

CHAPTER 5: MANAGEMENT SKILLS DEVELOPMENT IN PASTORAL PREPARATION PROGRAMMES: SOME WAY FORWARD

This study sought to identify the management challenges faced by pastors in Zimbabwe and to explore the extent to which pastoral preparation programmes made management learning explicit through course offerings, thus developing management skills in the future church leaders. The study was brought about by the fact that the church is both an organisation and a spiritual entity; as such it requires well balanced pastors who are equipped spiritually and whose management skills have been developed, to attain ministry effectiveness. This chapter focuses on three areas namely the summary of the major findings, the research conclusions and the recommendations. The summary of major findings gives a brief synopsis of the implications of the findings in terms of the research objectives. The research conclusions are the summed-up answers to the research questions and have been drawn directly from the findings. The recommendations state the actions that should be taken to solve problems identified by the study, and suggestions are made for future research on the study.

Undertaking this study revealed information to the researcher that is related to management skills development in pastoral preparation programmes. The research found out that most of the pastors in Zimbabwe take time to prepare themselves for ministry as evidenced by the fact that all the respondents had attended one pastoral preparation program or another. This research established that pastoral preparation programmes are currently doing a good job in preparing pastors to tackle ministry challenges. The respondents

reported that the pastoral preparation programmes were very beneficial and had indeed prepared them for ministry work, however they also highlighted that the preparation programmes had not prepared them well regarding effective management of the church resources. This study also identified a list of management aspects taught in pastoral preparation programmes to determine respondents' perceptions regarding the relevance and validity of management skills development, to which the research found that the respondents valued management skills development, and if given the opportunity to develop their management skills by attending short courses in management, they would be very much interested and would jump at the opportunity.

As such, all the objectives that the research set out to achieve were accomplished, with different management challenges like fundraising, leadership development and managing the church's budget being identified as indicated in Figure 7. The course outlines and leadership training manuals were analysed so that the researcher could determine the extent to which the pastoral preparation programmes offered management courses as a way of preparing pastors for effective church management and it was established that in Zimbabwe this is to a moderate extent as indicated in Figure 8. Perceptions of the pastors were also sought to gain an understanding into how they felt about their management training, to which slightly more than half indicated their satisfaction with their training, but a moderate number of the sample wished they had more training prior to getting into ministry as shown in Table 9. All the respondents managed to examine management aspects that could be incorporated into the teaching material for pastoral preparation programmes as indicated in Table 11 and Figure 12, with Seminary Deans and Senior stating that management skills development in pastors would have a great and

significant impact towards the effective management of church resources. Not only that, but they also advocated for the adoption of business principles which had proved to produce good results in the secular organisations.

The research findings thus managed to confirm that Zimbabwean pastors face more challenges with regards the organisational aspect of ministry than the spiritual aspect thus there is need for management skills development in pastors. The literature review revealed that the development of management skills in pastors can lead to ministry effectiveness which confirms that the development of management skills in Zimbabwean pastors would lead to effective church management which in turn would cause a domino effect to ministry effectiveness. The research findings also confirmed that the course content offered in pastoral preparation programmes in Zimbabwe is more skewed towards the spiritual aspect of ministry than the organisational aspect. As such, the pastors who attended the preparation programmes were not entirely satisfied with their preparation for effective church management. Both the research findings and the literature review managed to confirm that some management principles can be taught in Zimbabwean pastoral preparation programmes and adopted by the church leaders to enable ministry effectiveness. It can thus be clearly said that all the propositions for the research were confirmed, and the objectives met.

Pastors met management-related challenges more than they met spiritually related challenges, which implied that pastors during their training were prepared to deal with the spiritually related challenges more than they were prepared to deal with the management-related challenges. This agreed with a study done by Cole (2008) which saw pastors indicating that the basic preparation they had received did not

prepare them for the transition from being a student to being a full-time minister as they were overwhelmed with dealing with the non-spiritual aspects of running a ministry. The most common challenges the respondents in this study experienced as indicated in Figure 8 were fundraising, managing the church's budget and leadership development. This agrees with a study by Andrews and Roller (2011) who also had pastors in their study indicate the above challenges amongst many other challenges.

