

## **CHAPTER 4: SKILLING THE PASTOR FOR MANAGERIAL APTITUDES: EVIDENCE FROM THE FILED**

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The purpose of this study was to identify the management challenges faced by pastors and to explore the extent to which pastoral preparation programmes made management learning explicit through course offerings. Before the data were presented it went through the process of data preparation, which included editing, coding and data entry. These activities ensured the accuracy of the data and their conversion from raw form to reduced and classified forms that were more appropriate for analysis. There was also preparation of a descriptive mathematical summary leading to an understanding of the collected data the data were then summarized using tables and figures.

This chapter begins with revisiting the research objectives and then presents the data presentation process in two sections. The first section presents the demographic data describing the diversity of the participants in the study who filled in the questionnaires. The second section presents the responses of the respondents as regards the research questions. The researcher linked all the data collected from all the research instruments to the objectives and analysed the data by firstly specifying the research question and thereafter the research question was answered with the research findings.

- The research objectives are as follows:
- To explore the management challenges faced by pastors.
- To establish the extent that pastoral preparation programmes offer management courses to prepare students for effective church management.

- To determine pastoral satisfaction with ministry preparation as it relates to effective church management issues.
- To examine management aspects that can be incorporated into the course offerings of pastoral preparation programmes to enable effective church management.

The categories consisted of gender, name of church attended, how old the ministry was which the pastor attended, how many years the pastor had been in that leadership position, how many congregates the pastor led and what the pastor’s highest ministerial qualification was.

**Table 3:** *Gender* (Own calculations from survey, 2017)

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	40	75.5	75.5	75.5
Female	13	24.5	24.5	100.0
Total	53	100.0	100.0	

Table 3 above indicates that, of the 53 pastors who participated in this research by filling in the questionnaire, 40 were male and 13 were female. This is because there are more male pastors than female pastors in the Evangelical and Pentecostal churches. However, this gender imbalance did not influence the overall findings because gender was not a significant variable in the study.

**Table 4:** *Age of ministry* (Own calculations from survey, 2017)

	Frequency	Percent	Valid Percent	Cumulative Percent
Under 10 years	29	54.7	54.7	54.7
10 years to less than 20 years	8	15.1	15.1	69.8
20 years to less than 30 years	4	7.5	7.5	77.4
30 years to less than 40 years	1	1.9	1.9	79.2
40 years and more	11	20.8	20.8	100.0
Total	53	100.0	100.0	

Table 4 above indicates that most of the respondents, 29 in total led Ministries which were under 10 years old from the date they were registered, eleven respondents led Ministries that were 40 years old and more. This can be translated to mean that those churches which had been established for longer have more traditional approaches and defined structures and systems in terms of the management of church resources, unlike the newly established churches which tend to be more innovative.

**Table 5:** *Number of years as a pastor* (Own calculations from survey, 2017)

	Frequency	Percent	Valid Percent	Cumulative Percent
Under 5 years	15	28.3	28.3	28.3
5 years to less than 10 years	14	26.4	26.4	54.7
10 years to less than 15 years	12	22.6	22.6	77.4
15 years to less than 20 years	7	13.2	13.2	90.6
20 years to less than 25 years	3	5.7	5.7	96.2
25 years and more	2	3.8	3.8	100.0
Total	53	100.0	100.0	

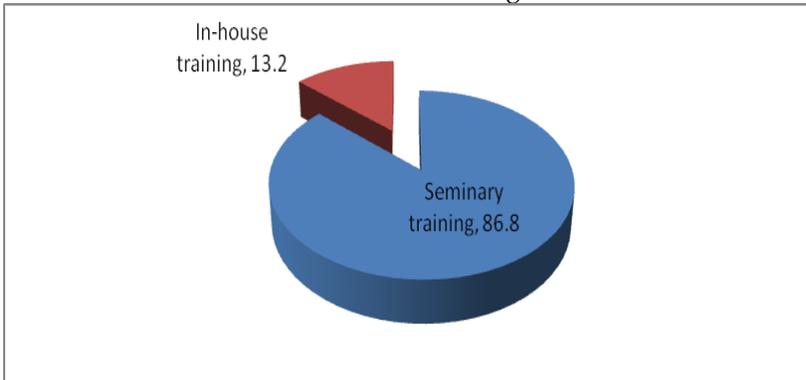
Table 5 above demonstrates the number of years the respondents have been pastors. Most of them had been pastors for less than 15 years with the mode falling in the range of less than five years. This implies that though they did not have a wide range of experience, they nonetheless had current information with regards how pastoral preparation programmes were developing management skills in pastors since they had graduated within the last two decades. Those who had experience were also an added advantage in that they were information rich when it came to responding to the question which asked for ministry challenges faced by pastors. They also assisted with very relevant examples which put the study in context. Most of the pastors had less than five years' experience.

**Table 6:** *Number of congregates pastor oversees* (Own calculations from survey, 2017)

	Frequency	Percent	Valid Percent	Cumulative Percent
50 and under	11	20.8	20.8	20.8
51-100	16	30.2	30.2	50.9
101-150	8	15.1	15.1	66.0
151-200	8	15.1	15.1	81.1
200 and more	10	18.9	18.9	100.0
Total	53	100.0	100.0	

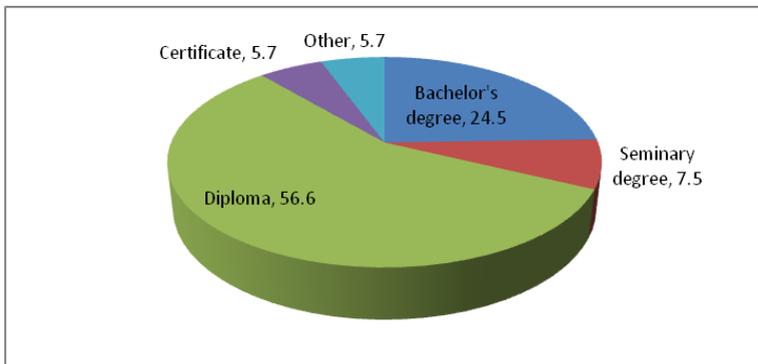
Table 6 above, highlights that 30.2% of the pastors led churches which had a range of 51 to 100 congregates making this the mode. Those who presided over 50 congregates and under were 20.8% of the pastors, while those who led between 101 to 150 congregates and 151-200 people were 15.1% of the pastors for each category. The last 18.9% of the pastors led 201 people and more. This can be said to indicate the level of influence that the respondents had and suggests the extent for

the need of management skills development as this is indirectly related to the size of human resources one is in charge of.



