which were given before the researcher defined important terms which had been used in the study. The chapter closes with a brief outline of the organisation of the rest of the study.