The challenges faced in this study appeared to be the same regardless of the years of pastoral experience, size of the congregation, or the ministerial qualifications of the pastors. More than half of the respondents indicated that they faced fundraising challenges and just below half of the respondents indicated that they faced challenges when it came to managing the church's budget and leadership development. This could be because not many pastoral preparation programmes teach the management aspect of fundraising and budgeting as indicated in Table 8. This was also proven in Table 7 which highlighted that more than half of the respondents per ministerial qualification indicated that they faced fundraising problems and slightly more than a third per ministerial qualification indicated that they had challenges in managing the church's budget and leadership development.

The other challenges which the pastors faced were time management, commitment of members to church activities, church growth strategies, retention of members, personnel management and resource management. All these challenges can be said to deal with the organisational aspect of ministry. This would explain why a sizeable amount of pastors felt their ministries would be more effective if they had better management skills as indicated in Table 9. These were also

the same sentiments of the pastors in a study by Irwin and Roller (2000) who also highlighted most of these challenges and felt the pastoral preparation programmes needed to concentrate more on the organisational aspect of ministry to develop the much-needed management skills in pastors prior to their becoming ministers.

The course content offered in pastoral preparation programmes in Zimbabwe is more skewed towards the spiritual aspect of ministry than the organisational aspect which suggests that more balance needs to be created if ministry effectiveness is going to be attained, as alluded to by Oluwasegun (2016).

This research saw almost the entire sample in Table 10 indicating that they felt “the church is not only a spiritual entity but is also an organisation” and that it is the pastor who is responsible for leading both the spiritual and organisational aspects, which indicated that there is a need to balance the two aspects when preparing the pastors. This is in agreement with findings from previous researches and literature reviewed which highlighted the imbalance in the course content of pastoral preparation programmes (Cole 2008, Hoge and Wenger 2005, Irwin and Roller 2000, Rush 2003, Weese 1993, Woodruff 2004, Woodyard 1994).

As such, upon a semantic study of the course outlines and leadership training modules it was obvious that pastoral preparation programmes in Zimbabwe have put an effort into including management aspects into their teaching material in an effort to cater for the organisational aspect of a ministry thus attempting to create the required balance between the spiritual aspect and the organisational aspect. This is shown in Table 8 and Figure 9, which indicate that all pastoral

preparation programmes in the study teach the management aspects of Strategic planning and implementation, Conflict resolution and communication skills, Coordinating church events, Church management and administration, financial management and Time management. This could imply that most pastoral preparation programmes in Zimbabwe cover the foregoing management aspects.

This is commendable because in as much as pastoral preparation programmes should continue to focus on developing the spiritual aspects they should do so while providing opportunity to the pastors to learn basic management skills. The reason being that most church activities are at the heart of sound management and require the application of management functions which are critical for ministry operation (Markham and Warder 2016, Schoonover 2013). It is also because once a pastor graduates from the pastoral preparation program and enters into the pastorate, their initial need is to know how to manage the ministry rather than to know the content of ministry. Once they understand the basics of management, then the theological foundation becomes their strongest need even as they continue to develop their ministerial skills.

It can be deduced from the research that the pastoral preparation programmes in Zimbabwe must a moderate extent addressed the issue of management skills development in pastors by trying to be innovative with some adopting successful management principles from business and incorporating them with their studies, and others even forming strategic alliances between Seminaries and business facilitators to address the organisational aspects not covered in the curriculum. The reason for this innovativeness can be explained by the fact that the Seminary Deans and Senior Pastors all recognise that the impact of management skills development in pastors would be great

and very positive towards achieving ministry effectiveness as highlighted by previous research findings which have made it almost unquestionable that if any organisation wants to be effective they must have competent skilful leaders (Drucker 2009; Dubin 2012, Schor *et al.* 1995). As such pastoral preparation programmes in Zimbabwe see the need to modify their course content.