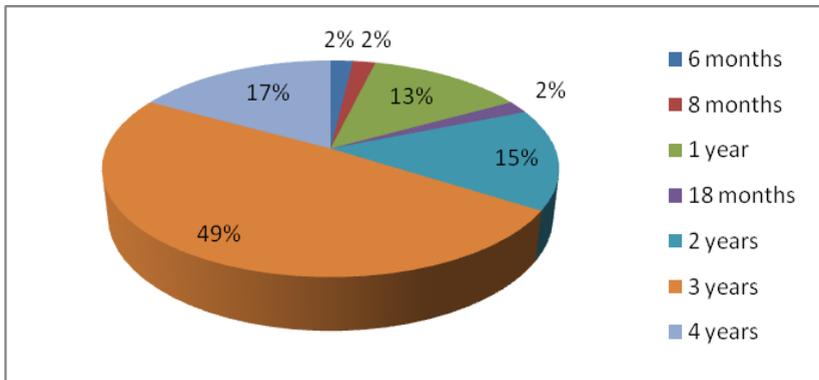
**Figure 4:** *Pastoral preparation program attended* (Own calculations from survey, 2017)

Figure 4 above, indicates that most of the respondents (86.8%) attended seminaries for their training and the remaining 13.2% had been trained in-house, which meant all the respondents in this study had attended a pastoral preparation program which implies that Pastors in Zimbabwe value ministerial training and do not just rely on the “calling of God”.



**Figure 5:** *Highest ministerial qualifications of the pastors* (Own calculations from survey, 2017)

Figure 5 shows that, of the respondents 56.6% were diploma holders, while 32% were degree holders, 5.7% had certificates and the last 5.7% had other ministerial qualifications which they indicated to be higher diplomas. These qualifications reflected the theological views and philosophies of 30 different seminaries which most of the respondents had attended for training and seven in-house training churches where a few of the respondents had been prepared for ministry. The mode fell under the diploma qualification which indicated that most of the respondents held ministerial diplomas.



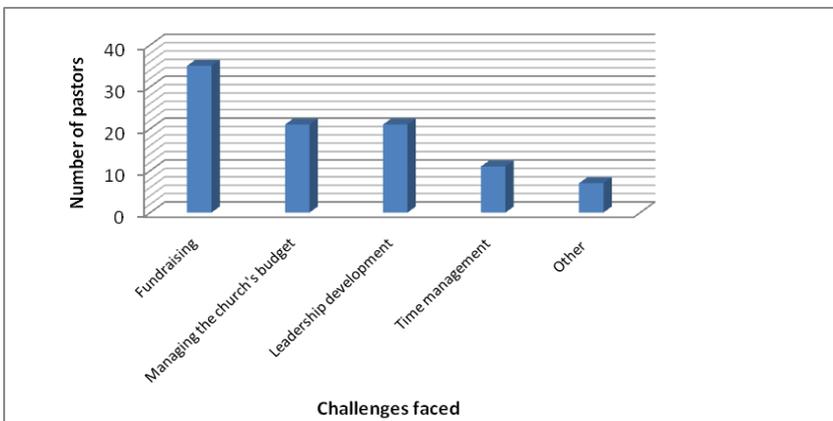
**Figure 6:** *Length of pastoral training* (Own calculations from survey, 2017)

Figure 6 indicates that most of the training programmes (49%) lasted for three years, which included the degree, higher diploma, and diploma programmes. A moderate number of programmes (17%) lasted for four years which were the degrees, which could be explained by the fact that most people prefer programmes which last for a shorter period like those programmes which lasted for one and two years which were the diplomas. The remaining 18.9% ranged between

six months to eight months of training and these were the certificates which had probably been obtained from in-house training.

The following responses are based on the aggregate of the answers to the specific questions asked and not an aggregate analysis of any one subject's responses. The questionnaire used for this study has been attached as Appendix A and the interview plan used has been attached as Appendix B.

To address the above research question, the pastors were asked to indicate the challenges they faced as church leaders (Appendix A, question 13). Figure 7 shows the findings on some of the management challenges that the pastors face in ministry.



**Figure 7:** *Challenges faced by pastors* (Own calculations from survey, 2017)

From Figure 7, 35 pastors (66% of the respondents) indicated that they faced challenges when it came to fundraising for the ministry, and a further 21 pastors (39.6 % of the respondents) highlighted that they

had difficulty when it came to managing the church's budget and leadership development. The pastors have been facing fundraising challenges and the challenge related to maintaining the church's budget the most. This could be possible since the two challenges somewhat dependent on each other, in that, if a pastor cannot fundraise for the ministry, then that means they will not have enough financial resources to remain operational, and the expenses of the ministry will always outweigh the income. This would make it difficult for the pastor to effectively allocate the financial resources or manage them because the demand for cash will overshadow the scarce financial resources (Citrin 2006). In other words, if a pastor fails to fundraise for the ministry, they have less income which makes it difficult to stick to the budget because the pastor would need to prioritize some things over others.

