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Clergy Effectiveness

National Survey Results

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Background

In July 1999, the Advisory Committee on Psychological Assessment to the General Board of Higher Education & Ministry (GBHEM) for the United Methodist Church, requested an evaluation of the selection criteria used in the ordination process for local church pastors. At the time, the assessment process was largely based on clinically oriented measures of abnormal personality profiles such as the Minnesota Multiphasic Personality Inventory. The expressed desire was to develop supplementary assessments focused on predicting effective performance rather than abnormal behavior. It was decided that, as an initial step, a small-scale task analysis should be conducted using pastors in the state of Michigan to identify the major task clusters performed by local church pastors and their conceptualizations of effective performance of the tasks. Despite the small sample used in the initial study, a great deal was learned and the final report describing the results of this task analysis process was submitted to the committee on February 7, 2003 (DeShon & Bosch, 2003).

In February of 2006, the committee, led by Sharon Rubey, wished to expand the findings from the initial task analysis and effectiveness study. Using needs analysis methodology, it was determined that a second study would be conducted to meet three goals. The first goal was to evaluate the generalizability of the task and effectiveness findings obtained in Michigan to a representative sample of conferences in the United Methodist Church. A second goal was to continue developing and expanding both the task analysis and the effectiveness criteria using the new sample. The third goal was to identify the Knowledge, Skills, Abilities, and Personal Characteristics (KSAPs) that contribute to effective performance of the tasks performed by local church pastors.

The expanded study was highly successful and the final report detailing the results of this intensive research effort was submitted to the committee on December 15, 2007 (DeShon & Quinn, 2007). The results of this study demonstrated the generalizability of the findings from the focus group interviews conducted in

Michigan, and yielded a validated set of local church pastors' conceptualizations of effectiveness, a set of primary task clusters performed by local church pastors, and the knowledge, skills, abilities, and personal characteristics needed to effectively perform the identified tasks. Methodological details underlying the distillation of the focus group interview data may be found in the report (DeShon & Quinn, 2007). The primary results from these earlier reports are presented here so that this report may be read as a largely self-contained document detailing the research findings.

Conceptualizations of Effectiveness

The notions of clergy effectiveness and effective performance are receiving a great deal of attention in virtually all Christian denominations (e.g., Arnold (2006)). In the past few years, numerous Annual Conferences in the United Methodist Church (e.g., Central Texas, Holston, Kentucky, North Georgia, North Texas, Southwest Texas, West Virginia) have formed special committees with the charge of evaluating, defining, and communicating the importance of providing effective ministry. These investigations are certainly useful but, in most cases, the methodology underlying the developed conceptualization of effectiveness is unclear. Further, the extent to which these efforts incorporated the opinions of currently practicing local church pastors who are identified as providing effective ministry is unclear.

To understand how effective local church pastors conceptualize effectiveness, Bishops and District Superintendents were asked to identify a diverse sample of highly effective local church pastors in their Annual Conferences. The nominated pastors were then invited to participate in a set of focus group interviews to explore their conceptualization of effectiveness. Further details describing the focus group methodology may be found in DeShon and Bosch (2003) and DeShon and Quinn (2007). The results of this qualitative investigation indicated that local church pastors conceptualize effective performance as a multidimensional process reflecting the following four factors.

Calling

Effective pastors possess a profound inner sense of being called by God and called to ministry. This calling is manifested as a deep trust in God and the willingness to act boldly and to take risks as part of that called ministry.

Leadership

Effective pastors have the ability to cast a vision and mobilize and empower people to work toward it. Effective pastors influence people in ways that will help them achieve their goals.

Transforming lives

Effective pastors are able to transform lives. People with transformed lives experience spirituality as part of their identity; that is, they incorporate spirituality

into their everyday lives. People with transformed lives experience God in their lives every day of the week, not just on Sundays. Transforming lives involves helping people grow in their love of God and develop a deeper relationship with God. People with transformed lives also have a genuine desire for spiritual growth.

Helping others

Effective pastors help people discover and utilize their gifts for the good of their communities. They help people grow personally as well as spiritually. They help people become better, more spiritual people who make better decisions and have stronger, healthier relationships with God and others.

Work Tasks

A substantial amount of research has been devoted to the identification of the major task clusters performed by local church pastors. This work has largely focused on the variety of roles served by pastors. Roles typically represent a collection of tasks and, as such, they are relevant to the focus of the current investigation. Blizzard (1955, 1956, 1958a, 1958b, 1985) was an early pioneer in this area and identified the six (6) clergy roles of administrator, organizer, pastor, preacher, teacher, and priest. Nelsen, Yokley, and Madron (1973) identified five (5) roles described as traditional, counseling, administration, community problem solving, and Christian education. Reilly (1975) classified clergy activities into the seven (7) roles of priest, teacher, prophet, pastor, administrator, organizer, and priest-ritual. Ranson, Bryman, and Hinings (1977) identified seven (7) clergy functions as pastor, celebrant, preacher, counselor, leader, administrator, and official/representative. Towler and Coxon (1979) focused on the seven roles of administrator, celebrant, leader of local community, preacher, official, pastor, and counselor. Tiller (1983) focused on the eight (8) roles of leader, pastor, focus of the community, public spokesman, guardian of the tradition, professional minister, enabler of the laity, and church builder. Bunting (1990) initially focused on the taxonomy of priest, master, preacher, builder, manager, therapist, and practical theologian and later added enabler, evangelist, Church servant, social activist, prophet, continual learning, missionary, witness, and pioneer. Davies, Watkins, and Winter (1991) focused on clergy function rather than roles and identified the seven (7) functions as sacerdotal or priestly, pastoral work, administration, private devotions and study, diocesan and deanery duties, traveling between events, and other duties. Francis and Rodger (1994) focused on seven roles: administrator, celebrant of sacraments, community leader, leader of public worship, pastor/counselor, preacher and teacher. Nauss (1994, 1995) identified the ten (10) primary ministerial activities as evangelist, youth minister, spiritual model, community-minded minister, preacher, personal enabler, administrator, teacher, equipper, and visitor/counselor. Robbins and Francis (2000) identified the ten (10) clergy roles of administrator, sacraments, community leader,

evangelist, leader of public worship, pastor, counselor, preacher, spiritual director, teacher, and visitor.

Two studies of local church pastor work roles used relatively unique methodology and deserve special attention. First, Lehman (1993) is one of the only investigations that attempted to identify the relative frequency and importance of the various roles filled by local church pastors. Lehman (1993) surveyed over 500 ministers from four protestant denominations (American Baptist Churches, United Methodist Church, Presbyterian Church, United Church of Christ) on the amount of time devoted to each activity in the two weeks prior to the survey along with importance ratings for each activity. Table 1 summarizes the results of Lehman's survey results on these eleven task activities. It may be instructive to compare Lehman's results to those presented in this research. Second, the existing dimensions of pastor roles and activities are largely based on questionnaires, diaries, and self-reports. Using a structured observation technique Kuhne and Donaldson (1995) characterized the pastor's work activities as highly varied, taxing, fast-paced, unrelenting and fragmented. They identified thirteen (13) major activity clusters as: Interpersonal Roles (figurehead, leader, liaison), Informational Roles (monitor, disseminator, spokesperson), Decisional Roles (entrepreneur, disturbance handler, resource allocator, negotiator), and Professional Roles (mentor, care-giver, preacher).

Table 1: Role Time Investment and Importance Ratings from Lehman (1993)

Role	Hours Spent		Importance ^a	
	Mean	SD	Mean	SD
Sermons	18.0	10.5	5.60	0.69
Administration	14.4	11.8	4.18	1.16
Visitation	11.5	10.0	4.99	0.91
Personal Development	8.3	8.5	5.11	0.84
Other Church Structures	6.6	7.1	4.11	1.06
Counseling	5.7	6.5	4.66	1.05
Teaching Classes	5.5	5.2	4.83	0.97
Church Fellowship	5.4	4.7	4.60	0.89
Community Activities	3.8	5.6	4.13	1.06
Funerals	3.3	4.6	5.22	1.02
Social Issues	2.6	4.3	4.45	1.11

^a 6-point scale where 6 = maximal importance

Focus Group Interview Results

The research reviewed above focused on the roles filled by local church pastors whereas the current research addressed the actual tasks performed by local church pastors. These tasks, however, can be naturally clustered into groups of tasks that overlap substantially with the clergy roles reviewed above. Using qualitative methods, thirteen (13) task clusters emerged from the focus group interviews. Further details describing the focus group methodology may be found in DeShon and Quinn (2007). The task clusters resulting from that this research effort are presented next with a brief definition of each task cluster and examples of behaviors that exemplify the task clusters. The examples are drawn from the content of the focus group interviews and are used to highlight the breadth and depth of each task cluster.