The pastors who attended the preparation programmes in Zimbabwe were not entirely satisfied with their preparation for effective church management. The results indicate that better management skills development is necessary in pastoral preparation programmes if the pastors are going to achieve effective church management of resources after graduation.

Even though a huge proportion of the sample felt the training was beneficial and had prepared them to tackle ministry challenges, when it came to preparation for church management, most of the pastors felt that their training was more skewed towards the spiritual aspect than the organisational aspect, as the majority felt their spiritual training was adequate but their management training was not as shown in Table 9. These findings are supported by literature from previous studies which indicated that pastors in different studies had also displayed their discontent with regards their management preparation (Chaves and Miller 1999, Dobson 2002, Scholl 2009, Warford 2007). Even though a small number of the pastors were unsure of how they felt about their management preparation during pastoral training, it was clear that of those who were certain of their feelings, most of them felt ill equipped to deal with church management issues and wished that they had received better management training before they became pastors. This was evidenced by the fact that a vast majority of the pastors felt that their ministries would be more effective if they had

better management skills as indicated in Table 9. This was in total agreement with previous studies by Irwin and Roller (2000), Rush (2003) and Warford (2007).

This also indicates that the pastors acknowledge the important role that management skills play in effective church management as shown in Table 10 where a solid majority of the pastors agreed that “pastors need good skills to effectively manage church resources”. This was also highlighted in Figure 10, where almost the entire sample agreed on the importance of management skills towards attaining ministry effectiveness. As such it can be deduced that there is a cry from the pastors to be assisted to gain the necessary skills they need for effective church management. This is seen in Figure 11 where almost the entire sample indicated that they would attend short courses in management if they were offered. This indicated that the current pastors would benefit by Seminaries offering courses relating to specific management skills needed by pastors especially relating to the management challenges they are facing in ministry. This was however, in contradiction with research done by Conway in 1991 which saw the pastors indicating that they would not attend any management courses even if they were on offer in by Seminaries (Chaves and Miller 1999).

Pastoral preparation programmes are lacking in their delivery of management skills development in pastors, and therefore need to consider incorporating more management aspects like Strategic planning and implementation, financial management and the use of internal control systems, and Organisational development and design into their course outlines to prepare the pastors for effective church management of resources. This agrees with a study by Hoge and Wenger (2005) which recommended an improvement in management preparation in Seminaries and literature review from Austin-Roberson

(2009), Brown (2005), Callahan (2013), Dobson (2002) and Turner (2011) which strongly supports that pastors need to be taught the importance and effectiveness of applying those three management aspects in their churches.

The Seminary Deans and Senior Pastors in this study all seem to agree with the idea to incorporate more management aspects into their course outlines because when they were asked to suggest management aspects they felt would be beneficial to the pastors if incorporated into the course content of pastoral preparation programmes (Appendix B, question 7), they were more than happy to provide a list of suggestions which were recorded in Table 11. The other indicator was again when they were asked whose responsibility it was to develop management skills in pastors (Appendix B, question 4), they all leaned towards the overall responsibility being that of pastoral preparation programmes. This, however, was not in agreement with the research findings by Conway in his 1991 study, which showed that Seminary leaders were not uniformly supportive of the idea of taking the responsibility (Chaves and Miller 1999) but felt that it was the responsibility of the pastors as individual's to develop the necessary management skills for effective church management.

However, the fact that the Seminary Deans and Senior Pastors in this study felt it was their responsibility to develop management skills in the pastors implies that they realize that pastors have the potential to be more effective if pastoral preparation programmes take up the responsibility to develop the needed management skills in them, instead of leaving the responsibility to the pastors to educate themselves as has been the case. This led the researcher to insinuate that this could be the reason why the pastors in Zimbabwe felt they

had been prepared more with regards the spiritual aspect than the management aspect as shown in Table 9.