The number of pastors who selected time management as a challenge was 11 (20.8% of the respondents). Only 7 pastors (13.2% of the respondents) highlighted other challenges which included issues of teamwork, commitment of members to church activities, church growth strategies, retention of members, personnel management and resource management, which can all be classified as church management and administration issues. These findings indicate that pastors are facing more management challenges than spiritual challenges. Such was the case in a study by Irwin and Roller (2000) which saw the top five listed challenges by the pastors in that study being those which dealt with the organisational aspect of ministry.

It is interesting to note in the study by Irwin and Roller (2000) that the pastors felt they faced these management challenges due to lack of proper management skills development during their pastoral training. The researcher thus did a further analysis of the challenges faced by pastors in relation to their ministerial qualifications, to ascertain whether management skills were being developed in the pastoral preparation programmes and whether those with fewer qualifications

experienced more management challenges than those with higher qualifications.

**Table 7:** *Challenges faced in relation to ministerial qualification (Own calculations from survey, 2017)*

<b>Ministerial qualification</b>	<b>Fundraising</b>	<b>Managing the church's budget</b>	<b>Leadership development</b>	<b>Time Management</b>
Diploma	73.30%	33.30%	33.30%	30%
Degree	52.90%	47.10%	47.10%	11.80%
Certificate	66.70%	33.30%	33.30%	0%
Other	66.70%	66.70%	66.70%	0%

The results as shown in Table 7 above indicate that, of the diploma holders, 73.3% seemed to face fundraising challenges, while 33.3% had challenges with managing the church's budget and leadership development. Slightly above half of the degree holders at 52.9% faced fundraising challenges, while 47.1% indicated that they faced challenges managing the church's budget and leadership development. With regards the certificate holders 66.7% had challenges with fundraising and 33.3% struggled with managing the church's budget and leadership development. Of the respondents who had other ministerial qualifications, 66.7% of them faced all the challenges except for time management.

The results showed that the level of qualification a pastor had did not exempt them from facing management challenges. The fact that even those with high ministerial qualifications are also facing the same problems faced by those with fewer qualifications makes one question the extent to which management skills are being developed in pastoral

preparation programmes. This then implies that the pastoral preparation programmes are not adequately developing proper management skills in pastors to assist them to tackle the management challenges they face in ministry, especially those to do with financial resources management and leadership development.

The Seminary Deans and Senior Pastors were asked to respond to question 3 (Appendix B), which asked them the extent to which their programmes explicitly taught management aspects to prepare their pastors in training for effective management of church resources. They responded by highlighting some of the management aspects which they covered in their course content.

The consolidated results of the management aspects taught per program are indicated in Table 8 below. The aspects clearly covered by all the programmes are Strategic planning and implementation; Church management and administration; and Conflict resolution and communication, which implies that these subjects have great weight and have been recognised as being imperative by the pastoral preparation programmes.

**Table 8:** *Management aspects taught per program (Own findings from course content analysis, 2017)*

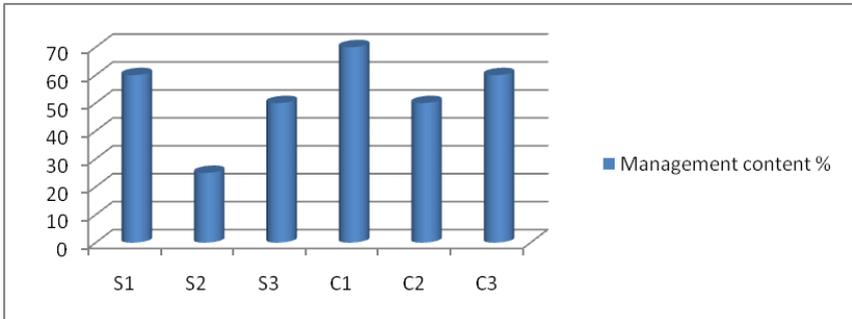
<b>Management aspects covered</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>
Strategic planning and implementation	✓	✓	✓	✓	✓	✓
Organisational development and design	✓	✓		✓		✓
Coordinating church events	✓	✓			✓	✓
Financial management	✓		✓	✓		✓
Church management and administration	✓	✓	✓	✓	✓	✓
Time management	✓		✓	✓	⊙	
Church governance	✓	✓				✓
Leadership development	⊙			⊙	⊙	
Human resources management	⊙			⊙		
Principles and practices of management			✓	⊙		⊙

Fundraising and Budgeting			⊙			✓
Personal development			✓	⊙		
Conflict resolution and Communication	✓	✓	✓	✓	✓	✓
Leadership ethics				✓		
Major management challenges all pastors face				✓		
Information technology			⊙		⊙	✓
Life management	✓					

Some of the interesting approaches to the development of management skills in the pastoral preparation programmes included a course in life management offered by S1, which encourages the students to have strategic plans both for ministry and their personal lives, as a way of making sure their training was not only spiritual but also practical to the extent that the pastors could apply the knowledge they learnt even in the secular world. S3 have a practical approach to some of the management aspects, as they challenge their students to start and maintain a business as part of their financial wisdom diploma. The Senior Pastor for C1 has designed a church leadership development program which answers most of the management and administration issues that pastors face and he has been invited to a couple of Seminaries as an external facilitator to implement this program on a part time basis. The Senior Pastor for C1 mentioned that as an in-house training program they have looked at the gaps that Seminaries lack. They then address such organisational issues during their pastoral preparation to create that needed balance in their pastors, by utilising the universal leadership and management principles of business in addition to the basic biblical training which addresses the spiritual aspects.