Administration. Performing activities that support the efficient functioning of the organization

- Accounting
- Bookkeeping
- Budgeting
- Financial Forecasting
- Facilities Maintenance
- Formal interactions with external organizations (e.g., United Methodist Church, Local, State, and National Government)
- Purchasing and Maintaining Equipment
- Ordering supplies
- Recording, storing, or maintaining information in written or electronic form
- Risk Management (e.g., insurance and investments)

Care-giving. Performing activities that serve the spiritual, mental, or physical needs of congregants or community members

- Relationship counseling
- Grief counseling
- Addiction counseling
- Crisis intervention
- Hospital or home visitation
- Arranging care systems for individuals with physical limitations or poor health
- Provide assistance during emergencies or crises
- Assists victims of neglect or injustice
- Ministers to the sick, dying, and bereaved

Communication. Performing activities that transmit information to others in a comprehensible form

- Interpreting events for congregants
- Disseminating information to relevant parties

- Share information about religious issues by writing articles, giving speeches, or teaching
- Provide information to superintendents, supervisors, other local pastors, church staff, congregants, local government, and community members by telephone, in written form, e-mail, or in person
- Obtain information from relevant sources to support decisions
- Relates God's activity to everyday life and happenings

Relationship Building. Performing activities that create, maintain, and strengthen personal and professional relationships with congregants, community members, United Methodist Church members, and members of other denominations

- Individual or small group meetings with congregants
- Hosting dinners
- Leading prayer at community events
- Participating in community events
- Organize and engage in interfaith, community, civic, educational, and recreational activities
- Develop constructive and cooperative working relationships with others
- Speaks to community and civic groups
- Participates in social activities to develop and strengthen relationships
- Participates in community projects and organizations
- Interact with the community through social actions
- Learn the history and culture of the local church
- Work with clergy and laity of other faiths, religions, denominations, or sects

Evangelism. Performing activities that bring individuals into a personal relationship with Christ

- Develop and implement methods for increasing congregation size
- Fundraising to support local, national, or international missions
- Developing websites to reach more people with an evangelical message
- Incorporating video, contemporary music, and interactivity into worship experiences to better connect with younger individuals
- Develop methods for increasing congregation membership
- Leads people in the process of reaching out to the unchurched in the community
- Urges people to share their faith with others

Facility Construction. Performing activities to renovate existing or build new church structures

- Leading or participating in architectural design processes
- Meeting with local government representatives to obtain necessary permits
- Raise funds to support congregation activities and facilities
- Scheduling planning and progress review meetings
- Construction

Fellowship. Leading or participating in activities that support the sharing of common interests, desires, and motivations among Christians

- Fosters fellowship at church gatherings
- Coffee Hours
- Fellowship Dinners
- Prayer Chains
- Men's Breakfasts
- Youth Groups
- Church Picnics
- Sacred Music Concerts

Management. Performing activities that mobilize and coordinate staff and congregants to achieve organizational goals

- Negotiation
- Conflict Management
- Scheduling events, programs, and activities for self and others
- Staffing by matching tasks and jobs with congregant strengths
- Identify and develop lay leaders
- Motivating a voluntary workforce
- Cheerleading subordinate activities
- Planning methods to accomplish organizational goals
- Organizing and coordinating efforts to achieve organizational goals
- Getting members of a group to work together to accomplish tasks
- Quality control
- Resource allocation
- Leading or participating in project teams to accomplish specific goals and church functions
- Developing and communicating long-term church goals (i.e., visioning)
- Developing and building teams
- Organizing, planning, and prioritizing work
- Analyze information to choose the best solution
- Problem solves and idea development for new activities, projects, and programs
- Works with congregational boards and committees

Other-Development. Performing activities to teach, train, or mentor individuals and groups to improve their knowledge and skills

- Teach Bible Study classes
- Teach discipleship
- Train senior staff
- Teach a world religions course at a local prison
- Teach spiritual disciplines (i.e., Prayer, Bible study, Worship, Fasting, Conversation with other Christians)
- Develop church leadership through disciple-building and staff training

- Plan and lead religious education programs for congregants
- Instruct individuals who seek to become members of the United Methodist Church
- Mentor aspiring and less experienced lay and ordained pastors in both formal and informal capacities
- Mentor a youth director in the candidacy process
- Mentor Associate pastors
- Trains lay leaders
- Helps youth identify goals and gifts
- Talks with individuals about their spiritual development
- Counsels with people facing major life decisions (e.g., marriage and career)
- “Give the job away” by empowering, equipping, and encouraging others (congregants, fellow pastors, and community members) to serve God
- Serving as a spiritual model

Preaching and Public Worship. Performing activities to support and lead public worship services and convey spiritual and moral messages through public speaking

- Prepare and deliver sermons
- Prepare and deliver public speeches
- Read and listen to examples of good sermons
- Plan and conduct public worship services
- Communicate religious lessons
- Incorporate current events into the communicated message
- Develop alternative worship approaches (technologies)
- Lead prayer

Rituals and Sacraments. Leading or participating in ceremonies such as baptism, communion, funerals, and weddings

- Administer religious rites or ordinances
- Prepare people for participation in religious ceremonies

Self-Development. Activities designed to improve spiritual, mental, and physical development that contribute to the delivery of more effective ministry.

- Studying religious books and documents
- Studying administration and management books and documents
- Practicing spiritual disciplines
- Physical fitness
- Maintaining balance between time for self, family, and congregants
- Maintains a disciplined life of prayer and personal devotion
- Cultivates home and personal life
- Participating in support groups such as covenant groups and prayer circles
- Skill updating

- Keeping up-to-date with technological advances (e.g., computers, Internet, PDAs)
- Setting and maintaining personal boundaries
- Developing personal support systems (e.g., covenant groups and prayer teams)
- Participation in conference and continuing education programs

United Methodist Connectional Service. Performing activities that contribute to the goals of the United Methodist Church that extend beyond the scope of the local church

- Travel
- Writing reports
- Participating in planning and governance committees within the United Methodist Church organization (e.g., annual conference planning and Boards of Ordained Ministry)
- Attending Annual Conference meetings
- Committee work
- Participation in expert panels and focus groups
- Apportionments and Stewardship

Clearly, the results of this investigation support Kuhne and Donaldson's (1995) conclusion that the work of a pastor is highly varied, taxing, fast-paced, unrelenting and often fragmented. This requires that the pastor be able to rapidly switch between highly diverse roles such as mentor, preacher, counselor, spiritual leader, and prophet. The participants in the focus group interviews also demonstrated and discussed the importance of multitasking or polychronic behavior (e.g., listening to sermon examples during a morning fitness run).

KSAPs: Knowledge, Skills, Abilities, and Personal Characteristics

Although a reasonable amount of prior research exists on the various tasks performed by local church pastors, little systematic work exists on the knowledge, skills, abilities, and personal characteristics that facilitate the effective performance of these tasks. In this research, these effectiveness enablers are defined as:

- Knowledge
 - Definition: An organized set of principles and facts applying in general domains
 - Example: Administration and Management - knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- Skills
 - Definition: Developed capacities that facilitate learning or the more rapid acquisition of knowledge

- Example: Social perceptiveness - being aware of others reactions and understanding why they react as they do.
- Abilities
 - Definition: Enduring attributes of the individual that influence performance
 - Example: Oral Expression - The ability to communicate information and ideas in speaking so others understand.
- Personal Characteristics
 - Definition: Personality, interests, and experience
 - Example: Openness - Openness to experience involves active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, and intellectual curiosity.