With a greater part of the pastors agreeing that to be a good pastor one needs to be a good manager as shown in Table 10, it translates to mean that pastors require good management skills, and these management skills can be attained in many ways. One such way is to have them taught to the pastors during their pastoral preparation process as suggested by Allen (2002), Carlopio and Andrewartha (2012) and Parker and Stone (2003). Table 8 showed that all the pastoral preparation programmes in this study had integrated some aspects of management in their course outlines.

The other way for pastors to develop management skills is by adopting management principles from the secular world and this idea was supported by almost the entire sample as indicated in Table 10, when they agreed with the statement that “some management lessons can be drawn from business publications for ministry efficiency and effectiveness.” The Seminary Deans and Senior Pastors also agreed with this idea, as a few of them had already started incorporating some business principles in their preparation of the pastors for effective church management. This move is supported by Andrews and Roller (2011), Burger (1995) and Hendriks (2004). Burger (2004) further states that, it is already apparent that increasing numbers of pastors are influenced by business publications because the lessons taken from these publications are being incorporated in their ministries.

After all management principles have a universal application in every organisation according to Drucker (2009) and Fayol (1949). So, if a church is an organisation (Barnard 1948) then it is correct to propose that management principles apply to the church as an organisation. If

again the application of good management skills leads to organisational effectiveness, and good management skills can be developed through learning of management concepts, then it follows that management skills development leads to organisational effectiveness which was highlighted by Sweeney and McFarlin (2001). This would then imply that for the pastors to effectively manage the ministry they need to have their management skills developed during their foundational years of learning (Schor *et al.*, 1995).

So when the pastors were asked to indicate which three management aspects they would like to learn, and when the Seminary Deans and Senior Pastors were asked for suggestions of management courses that would benefit the pastors if incorporated into their course outlines they all explicitly identified Strategic planning and implementation, Organisational development and design and Finance management and use of control systems as indicated in Figure 12 and Table 11, which according to previous literature can lead to ministry effectiveness Austin-Roberson (2009), Brown (2005), Callahan (2013), Dobson (2002) and Turner (2011).

Though all the pastoral preparation programmes in this study seemed to be offering Strategic planning and implementation it seemed some of the other programmes which were not included in the content analysis might not, hence the indication by a moderate number of the respondents to be interested in learning more about it. The pastoral preparation programmes should thus consider adding these management aspects to their course outlines and leadership training manuals, as all the Seminary Deans and Senior Pastors were very confident, that this is very practical and can be done because they were already implementing it. However, their implementation can be

improved to a larger extent given that, not many Pastors were satisfied with their management training.

While pastoral preparation programmes in Zimbabwe seem to be moderately developing management skills in Pastors by including management aspects in their training modules, it is evident that Pastors feel more management aspects could be incorporated in their training to assist them to deal with the financial and resource management challenges they face after graduation. Some management principles and practices can be adopted from the secular and used to assist the Pastors to effectively manage the church. So in addition to preparing Pastors in the theological disciplines, it is therefore recommended that pastoral preparation programmes offer management courses in strategic planning and implementation; financial management and the use of financial control systems; and organisational development and design. The development of these management skills in Pastors can lead to ministry effectiveness and would assist Pastors to reduce issues of embezzlement, stagnation of the church, mass migration of congregates, removal of pastors from office over issues of mismanagement and abuse of church resources.

The study noted that Pastors clearly place high importance on the development of management skills towards ministry effectiveness, as evidenced by the fact that almost the entire sample was more than willing to attend short courses in management if given the opportunity. It is therefore recommended that pastoral preparation programmes introduce continual education.

The Seminaries should introduce continual education seminars where they will teach the current management skills that Pastors need for effective church management. The continuing education can be used to

present and refine specific management skills not addressed by the formal education. The Seminaries can also enhance continuing education by regularly polling Pastors regarding the management skills they need training in; and by making the courses more practical, affordable and accessible. The courses can even be taught during weekends, summer school or winter school. This will be an opportunity for Seminaries to be more involved in the development of management skills in Pastors. A Seminary may even obtain a competitive advantage over other Seminaries by offering a comprehensive and effective continuing education program.