The Seminary Deans and Senior Pastors also gave a copy of their course outlines to the researcher who examined them using content analysis by semantically focusing on the vocabulary in the course outlines to confirm that the pastoral preparation programmes were

indeed covering the management aspects they had highlighted. The results of the interviews and the content analysis assisted the researcher to deduce the extent to which management aspects were being explicitly taught in the sample pastoral preparation programmes and the results are highlighted in Figure 8 below.

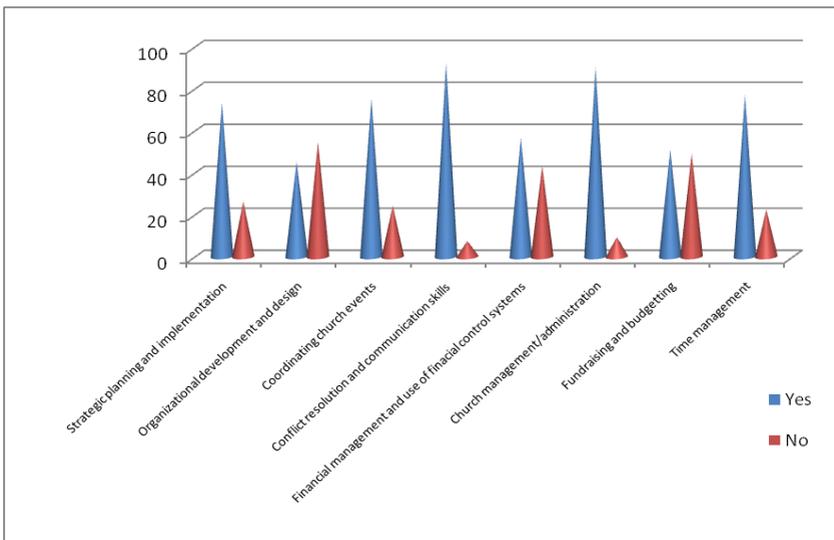


**Figure 8:** *Management content covered per program* (Own calculations from survey (2017))

Figure 8 illustrates that church 1 (C1) has management content which covers 70% of the training manual, indicating that they place more value on management skills development of their pastors. The same can be said for seminary 1 (S1) and church 3 (C3) which both had about 60% of their content concentrating more on the organisational aspects of ministry than the spiritual aspect. Seminary 3 (S3) and church 2 (C2) were neither here nor there, with 50% of their content addressing management issues and the other 50% addressing spiritual issues, as such it can be said they had created a balance between both aspects. Seminary 2 (S2) had the least management content covered in their curriculum at 25%, meaning they valued developing spiritual skills more than the management skills. Overall, the findings show that all of the pastoral preparation programmes the researcher studied have management courses specifically designed to cater for the

organisational aspects of a ministry and those designed for the spiritual aspects, though the overall course content for Seminaries was slightly skewed towards the spiritual aspect of ministry. As such, more balance needs to be created in Seminaries, to achieve ministry effectiveness as proffered by Oluwasegun (2016).

To further determine the overall extent to which pastoral preparation programmes in Zimbabwe explicitly teach management aspects, the researcher also asked the pastors to indicate the management aspects they had been taught during their pastoral preparation from a list given to them (Appendix A, question 16). The responses are recorded in Figure 9 below.



**Figure 9:** *Management aspects learnt* (Own calculations from survey, 2017)

The respondents indicated in *Figure 9* above, that the management aspect covered the most during the pastoral training had been Conflict

resolution and communication skills with 92.5% of the respondents stating they had been taught this aspect during their pastoral preparation. A total percentage of 90.6% of the respondents had also covered Church management/administration. Those who had covered Strategic planning and implementation were 73.6%. This went hand in hand with the information extracted from the face-to face interviews with the Deans and Senior Pastors in Table 8, which showed that all the pastoral preparation programmes which participated in the study taught these three management aspects. Overall, most of the management aspects recorded above 50% meaning the pastors had covered the said aspects during their pastoral preparation. This contradicts the point raised by Cohall and Cooper (2010), Irwin and Roller (2000) and Oosthuizen (2015) who were of the understanding that the church is exposed to insufficient education in management principles and skills through formal education offered in seminaries.

There were some exceptions however, which did not get more than half of the respondents mentioning that they had been taught as indicated in Figure 9 above. These were Organisational development and design which registered 54.7% of the respondents who stated they had not learnt this particular management aspect during their training, making it the least taught management aspect; Fundraising and budgeting was the other aspect which recorded 49.1% of the respondents who said they did not learn the aspects; and Financial management and use of financial control systems was another aspect which recorded 43.4% of the respondents who mentioned same. However, the overall trend in Figure 9 shows that most pastoral preparation programmes in Zimbabwe teach management aspects though at varied levels with churches which do in-house training covering management aspects more explicitly than the Seminaries. This is supported by the data collected from the interviews, and the

content analysis of the course outlines which clearly showed similarities between the management aspects highlighted by the Seminary Deans and Senior Pastors in *Table 8*, the management aspects identified from the course outlines, and the management aspects indicated in *Figure 9*, as having been taught to more than half of the respondents.

Even though the combined results indicate that preparation programmes in Zimbabwe are putting an effort into developing management skills in pastors, it is important to note that the idea is not just to develop any management skills, but it is to develop the ones that lead to ministry effectiveness. The Seminary Deans and Senior Pastors all agree with this view as they felt that proper management skills development in pastors has a great impact on ministry effectiveness especially on effective decision-making and allocation of church resources (*Appendix B*, question 5). This is the same stance taken by Griffin (2015) who maintains that the right management skills development in pastors lead to effectiveness. Smith and Wright (2011) also share the same sentiments by mentioning that the development of management skills in pastors would lead to an improvement in decision-making, as pastors will now be thinking and planning in the long term and not on short term basis.