Table 2 presents a list of of the 65 KSAPs identified via the focus group interviews conducted in phase two of this research project. The labels used to describe the KSAPs reflect a combination of the raw information obtained in the focus group interviews, terms used in the existing literature, and expert judgment based on psychological and job analysis principles. Many of the terms are self-evident while others represent terms of art in the job analysis literature. Precise definitions of each KSAP are presented in Appendix A. These individual differences serve as the target for selection, ordination decisions, and training and developmental procedures. In the focus group interviews, the Call to Ministry permeated all KSAP discussions. Given the ubiquity and importance of this concept, it is included as a component under each of the Knowledge, Skills, Abilities, and Personal Characteristics categories.

Current Purpose

The prior research efforts relied on qualitative research methods to identify the primary clusters of tasks performed by local church pastors in the United Methodist Church and the knowledge, skills, abilities, and personal characteristics (KSAPs) needed to effectively perform the task clusters. The rich qualitative data provided both a broad and deep investigation of the task clusters and the KSAPs needed to perform the identified tasks. Despite the richness of the focus group interview data, three important knowledge gaps currently exist and the purpose of the current research is to address these limitations.

First, quantitative evaluations of relative importance are not easily acquired or supported using focus group interview methods. This information is needed because the relative importance of task clusters and KSAPs supports decisions on how to best allocated limited resources. Consistent with the Pareto principle, the largest performance gains can be obtained by focusing on weaknesses in the key drivers (KSAPs) of performance on the most important tasks. Second, the participants in the focus group interviews were identified by representatives of the Annual Conferences as highly effective local church pastors. This focus was intentional and it supported

Table 2: List of Knowledge, Skills, Abilities, and Personal Characteristics that contribute to effective performance.

Knowledge	Skills	Abilities	Personal Characteristics
Administration	Active Learning	Adaptability	Achievement orientation
Clerical	Active Listening	Adaptability	Attention to Detail
Community Demographics	Conflict Management	Attentional Focus	Authenticity
Community History	Decision Making	Creativity	Autonomy
Counseling Principles	Discernment	Idea Fluency	Balance
Local Church History	Exegetical Skills	Inductive Reasoning	Cooperation
Management Principles	Goal-Setting and Feedback	Intelligence	Dependability
Psychology	Motivating Others	Memorization	Empathy
Sociology	Multitasking	Oral Comprehension	Initiative
Theology and Scripture	Negotiation	Reading Comprehension	Integrity
Training Principles	Oral Communication	Trust in God	Leadership
United Methodist Church Doctrine	Problem Solving		Learning Orientation
	Public Speaking		Openness
	Social Perceptiveness		Passion
	Spiritual Disciplines		Patience
	Teaching		Persistence
	Teamwork		Risk-Taking
	Time Management		Self-Awareness
	Written Communication		Self-Control
			Social Orientation
			Stress Tolerance
			Willingness to seek help

- Calling to Ministry -

the initial goals of this research effort. The overarching goal of this research is to improve clergy effectiveness across all local church pastors in the United Methodist Church. To this end, it is now necessary to switch the focus from the segment of highly effective pastors and obtain a broad-based, representative perspective of the relative importance of the task clusters and KSAPs. Third, it is highly unlikely that a single person could be uniformly high on the 65 distinct knowledge, skills, abilities, and personal characteristics identified in this research effort. Instead, individuals likely have a profile of relative KSAP strengths and weaknesses. Similarly, the position of local church pastor does not appear to be homogeneous. Based on the focus group interview responses, it appears that factors such as church size and church setting (rural, suburban, urban) substantially affects the frequency and importance of tasks performed in a particular church. If heterogeneity exists among churches and local church pastors then a one size fits all approach to selection or development would not result in the highest performance within and across churches. Instead, it appears that a system that focuses on matching pastor KSAPs with church types and then focuses on providing training to improve knowledge and skills needed for a particular church type would be most effective. A web-based survey method was selected to meet the three goals of this research effort.

Method

Sample

A primary goal underlying this research phase was to obtain survey responses from a national sample of local church pastors that represent the diversity of pastors and churches that exist in the United Methodist Church. The first step in selecting the survey sample was to identify the population of possible respondents (i.e., sampling frame). The General Council on Finance and Administration (GCFA) in the United Methodist Church coordinates and administer the finances, property, and statistical resources of The United Methodist Church. As such, this administrative group maintains an extensive database on all churches in the United Methodist Church. A request for church and local church pastor demographic data was submitted to the GCFA at the end of June, 2009 and the requested data were provided quickly and completely.

At the point of sample identification, the most complete data were available from the CGFA for UMC churches and local church pastors in 2007. The provided sampling frame contained extensive demographic data on 33,800 local church pastors located in the USA. For each local church pastor, the following data were available: Pastor name, pastor gender, pastor ethnicity, pastor age, church name, UMC conference, the church's majority ethnicity, and church membership.

To maximize the representativeness of the sample, a stratified sampling plan was developed where 15 local church pastors were randomly selected with replacement within each of the 63 conferences in the United Methodist Church. Ten of the pastors

were sampled twice using this strategy and so the final sample contained 935 local church pastors. The initial solicitation for participation in the web-based survey was distributed by email in December, 2009. Tremendous follow-up effort was invested to obtain responses from the sampled local church pastors including repeated email reminders and direct telephone requests by GBHEM representatives. This intensive recruiting effort continued until November, 2010 when data collection was completed. After removing substantially incomplete or invalid responses from the data set, 341 local church pastors provided survey responses resulting in a 37% response rate. This compares favorably with recent reviews of web-based survey response rates indicating a median response rate of 29% (Manfreda et al., 2008) and 27% (Shih & Fan, 2008).

Table 3 presents the demographic data for local church pastors in the United Methodist Church, the sampled pool of local church pastors, and the local church pastors who responded to the survey. These data show that the survey respondents are representative of both the UMC and sample pool local church pastors. A few details presented in this table deserve attention. In 2007, 72% of local church pastors were male. Both the sample pool and the survey respondents included more females. Given the general trend in the United States toward increased representation of females in leadership positions this difference is likely a positive feature of the sample. The survey respondents were, on average, three to four years younger than the average age of local church pastors in the United Methodist Church. However, the large standard deviation for pastor age indicates that the respondents cover a broad range of ages. The youngest local church pastor in the sample was 25 and the oldest was 84. The 25th and 75th percentiles for age were 48 and 61 years. Reported church membership in the sample appears to be higher than the average church membership in the UMC and the sample pool. This difference is likely artifactual. Many local church pastors who responded to the survey were responsible for more than one church and often reported the total membership of all churches in their charge thus elevating the reported membership. Again, the large standard deviation for membership indicated that the survey respondents varied greatly in the number of members in their charge. The smallest church represented among the survey respondents had 8 members and the largest had 5000. The 25th and 75th percentiles for church membership were 88.25 and 300. It is somewhat disappointing to note that the survey respondents were somewhat less ethnically diverse than the local church pastors in the UMC. This result occurred despite intense effort directed at specifically recruiting responses from local church pastors representing ethnic minorities and churches with a dominant membership of ethnic minorities. As is typical in survey methodology, ethnic minorities are less willing to participate in research efforts than the ethnic majority in the United States. Finally, the majority of survey respondents reported being in charge of churches located in rural settings. However, a 23% and 15% reported churches in urban and suburban settings, respectively. The church setting was not available in the GCFA survey and, at this time, it is not possible to determine the representativeness of the survey respondents with respect to this variable.

Table 3: Sample Representativeness Descriptive Statistics.