The Seminaries should also offer bridging courses for management skills development, to cater for those who did their management training yesteryear. These bridging courses would be focusing on the connections between the formal education received and the management issues faced in Ministry. This move will make Ministries more effective because Pastors will be able to tie the education they receive to their current experience.

The literature reviewed indicated that pastors have a managerial role to play as church managers and that lack of management skills development in the Pastors at foundational stages in their training leads to ministry ineffectiveness. As such pastoral preparation programmes need to understand that management principles, functions and managerial roles have a universal effect. This study hence recommends that Seminary Deans and Senior Pastors expand research in the area of management skills development in Pastors, to determine the effectiveness of specific management theories as related to church management. This expansion in research should assist them to adapt their training programmes to the new realities of the 21st century which will ensure that both the spiritual and management

aspects of the church are equally catered for during pastoral training. Thereby creating a balance in the preparation of pastors for ministry effectiveness and assisting Pastors to better tackle ministry challenges they may encounter.

The pastoral preparation programmes can actually begin by referring to Mintzberg's managerial roles (Mintzberg 1973), Fayol's Management Process School theory (Fayol 1949), Boersma's 1988 research on important management skills which need to be developed in Pastors and current management theories to identify management content they can incorporate for management skills development in the Pastors. This is because most if not all management skills emanate from the five functions of management put forth by Fayol and the ten managerial roles identified by Mintzberg.

In light of this, the research findings that indicated that more than half of the Pastors wished they had better management training, it is recommended that Seminaries utilise business persons as resources in developing the management skills in Pastors either directly or indirectly. Management courses should be facilitated by practicing business persons or successful yet enterprising Pastors who run a successful business or more. This creates a platform for the introduction of interdisciplinary programmes which combine pastoral ministry and business content for quality pastoral training. This will also enable the Seminaries to tap into the knowledge base of business persons and would assist the Pastors with receiving information for current management problems and through structured mentorship.

Senior Pastors for in-house training programmes should explore the possibility of collaborating with business schools or persons to create effective training programmes that include management skills

development of their Pastors. This is a valuable learning experience that will enhance the Pastors' management knowledge and skills. This investment in their leadership development in management skills will definitely return many times over through more effective and efficient management of church resources by the Pastors.

Further studies covering a larger cross-section of churches could provide a better basis for generalizations of the results provided herein. Additional questions could be added to provide a more in-depth analysis of the impact of management skills in effective church management. A longitudinal research which follows the development of management skills in pastoral preparation programmes over different timelines can be done to trace a trend. More research is also needed to determine which management theories are applicable to church leadership and to develop new theories on effective church management. It is hoped that this study will encourage further research to confirm that the goal of every seminary should be to prepare pastors with regards to both spiritual and organisational aspects of a ministry for effective church management, bearing in mind the fact that society is always changing and churches need to move with the times. Regardless, these results indicate that with proper course outline and leadership training manual considerations, management skills in pastors can be developed resulting in pastors achieving ministry effectiveness much the same way as business firms.

A church is made up of two aspects which are the spiritual aspect and the organisational aspect. As such the researcher was interested in finding out how balanced the course content of the pastoral preparation programmes was in addressing both aspects. The research found that the course material was mostly skewed toward the spiritual aspects. Overall, this research managed to seek previous research

with regards management skills development in pastors and gave a perspective of effectiveness and management in general within the church which is applicable to the role of the pastor as a church manager. In this manner the research managed to show that the management theory applied in business, can be generalized to extend to the church as well. This study also managed to analyse the pastoral preparation programmes to evaluate the extent to whichh they are offering management skills development and then sufficiently explored the methods and courses that pastoral preparation programmes can adopt to assist the pastors in gaining the needed management skills for ministry effectiveness.