In response to the this research question, the researcher sought to find out the respondents levels of perception with regards their preparation for effective church management (*Appendix A*, question 15). The questions that follow in *Table 9* were measured on a Likert-type scale: 1=strongly agree (SA); 2=agree (A); 3=neutral (N); 4=disagree (D); 5=strongly disagree (SD).

**Table 9:** Summary of responses on pastoral preparation (Own calculations from survey, 2017)

Statement	SA	A	N	D	SD	Mean	N
I feel I received adequate spiritual training prior to	45.3%	39.6%	13.2%	1.9%	0%	1.72	53
I feel I received adequate management training	20.8%	35.8%	39.6%	1.9%	1.9%	2.28	53
I feel I currently have adequate management skills for	11.3%	62.3%	20.8%	5.7%	0%	2.21	53
I feel I am successful when it comes to managing the church	15.1%	47.2%	35.8%	1.9%	0%	2.25	53
I wish I had better training in management issues	32.1%	20.8%	22.6%	20.8%	3.8%	2.43	53
My ministry would be more effective if I had better	24.5%	41.5%	20.8%	7.5%	5.7%	2.28	53
Church leadership training concentrates more on the spiritual	20.8%	35.8%	28.3%	11.3%	3.8%	2.42	53

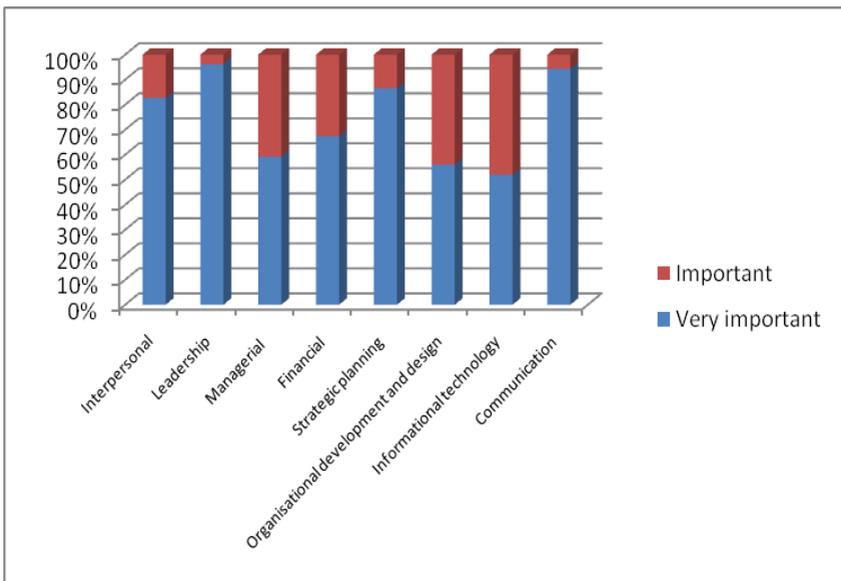
The findings in Table 9 above, suggest that pastors have vacillating feelings about their level of preparation for church management, with more than a fifth of them failing to state their perceptions for all questions which were associated with management issues, which substantiates a study by Irwin and Roller (2000) who also noticed the same ambivalent feelings in the pastors in their study. When combining the “strongly agree” and “agree” categories a greater part of the sample of 84.9% seemed satisfied with their spiritual training received prior to entering ministry. Slightly above half of the sample at 56.6% seemed satisfied with their management training received prior to entering ministry if the “strongly agree”, and “agree” categories were combined, however a sizeable 39.6% were not sure if they received adequate management training. This indicated that pastoral

preparation programmes concentrated more on the spiritual aspects. In fact, the same proportion of 56.6% agreed with the statement that “church leadership training concentrates more on the spiritual aspects than the organisational aspects”, with 28.3% not sure whether to agree or disagree with the statement. However, this did not translate to mean that the content taught is not balanced enough to prepare the pastors to handle both the spiritual and management aspects of the ministry.

Despite a sample of 52.9% feeling they had not received adequate training and wishing they had been given better training in management issues prior to becoming a pastor, a more modest majority of 62.3% of the sample seemed to feel successful when it came to managing their churches if the “strongly agree” and “agree” categories were combined. Though a solid majority of 73.6% seemed satisfied with their level of management skills for ministry, 66% felt that their ministries would be more effective if they had better management skills, meaning there are some skills that some of the pastors who fell in the 73.6% felt they lacked and could further develop if the “strongly agree”, and “agree” categories were combined. Overall, the pastors of the study group seemed very satisfied with their spiritual training which was in agreement with conclusions made by Weese (1993) who mentioned that pastoral preparation programmes teach spiritual aspects better, thus supporting the statement that said “church leadership training concentrates more on the spiritual aspects than the organisational aspects”.

Literature review indicated pastoral students who seemed dissatisfied with their training in management issues (Warford 2007), and others who were somewhat satisfied, with about half of the sample in a study

by Conway in 1991 indicating they were satisfied with their preparation (Chaves and Miller 1999). The respondents in this research study seemed moderately satisfied with their training for effective church. This could be attributed to the fact that the respondents understood the importance of management skills for ministry effectiveness, as such they were able to identify the weaknesses of their training. Figure 10 indicates the pastor’s responses when asked to rate the importance of eight management skills (Appendix A, question 8). The vast majority ranging between 92.4% to 100% after combining the “very important” and “important” categories, felt the skills were important in attaining ministry effectiveness.



**Figure 10:** Importance of management skills for ministry effectiveness (Own calculations from survey, 2017)

Another reason why the respondents might have felt their preparation for effective management was moderate, could be explained by the fact that almost the entire sample at 98.1% understood that a church is not only a spiritual entity, but it is also an organisation which means that as a pastor they are responsible for leading both aspects of the ministry. However, to do this they would need to have more management skills developed in them if they are to attain ministry effectiveness. Furthermore, 92.4% were of the conviction that to be a good pastor one needs to be a good manager, and a larger proportion at 94.3% acknowledged that pastors need good management skills to effectively manage the church resources. Failure to do this would lead to ministry inefficiency as mentioned by Boersma (1988) cited in Woodruff (2004) and (Griffin 2015) who posit that pastors need to develop good management skills, as these management skills lead to ministry effectiveness.