	UMC Population ^a		Sample Pool ^b		Survey Respondents ^c	
	Mean	SD	Mean	SD	Mean	SD
Pastor Gender	0.72 ^d	0.45	0.68	0.47	0.68	0.47
Pastor Age	57.15	10.06	56.80	10.20	53.57	10.39
Church Membership	233.20	441.51	237.26	445.65	282.50	418.17
Pastor Ethnicity						
Asian	0.023	0.15	0.026	0.16	0.015	0.12
Black	0.069	0.25	0.062	0.24	0.012	0.11
Hispanic	0.015	0.12	0.023	0.15	0.012	0.11
White	0.865	0.34	0.841	0.36	0.919	0.27
Other ^e	0.009	0.09	0.019	0.14	0.042	0.20
Church Ethnicity						
Asian	0.011	0.10	0.015	0.12	0.008	0.09
Black	0.069	0.25	0.056	0.23	0.012	0.11
Hispanic	0.009	0.09	0.023	0.15	0.004	0.06
White	0.905	0.29	0.887	0.32	0.962	0.19
Other	0.006	0.08	0.019	0.14	0.015	0.12
Church Setting						
Rural	N/A	N/A	N/A	N/A	0.617	0.49
Suburban	N/A	N/A	N/A	N/A	0.150	0.36
Urban	N/A	N/A	N/A	N/A	0.233	0.42

^a N = 33,800

^b N = 935

^c N = 341

^d 1 = male; 0 = female, such that 72.2% of local church pastors in the United Methodist Church were male in 2007.

^e Includes multi-racial, Native American, and Pacific Islander.

Survey

The survey was constructed by translating each of the task clusters, knowledge, skills, abilities, and personal characteristics identified in the focus group interviews into survey probes (ie., items) using a Likert response format. The actual survey items and the response scales for each item type are presented in Appendix 2. Questions were written for each of the 13 task clusters that assessed the importance of the task cluster, the frequency of performing activities in the task cluster, and a competency self-assessment. Each task cluster was presented on a distinct page of the web survey along with a definition of the task cluster, example activities representing the

task cluster, and the three items assessing importance, frequency, and effectiveness for the task cluster. Similarly, items representing the importance, frequency of use, and self-assessments of competency were developed for each knowledge, skill, ability, and personal characteristic domain. As with the task cluster items, each subsequent page of the survey presented one of the knowledge, skill, ability, or personal characteristic along with the definition, examples, and the three items. A free response item was provided after each of the major survey sections on task clusters, knowledge, skills, abilities, and personal characteristics requesting that the respondent provide any additional aspects of the domain that may not have been included in the survey. An additional survey page was devoted to presenting the effectiveness conceptualizations presented above and asked each pastor to reflect on the effectiveness conceptualizations and to add, in free response format, any additional ideas on the conceptualization of local church pastor effectiveness.

Before implementing the survey effort, the survey was reviewed multiple times for clarity and length by GBHEM personnel. Before beginning the survey, all respondents read a coversheet describing the project and guaranteeing the confidentiality of their responses. If the respondent consented to participate in the survey, then the website initiated the survey. Depending upon the effort invested into the open response questions, the survey was typically completed within 60 to 90 minutes. Respondents were able to stop taking the survey, if necessary, and then return to finish the survey at a later time.

Results

The presentation of the results follows a general format where statistics describing the relative importance and frequency ratings of the task clusters and the KSAPs are presented. Then a frequency weighted importance value is formed as the product of the frequency and importance ratings. The logic underlying this index is that given two tasks judged to be similarly important, then the task performed more frequently contributes more to effective performance. This is a commonly used index in the job analysis and competency modeling literatures.

Table 4 presents the task cluster descriptive statistics for the importance, frequency, and competency ratings along with the frequency weighted importance index (Importance x Frequency). As is common, the task clusters are ranked with respect to the frequency weighted importance index. Importance and competency ratings were obtained using a six point Likert scale and Frequency ratings were obtained using a seven point Likert scale (see Appendix 2 for the full set of scale anchors). Since the importance and frequency ratings used six and seven point Likert scales, respectively, the computed frequency weighted importance index has a possible range of 1-42. The means are directly interpretable with respect to their measurement scales such that an average importance ratings between five and six represents a task cluster that is judged to be highly important. Conversely, an average importance rating between one and three represents a task cluster that is judged to be of relatively

low importance. The standard deviation is an index of heterogeneity and can be used to examine agreement or disagreement among the survey respondents. There is no absolute interpretation of the heterogeneity. However, a value of 1.0 is a typical standard deviation for Likert response items such as the ones used in this survey. Standard deviations larger than 1.0 (e.g., 1.2) indicate potential differences of opinion and standard deviations smaller than 1.0 (e.g., .80) indicate relative homogeneity of opinion. The standard deviation of the frequency weighted importance index is much larger than 1.0 due to forming a product term and cannot be interpreted using this guideline.

A number of interesting patterns emerge among the results presented in Table 4. Clearly, there is substantial differentiation among the task clusters with Communication and Preaching activities rated as both highly important and frequent and UMC connection and facility construction activities rated to be of much lower importance and frequency. From a developmental perspective, the advice is clear. Efforts should first be directed at improving performance on the more highly ranked task performance domains such as communication, preaching, self-development, and care-giving before investing effort into the less highly ranked performance domains such as Administration, Relationship building, and UMC connection. Care must be taken however, when examining these rankings. For example, the performance of rituals and sacraments is judged to be important but because they are performed less frequently than many of the other activities, the associated rank is low. It is also interesting to see that the standard deviations for the frequency ratings are generally high. This is due, in part, to the use of a seven point scale instead of the six point scale used for importance and competency ratings. However, even after accounting for this scale difference there appears to be substantial heterogeneity in the frequency ratings provide by different individuals for these task clusters. Finally, it is interesting to compare the self-assessed competency ratings with the importance ratings and the frequency weight importance ratings. Management, self-development, relationship building, and evangelism tended to receive lower ratings of self-assessed competency than one might expect given the judged importance of these tasks. These performance domains may be fruitful targets for performance improvement interventions.

Table 5 presents the knowledge domain descriptive statistics for the importance, frequency, and competency ratings along with the frequency weighted importance index (Importance x Frequency). Knowledge of theology and scripture is the clear leader among the knowledge domains. It is rated as both the most important and the most frequently used knowledge domain. The standard deviations of the importance and frequency ratings for the knowledge of theology and scripture are the smallest of all knowledge domains indicating strong agreement among the respondents. Knowledge of theology and scripture is also the highest self-rated competency, again with a small standard deviation indicating agreement. The average competency rating of 3.57 falls between the scale points of 3 ('A considerable amount') and 4 ('A great amount') suggesting that respondents believe they are reasonably proficient in this

Table 4: Task Cluster Descriptive Statistics.

Task Cluster	Rank	Importance ^a		Frequency ^b		Imp x Freq ^c		Competence ^d	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Communication	1	5.04	0.86	5.50	1.48	28.29	10.15	4.34	0.93
Preaching & Public Worship	2	5.62	0.62	5.02	1.05	28.27	6.93	4.77	0.85
Self Development	3	5.04	0.89	5.15	1.78	26.59	11.24	3.92	1.09
Care Giving	4	5.13	0.89	4.77	1.54	24.90	9.91	4.47	0.93
Management	5	4.73	1.04	4.68	1.90	23.15	11.96	4.09	0.99
Other Development	6	4.82	0.99	4.38	1.57	21.80	9.92	4.26	1.01
Evangelism	7	4.87	1.05	4.22	1.62	21.17	10.14	3.53	1.07
Fellowship	8	4.61	1.08	4.15	1.47	19.62	9.05	4.32	0.97
Administrative	9	3.93	1.22	4.60	1.86	19.29	11.01	4.12	0.97
Relationship Building	10	4.45	1.06	3.77	1.79	17.74	10.69	4.05	1.06
Rituals & Sacraments	11	5.04	0.97	2.92	1.13	14.77	6.76	4.77	0.83
UMC Connection	12	3.54	1.25	2.21	1.38	8.35	6.91	3.70	1.09
Facility Construction	13	2.77	1.33	2.01	1.52	7.00	7.57	3.53	1.14

^a 6-point scale (1=Not at all Important; 6=Extremely Important)

^b 7-point scale (1=Multiple times a year; 7=Multiple times a Day)

^c Formed as the product of the respondents importance and frequency ratings yielding a scale range of 1-42

^d 6-point scale (1=Ineffective; 5=Extremely Effective)

knowledge domain. This is consistent with the qualitative data obtained in the focus group interviews. Local church pastors think they are reasonably well prepared with respect to knowledge of theology and scripture. On the other end of the importance spectrum, facility construction activities are generally viewed as only moderately important and they occur infrequently. It may be appropriate to remove this task dimension from the general list of activities and consider it as a special performance domain that is relevant when a church needs to engage in facility development.

Interestingly, the knowledge domains ranked immediately below knowledge of theology and scripture in terms of importance and frequency are administration, management, and clerical. These domains all reflect knowledge needed to support the day-to-day running of a church. Self-rated competencies in these areas are reasonably high, hovering around the scale anchor of 3 ('A considerable amount'). However, participants in the focus group interviews indicated that this knowledge is largely obtained in a trial by fire manner and all participants reported being under-prepared in these areas when they began their first charge as a local church pastor. On average, it does appear that local church pastors are allocating their educational resources wisely such that their highest self-rated competencies are associated with the most important knowledge domains and their lowest self-rated competencies are found in the knowledge domains that are rated as less important. However, a deficit in one of these top 4 knowledge domains would likely have a negative impact on effective performance as a local church pastor. Finally, it is interesting to note that the standard deviations associated with the frequency of using management, psychological, and counseling knowledge appears to be somewhat heterogeneous. This indicates heterogeneity such that some local church pastors use this knowledge more frequently than others.

Table 6 presents the skill domain descriptive statistics for the importance, frequency, and competency ratings along with the frequency weighted importance index (Importance x Frequency). Oral communication is the clear leader among the skill domains. It is rated as both the most important and the most frequently used skill. The standard deviations of the importance and frequency ratings for the oral communication skill are also the smallest of all skill domains indicating strong agreement among the respondents. Oral communication skill is also the highest self-rated competency, again with a small standard deviation indicating agreement. The average competency rating of 3.72 falls between the scale points of 3 ('A considerable amount') and 4 ('A great amount') suggesting that respondents believe they are reasonably to very proficient in this skill domain. Both the survey rating data and the focus group interview data indicate that a deficit in oral communication skill would have a substantial negative impact on effective performance.

Time management skill is not as important as some of the other skills, such as spiritual disciples and discernment, but it is used so frequently that the frequency weighted importance results in a 2nd place rank. Interestingly, it is also one of the lowest rated competencies among the skills and, as such, is a clear target for

Table 5: Knowledge Domain Descriptive Statistics.

Knowledge Domain	Rank	Importance ^a		Frequency ^b		Imp x Freq ^c		Competence ^d	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Theology & Scripture	1	5.51	0.65	5.97	1.19	33.17	8.55	3.57	0.83
Administrative	2	4.36	0.97	4.90	1.86	22.13	10.73	3.04	0.87
Management Principles	3	4.34	1.05	4.36	1.98	20.01	11.44	3.06	1.00
Clerical	4	3.66	1.33	5.08	1.84	19.62	11.07	3.11	1.08
Psychological Principles	5	4.20	1.15	4.03	2.04	18.29	11.83	2.71	1.07
UMC Doctrine	6	4.33	1.17	3.45	1.76	15.94	10.15	3.29	0.91
Counseling Principles	7	4.12	1.21	3.24	1.91	14.66	10.82	2.69	1.11
Sociological Principles	8	3.86	1.17	3.13	1.81	13.34	9.97	2.55	1.00
Community Demographics	9	4.26	1.12	2.88	1.76	13.14	9.78	2.57	0.96
Training Principles	10	3.80	1.18	2.92	1.65	12.11	8.61	2.65	1.07
Church (local) History	11	3.81	1.21	2.74	1.75	11.37	9.21	2.68	0.88
Community History	12	3.60	1.19	2.47	1.67	10.21	9.48	2.33	0.94

^a 6-point scale (1=Not at all Important; 6=Extremely Important)

^b 7-point scale (1=Multiple times a year; 7=Multiple times a Day)

^c Formed as the product of the respondents importance and frequency ratings yielding a scale range of 1-42

^d 5-point scale (1=A small amount; 5=An extreme amount)

developmental interventions. Another interesting pattern that emerges in Table 6 is that other-oriented skills such as conflict management, teamwork, motivation, and negotiation are consistently ranked lower than self skills such as public speaking, discernment, exegetical, decision making, and multitasking. This may reflect the realities of serving as a local church pastor or it may be due to egocentric bias or an under-appreciation of the importance of motivating others. Further research is needed to investigate this interesting pattern.

Table 7 presents the ability domain descriptive statistics for the importance, frequency, and competency ratings along with the frequency weighted importance index (Importance x Frequency). Again, a clear winner shines through in the survey response data. Trust in God is rated as both the most important and the most frequently used ability. The standard deviations of the importance and frequency ratings for the ability to trust in God are also the smallest of all ability domains indicating strong agreement among the respondents. Trust in God is also the highest self-rated ability but the standard deviation of these competency ratings is higher than the other highly rated competencies and suggests some interesting heterogeneity in this important ability. The average competency rating of 4.00 falls on the scale anchor of 'A great amount' suggesting that respondents believe they are very proficient in this ability domain.

After Trust in God comes general intelligence and verbal intelligence (i.e., reading comprehension and oral comprehension) abilities. These abilities, along with other cognitive abilities such as attentional focus, memory, and problem solving (e.g., adaptability, creativity, inductive reasoning, and idea fluency) indicate that effective performance in the role of a local church pastor is likely to be strongly tied to being smart.

Table 8 presents the descriptive statistics for the importance, frequency, and competency ratings along with the frequency weighted importance index (Importance x Frequency) for the personal characteristics. Unlike the knowledge, skills, and ability domains, a clear leader did not emerge among the personal characteristics. Instead a cluster of personal characteristics including integrity, authenticity, and dependability dominated the other personal characteristics. These three personal characteristics were rated as highly important and used on a daily basis. The standard deviations of the importance ratings for these three personal characteristics are small indicating substantial agreement among the survey respondents as to their importance. The average self-rated competence on these three characteristics was also high.

One aspect of the personal characteristics ratings is highly surprising. As presented in the Background section, a prominent conceptualization of effectiveness provided by local church pastors who participated in the focus group interviews was a profound sense of being called by God and called to ministry. According to these pastors, the calling and trust in God are evident in a willingness to act boldly and to take risks as part of that called ministry. In contrast, risk taking was the lowest ranked personal characteristic and also was lowest self-assessed competency.

Table 6: Skill Domain Descriptive Statistics.

Skills	Rank	Importance ^a		Frequency ^b		Imp x Freq ^c		Competence ^d	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Oral Communication	1	5.40	0.64	6.14	1.27	33.32	8.39	3.72	0.85
Time Management	2	4.77	1.00	5.99	1.57	29.31	10.77	2.95	1.07
Spiritual Disciples	3	5.19	0.85	5.40	1.54	28.56	10.26	3.06	0.94
Public Speaking	4	5.29	0.76	4.75	1.12	25.35	7.42	3.75	0.85
Discernment	5	5.02	0.87	4.88	1.79	25.25	11.06	3.13	0.92
Exegetical	6	5.09	0.89	4.84	1.04	25.02	7.84	3.39	0.88
Decision Making	7	4.86	0.86	4.92	1.87	24.35	11.28	3.34	0.91
Multitasking	8	4.14	1.30	5.51	1.84	24.23	11.87	3.06	1.14
Social Perceptiveness	9	4.59	0.96	4.76	1.66	22.56	10.11	3.05	0.98
Written Communication	10	4.53	0.97	4.62	1.71	21.60	10.30	3.53	0.98
Motivating Others	11	4.73	0.89	4.30	1.65	21.08	10.23	2.89	0.99
Teaching	12	4.66	0.91	4.25	1.31	20.15	7.87	3.38	0.91
Teamwork	13	4.68	0.93	4.08	1.58	19.75	9.62	3.04	0.91
Active Learning	14	4.47	1.03	4.16	1.95	19.59	11.03	3.00	0.92
Problem Solving	15	4.63	0.98	3.98	1.80	19.05	10.39	3.13	0.87
Conflict Management	16	4.73	1.07	2.94	1.83	14.57	10.50	2.89	0.99
Negotiation	17	4.25	1.07	2.92	1.76	13.08	9.55	2.83	0.91
Goal Setting & Feedback	18	3.22	0.98	2.68	1.72	9.44	7.79	2.69	1.00

^a 6-point scale (1=Not at all Important; 6=Extremely Important)

^b 7-point scale (1=Multiple times a year; 7=Multiple times a Day)

^c Formed as the product of the respondents importance and frequency ratings yielding a scale range of 1-42

^d 5-point scale (1=A small amount; 5=An extreme amount)

Table 7: Ability Domain Descriptive Statistics.