These responses are summarised in Table 10 below and were measured on a Likert-type scale: 1=strongly agree (SA); 2=agree (A); 3=neutral (N); 4=disagree (D); 5=strongly disagree (SD). (Appendix A, question 7).

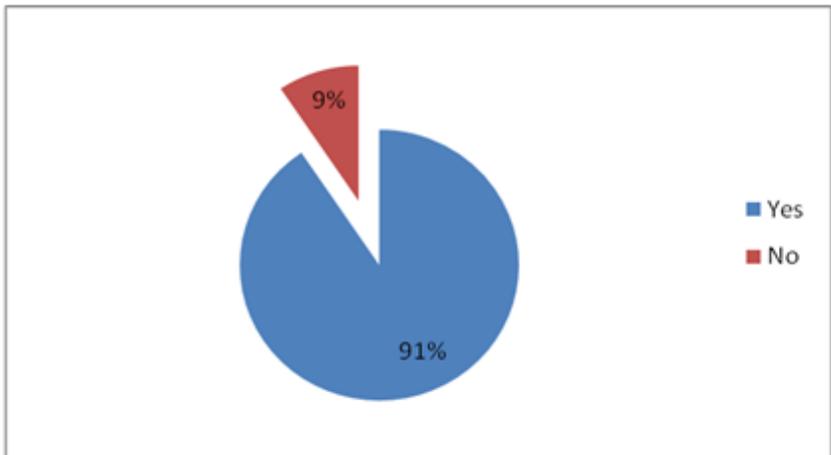
**Table 10:** *Summary of responses on effective church management (Own calculations from survey, 2017)*

Statement	SA	A	N	D	SD	Mean	N
A church is not only a spiritual entity, but it is also an organisation.	60.4%	37.7%	0%	0%	1.90%	1.45	53
A pastor is responsible for leading the spiritual and organisational aspects of the ministry.	71.7%	26.4%	0%	1.9%	0%	1.32	53

To be a good pastor one needs to be a good manager.	64.1%	28.3%	1.9%	3.8%	1.9%	1.51	53
Pastors need good management skills to effectively manage the church resources.	69.8%	24.5%	1.9%	1.9%	1.9%	1.42	53
Some management lessons can be drawn from business publications for ministry efficiency and effectiveness.	49%	47.2%	1.9%	1.9%	0%	1.57	53

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All these reasons could explain why the pastors felt their management training was moderate and thus were inclined to advocate for more management training, as shown by their keen interest to attend short management courses if given the opportunity, with 91% of the respondents indicating such interest as shown in Figure 11 below.



**Figure 11:** Interest in attending short management courses (Own calculations from survey (2017))

Both in-house trained pastors and those trained in seminaries felt that their training programmes lacked the ability to train them for some unforeseen future management challenges due to globalization and the dynamism of the world. So, this called for continuous learning on their part for personal development to gain knowledge, avoid limitation of scope, enhance their effectiveness, to be relevant and to keep abreast of new management and leadership concepts, and so that they can relate with their congregates on both the spiritual level and their secular world businesswise, thus making them more relevant in their congregates lives overall. Such were the views of the Seminary Deans and Senior Pastors when they were interviewed. These same respondents felt that it is imperative for pastors to upgrade themselves periodically to keep up with the demands of ministry because a lot of damage was being caused by pastors who refused to be trained.

Some pastors mentioned that they would attend management courses as a refresher course because some management aspects are constantly evolving, thus there is need for continuous development since the world and ministry are both dynamic, so pastors need to understand that they need management skills just as much as they need spiritual understanding, hence management skills are a “need” not a “want”, making them a basic necessity for every pastor if they are to attain ministry effectiveness. This is supported by Dubin (2012), Drucker (2009) and Schor *et al.* (1995), who all maintain that it is imperative for all leaders to obtain management skills if the organisation they are leading is to attain optimal efficiency and effectiveness. Some pastors felt that the ministry training of yesteryear did not prepare them enough for current turns of events, technology and the way organisations are being run nowadays, as such constant reading and learning would assist them to acquire the required skills and knowledge because for a pastor to continue leading, they must

continue learning. According to these pastors ‘a leader is a reader and a reader continues to be effective in leading’.

In response to this research question, the respondents gave diverse answers. The researcher asked the Seminary Deans and the Senior Pastors to suggest the management aspects they felt would be most beneficial to the pastors if they were incorporated into the course outline of the pastoral preparation programmes (Appendix B, question 7). The suggested management aspects are listed in Table 11 *below*, together with the associated contribution that the aspect would make towards effective church management. The management aspects listed in Table 11 corresponded to those mentioned in studies done by Andrews and Roller (2011) and (Weese 1993). However, these studies only listed the alternative aspects and did not elaborate on the contribution that the particular management aspect would bring towards the attainment of effective church management in ministries and also how these aspects would assist the pastors in general which is the gap this research has addressed.

**Table 11:** *Most beneficial management aspects* (Own findings from face-to-face interviews, 2017)

Management course which would be most beneficial if assimilated	Suggested contribution towards effective church management
Total life management	If one can manage their own life then they can manage other things. The interviewee then quoted from Luke 16:10 “Whoever is faithful with very little will also be faithful with much, and whoever is dishonest with very little will also be dishonest with much”.
Church governance	It would deal with issues of pastors not abusing church resources and how to ethically manage the church resources.