Abilities	Rank	Importance ^a		Frequency ^b		Imp x Freq ^c		Competence ^d	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Trust in God	1	5.81	0.53	6.63	1.04	38.75	7.23	4.00	0.93
Reading Comprehension	2	4.81	0.87	5.92	1.45	28.97	9.77	3.59	0.95
Intelligence	3	4.68	0.93	6.09	1.47	28.90	9.88	3.42	0.91
Oral Comprehension	4	4.74	0.98	5.51	1.71	26.64	10.79	3.32	0.92
Attentional Focus	5	4.22	1.03	5.14	1.72	22.31	10.44	2.96	1.02
Adaptability	6	4.79	0.93	4.23	1.85	20.91	11.19	3.34	0.94
Creativity	7	4.32	1.02	4.21	1.69	19.08	10.17	2.97	1.12
Memory	8	3.68	1.23	4.29	1.97	17.26	10.95	2.59	1.01
Inductive Reasoning	9	3.84	1.09	3.37	1.78	13.83	9.33	2.89	1.08
Idea Fluency	10	3.64	1.13	3.18	1.75	12.74	9.25	2.64	1.09

^a 6-point scale (1=Not at all Important; 6=Extremely Important)

^b 7-point scale (1=Multiple times a year; 7=Multiple times a Day)

^c Formed as the product of the respondents importance and frequency ratings yielding a scale range of 1-42

^d 5-point scale (1=A small amount; 5=An extreme amount)

This inconsistency warrants further research and may require a reconceptualization of the effectiveness criteria provided by the focus group participants or a clearer communication by the United Methodist Church about the importance of risk taking in the service of the call to ministry. This inconsistency is also manifested in the next section presenting the ratings data for the call to ministry.

As discussed in the presentation of the KSAPs above, the focus group interview participants were unanimous in their evaluation of the importance of being called by God and called to ministry (calling). However, they expressed substantial uncertainty about whether the experience of being called is best conceived of as knowledge, ability, skill, or a personal characteristic. In Table 2, the experience of being called is listed across all four competency domains. For this reason, the survey results detailing the rated importance, frequency, and competency ratings along with the frequency weighted importance index (Importance x Frequency) were analyzed separately from the other KSAPs. Table 9 presents the statistics describing the survey results for the experience of being called. To provide context for these results, the top three ranked competencies from each of the KSAP domains are also reproduced in this table.

It is interesting to see that Calling is ranked # 7 when considered against the backdrop of the other top ranked KSAPs. The standard deviations for all seven of the top-ranked KSAPs in this table have small standard deviations indicating substantial agreement about their importance. It is also interesting to see that Calling is the highest self-rated competency among these highly important competencies. Again, this rating appears to be, at least on the surface, inconsistent with the risk-taking results presented in Table 8. Perhaps the risk taking results would be different if the original survey question were worded in terms of taking risks in the service of the experienced call.

Subgroup Comparisons

It is unlikely that many local church pastors will be strong in each of the 65 KSAPs identified in this research. If so, it may be useful to identify profiles of relative strengths and weaknesses that match the KSAP needs for certain church types. It also appears as if a fair amount of heterogeneity exists among the survey respondents in terms of their importance and frequency ratings. To explore these issues, the relationship between the task cluster and KSAP importance and frequency ratings and church size, church neighborhood setting, and pastor gender are explored in the following section.

Table 10 presents the mean task cluster ratings broken down by church setting (i.e., rural, suburban, and urban), pastor gender for the importance ratings, the frequency ratings, and the frequency weighted importance ratings. In addition, the correlation (r) between church size (current membership) and the importance and frequency ratings is presented to investigate whether certain task clusters are perceived as being more important or more frequent in smaller and larger churches. In the following tables, a significant (2-tailed, $p < .05$) correlation or mean difference

Table 8: Personal Characteristic Descriptive Statistics.

Personal Characteristics	Rank	Importance ^a		Frequency ^b		Imp x Freq ^c		Competence ^d	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Integrity	1	5.67	0.54	6.44	1.04	36.60	7.24	4.13	0.73
Authenticity	2	5.57	0.64	6.38	1.19	35.75	8.20	4.02	0.77
Dependability	3	5.35	0.66	6.01	1.21	32.34	8.21	3.98	0.80
Cooperation	4	5.02	0.83	5.70	1.42	28.98	9.47	3.72	0.86
Balance	5	5.13	0.89	5.50	1.62	28.69	10.64	2.82	1.04
Autonomy	6	4.60	1.12	5.89	1.61	28.17	11.03	3.73	0.96
Empathy	7	5.17	0.76	5.30	1.44	27.74	9.38	3.65	0.91
Leadership	8	5.15	0.85	5.21	1.58	27.21	9.94	3.53	0.84
Self-Awareness	9	4.93	0.97	5.36	1.70	27.14	11.12	3.50	0.87
Patience	10	4.88	0.88	5.36	1.50	26.64	9.89	3.10	1.04
Passion	11	4.85	0.87	5.27	1.50	26.06	9.81	3.61	0.96
Attention to Detail	12	4.36	1.06	5.50	1.53	24.65	9.90	3.18	1.08
Self-Control	13	5.12	0.80	4.68	1.94	24.41	11.59	3.59	0.90
Initiative	14	4.77	0.84	4.99	1.71	24.35	10.37	3.43	0.89
Openness	15	4.87	0.89	4.79	1.61	23.86	10.12	3.50	0.94
Persistence	16	4.76	0.91	4.58	1.87	22.63	11.45	3.43	0.92
Stress Tolerance	17	4.92	0.85	3.96	1.97	19.99	11.27	3.06	0.96
Social Orientation	18	4.09	1.11	4.66	1.66	19.69	9.79	2.94	0.93
Learning Orientation	19	4.47	0.97	4.08	1.73	18.89	10.00	3.25	0.89
Achievement Orientation	20	4.16	1.12	4.00	2.03	17.94	11.38	2.98	1.02
Willingness to Seek Help	21	4.62	0.96	2.80	1.56	13.31	8.38	2.84	1.02
Risk-Taking	22	4.22	1.05	2.80	1.70	12.56	9.16	2.82	1.06

^a 6-point scale (1=Not at all Important; 6=Extremely Important)

^b 7-point scale (1=Multiple times a year; 7=Multiple times a Day)

^c Formed as the product of the respondents importance and frequency ratings yielding a scale range of 1-42

^d 5-point scale (1=A small amount; 5=An extreme amount)

Table 9: Descriptive Statistics for the Top 3 Competencies and Calling.

KSAP	Rank	Importance ^a		Frequency ^b		Imp x Freq ^c		Competence ^d	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Trust in God	1	5.81	0.53	6.63	1.04	38.75	7.23	4.00	0.93
Integrity	2	5.67	0.54	6.44	1.04	36.60	7.24	4.13	0.73
Authenticity	3	5.57	0.64	6.38	1.19	35.75	8.20	4.02	0.77
Oral Communication	4	5.40	0.64	6.14	1.27	33.32	8.39	3.72	0.85
Theology & Scripture	5	5.51	0.65	5.97	1.19	33.17	8.55	3.57	0.83
Dependability	6	5.35	0.66	6.01	1.21	32.34	8.21	3.98	0.80
Calling	7	5.59	0.73	5.24	2.15	30.03	13.24	4.20	0.87
Time Management	8	4.77	1.00	5.99	1.57	29.31	10.77	2.95	1.07
Reading Comprehension	9	4.81	0.87	5.92	1.45	28.97	9.77	3.59	0.95
Intelligence	10	4.68	0.93	6.09	1.47	28.90	9.88	3.42	0.91
Spiritual Disciplines	11	5.19	0.85	5.40	1.54	28.56	10.26	3.06	0.94
Administrative	12	4.36	0.97	4.90	1.86	22.13	10.73	3.04	0.87
Management Principles	13	4.34	1.05	4.36	1.98	20.01	11.44	3.06	1.00

^a 6-point scale (1=Not at all Important; 6=Extremely Important)

^b 7-point scale (1=Multiple times a year; 7=Multiple times a Day)

^c Formed as the product of the respondents importance and frequency ratings yielding a scale range of 1-42

^d 5-point scale (1=A small amount; 5=An extreme amount)

is indicated by an asterisk. A one-way analysis of variance (ANOVA) was used to compute the significance test for gender mean differences. A t-test was used to evaluate the significant differences from zero for the correlation coefficient. Finally, a one-way ANOVA with planned comparisons was used to examine the significance of mean differences among the three levels of church setting. For the planned comparisons, the rural setting was used as the reference group and two planned comparisons examined the difference between the suburban and rural setting and the urban and rural setting. Given the large number of statistical comparisons made in this process, the probability of a Type I decision error is large. As such, interpretation is presented in terms of patterns of differences rather than emphasizing specific differences indicated by the significance tests.

In terms of the church's setting, management activities are rated as more important in suburban and urban settings than in rural settings. Management activities are also rated as occurring more frequently in suburban than urban settings. Facility construction activities are more important in suburban settings than in rural settings. Similarly, developing others is rated as a more frequent activity in both suburban and urban settings than in rural settings. There are few significant differences in the ratings provided by male and female pastors. It does appear, however, that female pastors view UMC connection activities as being more important than male pastors. Conversely, male pastors view relationship building activities as occurring more frequently than do female pastors. Church size shows moderate, positive correlations with ratings of the importance of communication, management and the frequency of administrative, care giving, communication, evangelism, fellowship, management, other development, facility building, and sacraments. For the most part, these relationships are not surprising but they do indicate that a host of activities become more important and frequent as the number of members in the church increases. These results indicate that if all other factors are equal, then a local church pastor's work is more demanding in larger churches than in smaller churches. Of course, differences in the number and competence of support staff may offset this difference.

Table 11 presents the subgroup comparisons for the knowledge domain ratings. With respect to the church's setting, pastors of suburban churches rated clerical, counseling, and management knowledge as more important than the ratings provided by pastors of rural churches. Pastors of both suburban and urban churches also rated administrative, church history, management, and psychological knowledge as used more frequently than the corresponding frequency ratings provided by pastors of rural churches. These results are generally observed in the subgroup frequency weighted importance ratings also. With respect to gender, female pastors rated psychological, sociological, and UMC doctrine knowledge as more important than male pastors. Female pastors also reported using clerical knowledge more frequently than their male counterparts. Male pastors reported using knowledge of training principles more frequently than female pastors. A similar pattern of differences is seen in the

Table 10: Subgroup Comparisons of Task Cluster Ratings.

Task Clusters	Setting ^a			Gender ^b		Size ^c
	\bar{X}_R	\bar{X}_S	\bar{X}_U	\bar{X}_F	\bar{X}_M	r
Importance						
Administrative	3.88	4.03	3.98	3.89	3.95	0.08
Care Giving	5.15	4.75	5.21	5.21	5.10	-0.09
Communication	4.94	5.25	5.15	5.05	5.04	0.18*
Evangelism	4.91	4.58	4.79	4.83	4.89	-0.09
Facility Construction	2.66	3.09*	2.79	2.81	2.76	-0.08
Fellowship	4.72	4.33	4.41	4.60	4.62	-0.07
Management	4.55	5.12*	5.05*	4.78	4.71	0.24*
Other Development	4.76	5.03	4.97	4.82	4.82	0.11
Preaching & Public Worship	5.59	5.53	5.61	5.59	5.63	0.05
Relationship Building	4.49	4.38	4.50	4.53	4.42	0.01
Rituals & Sacraments	5.10	4.75	4.92	5.14	4.99	0.03
Self Development	4.99	5.10	5.11	5.07	5.03	0.09
UMC Connection	3.63	3.42	3.32	3.80*	3.42	-0.02
Frequency						
Administrative	4.46	4.97	4.70	4.69	4.56	0.14*
Care Giving	4.61	4.95	4.90	4.66	4.82	0.13*
Communication	5.30	6.38*	5.73	5.42	5.53	0.23*
Evangelism	4.23	4.49	4.11	4.04	4.30	0.14*
Facility Construction	1.84	2.24	2.10	2.13	1.97	-0.07
Fellowship	4.15	4.46	4.05	4.05	4.19	0.19*
Management	4.40	5.47*	5.15	4.66	4.68	0.28*
Other Development	4.23	4.74*	4.90*	4.30	4.41	0.20*
Preaching & Public Worship	4.99	5.12	5.08	4.98	5.04	0.09
Relationship Building	3.55	3.92	4.21	3.63	3.83*	0.14*
Rituals & Sacraments	2.73	3.12	3.18	2.79	2.97	0.18*
Self Development	5.16	5.00	5.26	5.10	5.17	0.05
UMC Connection	2.14	2.41	2.32	2.40	2.13	0.08
Importance x Frequency						
Administrative	18.16	21.53	20.16	19.74	19.10	0.14*
Care Giving	24.11	24.10	26.02	24.71	24.99	0.07
Communication	26.77	33.80*	29.97	27.94	28.45	0.25*
Evangelism	21.49	21.26	20.34	20.11	21.66	0.05
Facility Construction	6.05	8.59	7.43	7.92	6.68	-0.05
Fellowship	19.96	19.77	18.67	18.99	19.92	0.10
Management	20.97	28.93*	26.75	23.37	23.05	0.31*
Other Development	20.81	24.28	24.90*	21.44	21.96	0.21*

(Table continued on following page ...)

Table 10: Subgroup Comparisons of Task Cluster Ratings. (continued)

Task Clusters	Setting			Gender		Size
	\bar{X}_R	\bar{X}_S	\bar{X}_U	\bar{X}_F	\bar{X}_M	r
Importance x Frequency						
Preaching & Public Worship	27.90	28.50	28.60	27.79	28.49	0.10
Relationship Building	16.76	18.41	19.69	17.32	17.92	0.12*
Rituals & Sacraments	14.00	15.28	15.70	14.37	14.94	0.17*
Self Development	26.49	26.05	27.34	26.64	26.57	0.07
UMC Connection	8.26	8.87	8.03	9.86	7.71	0.03

^a Church neighborhood setting: Rural (R), Suburban (S), Urban (U). Rural is the reference level for significance tests

^b Pastor gender: Female (F), Male (M)

^c Church membership

* $p < .05$

frequency weighted importance ratings provided by female and male pastors. With respect to church size, pastors of larger churches reported that clerical knowledge was less important and management and community demographic knowledge was more important than pastors of smaller churches. Pastors of larger churches also reported using knowledge of their church's history, management principles, and psychological principles more frequently than pastors of smaller churches. A similar pattern of relations emerged for the frequency weighted importance ratings.

Table 12 presents the subgroup comparisons for the skill domain ratings. With respect to the church's setting, pastors of suburban and urban churches rated goal setting and feedback as more important than pastors of rural churches. Pastors of urban churches also rated teamwork, time management, and written communication as more important than pastors of rural churches. As seen in the knowledge domain ratings, pastors of suburban and urban churches rated numerous skills as being used more frequently than reported by pastors of rural churches. Specifically, pastors of suburban churches rated conflict management, decision making, goal setting and feedback, negotiation, problem solving, social perceptiveness, and written communication skills as being used more frequently than their counterparts in rural churches. Pastors of urban churches rated the skills of goal setting and feedback, motivating others, problem solving, social perceptiveness, teamwork, time management, and written communication as being used more frequently than reported by pastors of rural churches.

With respect to pastor gender, female pastors provided higher importance ratings of conflict management, multitasking, negotiation, social perceptiveness, and time management skills than their male counterparts. Female pastors also reported using conflict management and multitasking skills more frequently than male

Table 11: Subgroup Comparisons of Knowledge Domain Ratings.