**Table 11:** *Most beneficial management aspects* (Own findings from face-to-face interviews, 2017)

Leadership development	It would assist in keeping pastors relevant in all aspects with regards how they interact and relate with their members. The pastors will also be able to identify people's potentials and thus harness this talent, develop it further for the synergistic effect which would result in ministry effectiveness.
Management and administration	The pastors would be knowledgeable on the importance of putting proper systems in place for effective management and administration of church resources.
Financial Management	Pastors can be taught how to how to budget, fundraise and keep proper records on the church's income and expenditure for better accountability. Financial prudence brings about integrity as the pastor will be able to account fully for the church's financial resources. The scandals on embezzlement due to pastor's ignorance of basic financial management principles would also be reduced because the pastor will have a feel and background of financial issues.
Organisational development and design	Understanding the dynamics in an organisation will assist pastors to improve on what is already there and to be proactive instead of reactive since the environment they operate in is constantly changing.
Resource Management	It would assist with correcting a lot of error in Christian gospel which stems from a desperation to get resources or to hide resources leading to the downfall of a church. Pastors will be able to set budgets and invest the church finances for project management in the future.
Strategic planning	The backbone of ministry requires a non-spiritual heavy aspect that requires resources, planning and leadership. So strategic planning would bring about sustainability of the churches due to long term planning and the provision for succession. Effectiveness is also brought about in that the churches expenses will be met on time and the church will not must operate in debt.
Human resource management	Would cater to the needs of the church staff and the pastor to make sure that they are covered when they retire, or in case they get ill or any of their family members is ill or even dies.

**Table 11:** *Most beneficial management aspects* (Own findings from face-to-face interviews, 2017)

	This would give the staff job security.
Information technology	It would also make the management of finances, humans and assets much easier. It would assist with project management as some churches do different projects, examples being building projects and running orphanages, which need proper monitoring and budgeting of resources.

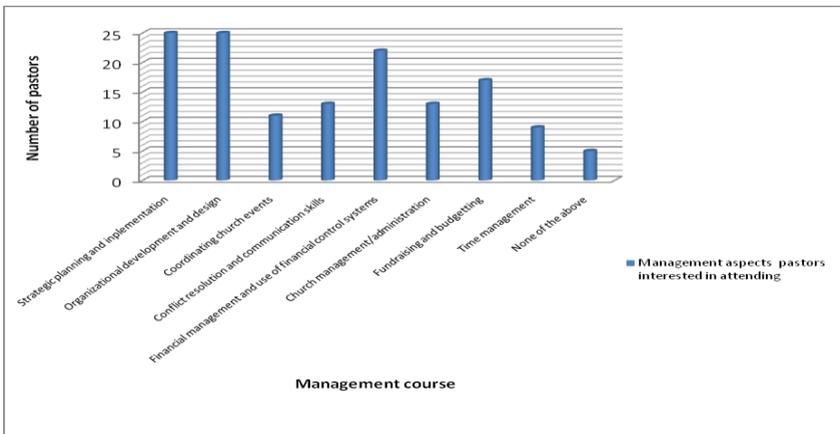
The Dean for S1 and the Senior Pastor for C2 suggested that ministries would be more effective if the pastors embraced information technology and used this for management and administration issues. Smith and Wright (2011) support this idea by stating that churches should use church management software because it would assist them by doing all the management activities without bias and legally especially the financial control systems, thus reducing issues of embezzlement and bringing in matters of financial prudence and integrity. The Senior Pastor for C3 concurred with the idea of embracing information technology and gave an example of the system that his church was using named Melivo Church Dynamics, which is an i-cloud based management application designed to simplify the church management and administration process encompassing people management, church program control, church database management, and financial management into one seamless administration process. The system covers organisational development and design issues, automates all communication, has discipleship processes to assist pastors with their human resources management, has an accounting package which addresses financial issues and provides for resources management through the asset management module. It also addresses events management and project management thus looking into

strategic planning and implementation issues, managerial issues and the leadership issues of the church.

Seminary Deans and Senior Pastors were also asked how practical it was to incorporate these management aspects into their course outlines (Appendix B, question 6). They each explicitly stated that it was more than practical to do so because to run and sustain a church successfully requires management skills. In their opinion management issues have a direct impact on ministry effectiveness and would assist churches to stop being reactive but to become more proactive. It would also remove the notion that the application of proper management practices for effectiveness is secular and should not be accommodated within the church organisation.

In fact, the Senior Pastor for C2 and the Dean for S3 advocated for the course outline to tilt more towards the development of management skills so as not to produce leaders who are unable to function in important organisational aspects of the church which include resource management. The Dean for S2 mentioned that management concepts were necessary and must be added to the curriculum because failure to manage the church resources by pastors would result in a negative impact on ministry effectiveness regardless of the pastor being a “powerful and gifted” preacher, as a result there is a need to balance the spiritual and the management issues of a ministry. The Dean for S3 and the Senior Pastor for C3 also argued along those same lines as they mentioned that most of the work of a pastor is not done on the pulpit, but it is done as soon as the preacher steps off the podium after delivering the Sunday sermon.

To further respond to the above research question 4, the researcher also asked the pastors to indicate three short management courses they would attend if given the opportunity to further develop their management skills (Appendix A, question 18). This allowed the researcher to triangulate the data and come up with proper recommendations, which catered for both the pastoral preparation programmes and the pastoral students, regarding the amalgamation of biblical studies with business studies. This information is thus very helpful in determining which management aspects pastoral preparation programmes should focus on when amending their curriculum to include management skills development for effective church management. Figure 12 below, shows the overall results for all the courses as highlighted by the respondents.



**Figure 12:** *Management courses pastors are interested in attending* (Own calculations from survey, 2017)

Figure 12 above, shows that the number of pastors who indicated their interest in attending a short course in Strategic planning and implementation was 25 pastors (47.2% of the respondents) which was

the highest frequency, same as that for the short course in Organisational development and design. The number of pastors who showed interest in financial management and use of financial control systems was 22 pastors (41.5% of the respondents). The top three courses selected were Strategic planning and implementation, Organisational development and design; and financial management and use of financial control systems.

It is however interesting to note that even though 91% of the respondents as shown in Figure 11 highlighted their interest to attend management courses, none of the management aspects registered more than 27 pastors (50% of the respondents or more) as shown in Figure 12. It is also interesting to note that the number of pastors facing a particular challenge did not correspond with the number of pastors who would attend a management course addressing that challenge. Of the 66% of pastors facing fundraising challenges in Figure 7 only 32% indicated that they would attend a course in fundraising and budgeting in Figure 12, and of the 39.6% of pastors facing challenges in managing the church's budget only 24.5% would attend a course in church management/administration. The number of pastors who selected time management as a challenge was only 11 (20.8% of the respondents) which explains why less pastors were interested in attending a course on time management with only 9 pastors (17% of the respondents) registering their interest. Of the respondents 13 pastors (24.5%) were each interested in attending conflict resolution and church management/administration which would assist with those problems stated as "other challenges faced by pastors", and 11 pastors (20.8% of the respondents) were willing to attend a course in coordinating church events which could assist in getting members interested in participating more.

Some five pastors (9.4% of the respondents) highlighted that they would not attend any short courses on management because they had tight schedules, however they were in full support of the idea that pastoral preparation programmes should offer the courses as part of continuing education. This idea was also recommended by Andrews and Roller (2011), Dobson (2002) and Hendriks (2004) who stated that pastoral preparation programmes should offer practical continuing education to pastors by teaching them the current management skills they need in today's culture. Another pastor commented that they would not attend the courses because even though the programmes could be good for church administration, more energy must be exerted to soul winning because it is more important for a pastor to "meet with God and be led by the Holy Spirit than any seminary education because the great commission emphasizes on the saving of souls more than church administration." This pastor felt that if God has called a person to ministry to lead others, then God will send that individual with enough attributes and skills to do the job.

Conversely, those pastors who indicated that they would attend the management courses felt that in as much as a pastor receives a calling from God and it is the Holy Spirit who gives the gifts to function through them, one still needs to acquire knowledge, through studying the Bible and other courses which deal with how to manage a church as an organisation not only as a spiritual centre. These same respondents said churches needed to stop spiritualizing and basing everything on faith as this has affected effectiveness, efficiency of pastors in varying ways and has resulted in poor management of church resources which has led to poor retention of church members and most church splits. Deans and Senior Pastors concurred with these sentiments in the interviews. According to the same respondents, churches should instead have a holistic approach to everything and

invest in developing management skills in their pastors as they are imperative considering that ministry is 20% spiritual and 80% administration. So, pastors accordingly need to be relevant in all aspects and they can only do this by understanding that the church is both a spiritual and organisational entity which is complex and challenging to lead, as such ministry effectiveness can only be attained through a multi-faceted ministerial training.

This could explain why when the respondents were asked to indicate how much they agreed or disagreed with the statement that “some management lessons can be drawn from business publications for ministry efficiency and effectiveness” (Appendix A, question 7), 49% “strongly agreed” and 47.2% “agreed”, thus totalling 96.2% of the respondents who could be said to support the adoption of management principles for ministry effectiveness as indicated in Table 10. These respondents therefore felt that the amalgamation of management aspects with biblical studies would positively contribute towards attaining ministry effectiveness. Some of the aspects which were suggested were strategic planning and implementation, organisational development and design, leadership development, fundraising, financial management and accounting, management information systems, conflict management and human resources management, as most pastors indicated they were facing many challenges with regards some of these management aspects. This is in agreement with studies done by Andrews and Roller (2011), Weese (1993) who identified with most of the management aspects suggested above as the pastors in their own studies had also highlighted the same subjects and more; and some researches highlighted by Burns and Hunt (1995), Smith and Wright (2011), and Stevens *et al.* (1996), also identified the same management aspects above as being necessary for assimilation into the pastoral preparation programmes course content

to balance out the spiritual aspect and the organisation aspect of ministry.

Overall, it is apparent that the courses selected by the respondents and suggested by the Deans and Senior Pastors would change much of how pastoral preparation programmes train pastors for effective church management. They may also suggest that pastoral preparation programmes do a better job at providing resources for pastors to develop management skills. Over the years various disciplines have been added to the curriculum to expand the range of theological education more into pastoral practice in America, with many of their Seminaries having engaged in some type of curriculum revision or refinement over the past decade (Callahan 2013). Today many Seminaries in America have gone beyond the traditional church leadership training to offer more courses in church administration and management (*ibid.*). England has a master's in business administration (MBA) course specifically designed for church management offered in the Seminary (Protherough and Pick 2002). Pastoral preparation programmes in Zimbabwe could incorporate more management courses in their course outlines as well.

The researcher used qualitative data analysis procedures to assist with the analysis of the data collected so that it could be useful, and the meanings understood. This then allowed the researcher to develop theory from the data. Therefore, this chapter focused on the data presentation, discussion and interpretation of the research findings. Only facts were presented in sequence, and in terms of the research questions. The research questions were answered logically and separately, and the analysis of data focused on accurate descriptions, clarity and ability to condense. To interpret the meaning of the research results, the researcher tied the results to literature review to

show the points of similarity and departures with theory and previous research findings on the topic. Where there were deviations, the researcher tried to give reasons for such deviations. All the research questions were discussed, and practical implications of the results were stated. The findings on the research questions were each stated, analysed and discussed, so that the researcher could come up with recommendations for the study and other research to follow.