Knowledge Domains	Setting ^a			Gender ^b		Size ^c
	\bar{X}_R	\bar{X}_S	\bar{X}_U	\bar{X}_F	\bar{X}_M	<i>r</i>
Importance						
Administrative	4.34	4.58	4.31	4.51	4.30	0.07
Church (local) History	3.70	4.10	4.02	3.91	3.76	0.04
Clerical	3.86	3.20*	3.49	3.91*	3.56	-0.19*
Community Demographics	4.25	4.22	4.36	4.24	4.26	0.13*
Community History	3.65	3.55	3.59	3.61	3.59	0.03
Counseling Principles	4.20	3.73*	4.07	4.20	4.08	-0.12
Management Principles	4.25	4.65*	4.57	4.43	4.30	0.22*
Psychological Principles	4.13	4.05	4.45	4.38*	4.12	0.02
Sociological Principles	3.84	4.00	3.93	4.08*	3.77	0.07
Theology & Scripture	5.47	5.47	5.63	5.43	5.55	0.05
Training Principles	3.87	3.60	3.86	3.71	3.85	0.00
UMC Doctrine	4.25	4.50	4.41	4.55*	4.23	0.02
Frequency						
Administrative	4.57	5.92*	5.32*	4.83	4.94	0.19
Church (local) History	2.47	3.62*	3.32*	2.74	2.74	0.15*
Clerical	5.11	5.50	5.12	5.47*	4.91	-0.04
Community Demographics	2.90	2.90	3.14	2.80	2.91	0.09
Community History	2.54	2.32	2.60	2.39	2.50	0.01
Counseling Principles	3.08	3.35	3.68	3.36	3.19	-0.01
Management Principles	4.02	5.25*	5.00*	4.29	4.39	0.27*
Psychological Principles	3.67	4.59*	4.61*	4.30	3.91	0.18*
Sociological Principles	2.93	3.76	3.43	3.12	3.13	0.07
Theology & Scripture	5.89	6.12	6.03	5.84	6.02	0.07
Training Principles	2.82	3.16	3.20	2.58	3.08*	0.09
UMC Doctrine	3.23	4.00	3.55	3.48	3.43	0.04
Importance x Frequency						
Administrative	20.51	27.60*	23.73	22.45	21.99	0.17
Church (local) History	9.81	15.78*	14.58*	11.88	11.14	0.13*
Clerical	20.72	18.32	19.02	22.34*	18.40	-0.11
Community Demographics	13.35	13.31	14.11	12.91	13.24	0.11
Community History	10.74	9.50	10.47	9.83	10.38	-0.01

(Table continued on following page ...)

Table 11: Subgroup Comparisons of Knowledge Domain Ratings. (continued)

Knowledge Domains	Setting ^a			Gender ^b		Size ^c
	\bar{X}_R	\bar{X}_S	\bar{X}_U	\bar{X}_F	\bar{X}_M	<i>r</i>
Importance x Frequency						
Counseling Principles	14.04	14.55	16.70	15.49	14.30	-0.03
Management Principles	17.91	25.82*	23.53*	20.30	19.88	0.33*
Psychological Principles	16.58	20.67	20.98*	20.06	17.49	0.14*
Sociological Principles	12.29	16.74	14.93	13.90	13.10	0.08
Theology & Scripture	32.49	33.77	34.32	32.10	33.66	0.07
Training Principles	11.56	12.70	13.70	10.49	12.87*	0.06
UMC Doctrine	14.67	18.82	16.86	16.82	15.54	0.03

^a Church neighborhood setting: Rural (R), Suburban (S), Urban (U). Rural is the reference level for significance tests

^b Pastor gender: Female (F), Male (M)

^c Church membership

* $p < .05$

pastors. With respect to church size, pastors of larger churches reported that decision making, goal setting and feedback, motivating others, oral communication, spiritual disciplines, and teamwork skills were more important than pastors of smaller churches. Pastors of larger churches also rated the skills of conflict management, motivating others, negotiation, problem solving, social perceptiveness, teamwork, and written communication as being used more frequently than pastors of smaller churches. The frequency weighted importance ratings show a pattern of differences that combines the importance and frequency results.

In comparison to the knowledge and skill ratings, there are few subgroup differences in the importance and frequency ratings. The differences that do exist are reported in Table 13. Interestingly, pastors of suburban churches rated trust in God as less important than pastors of rural churches. Pastors of suburban churches rated the ability of idea fluency as being used more frequently than pastors of rural churches. Pastors of urban churches reported using the abilities of creativity and reading comprehension more frequently than pastors of rural churches. Female pastors provided higher importance ratings of adaptability, attentional focus, and oral comprehension abilities than male pastors. Female pastors also reported using the ability of attentional focus more frequently than their male counterparts. Finally, it is somewhat surprising to observe that no relationships between church size and pastor ability importance and frequency ratings emerged. This is a fortuitous result since abilities are relatively stable and hard to modify.

Table 14 presents the subgroup comparisons for the personal characteristics ratings. With respect to the church's setting, pastors of suburban churches rated

Table 12: Subgroup Comparisons of Skill Domain Ratings.

Skill Domains	Setting ^a			Gender ^b		Size ^c
	\bar{X}_R	\bar{X}_S	\bar{X}_U	\bar{X}_F	\bar{X}_M	r
Importance						
Active Learning	4.51	4.54	4.48	4.48	4.46	0.09
Conflict Management	4.71	4.70	4.83	5.00*	4.60	0.07
Decision Making	4.83	4.78	5.03	4.97*	4.80	0.17*
Discernment	4.91	5.22	5.21	5.06	5.01	0.07
Exegetical	5.12	4.97	5.21	5.09	5.09	0.06
Goal Setting & Feedback	3.07	3.50*	3.44*	3.24	3.21	0.16*
Motivating Others	4.70	4.70	4.81	4.81	4.70	0.13*
Multitasking	4.14	4.23	4.12	4.50*	3.98	0.01
Negotiation	4.25	4.05	4.24	4.44*	4.16	0.09
Oral Communication	5.36	5.38	5.55	5.36	5.41	0.14*
Problem Solving	4.61	4.62	4.78	4.74	4.58	0.06
Public Speaking	5.31	5.20	5.28	5.17	5.34	0.04
Social Perceptiveness	4.53	4.65	4.83	4.83*	4.48	0.08
Spiritual Disciplines	5.12	5.25	5.29	5.23	5.17	0.15*
Teaching	4.70	4.62	4.67	4.67	4.66	0.01
Teamwork	4.60	4.60	4.91*	4.82	4.62	0.17*
Time Management	4.68	4.85	5.05*	5.05*	4.65	0.04
Written Communication	4.50	4.42	4.84*	4.56	4.52	0.07
Frequency						
Active Learning	4.04	4.50	4.47	4.03	4.22	0.08
Conflict Management	2.70	3.62*	3.12	3.26*	2.78	0.16*
Decision Making	4.68	5.45*	5.19	5.00	4.88	0.12
Discernment	4.77	5.17	5.16	4.99	4.83	0.06
Exegetical	4.85	5.03	4.83	4.71	4.90	0.00
Goal Setting & Feedback	2.41	3.33*	3.05*	2.67	2.68	0.07
Motivating Others	4.12	4.50	4.62*	4.23	4.33	0.15*
Multitasking	5.44	5.95	5.71	5.94*	5.31	0.07
Negotiation	2.70	3.53*	3.12	2.88	2.94	0.17*
Oral Communication	6.16	6.38	6.24	6.29	6.08	0.09
Problem Solving	3.80	4.53*	4.40*	3.81	4.06	0.17*
Public Speaking	4.88	4.72	4.52	4.51	4.86	0.05
Social Perceptiveness	4.50	5.64*	5.16*	4.94	4.68	0.14*
Spiritual Disciplines	5.35	5.78	5.41	5.57	5.32	0.04
Teaching	4.30	4.28	4.16	4.19	4.28	0.00
Teamwork	3.78	4.41	4.67*	4.00	4.12	0.21*
Time Management	5.78	6.05	6.60*	6.22	5.88	0.12
Written Communication	4.42	5.03*	5.12*	4.55	4.65	0.16*

(Table continued on following page ...)

Table 12: Subgroup Comparisons of Skill Domain Ratings. (continued)

Skill Domains	Setting ^a			Gender ^b		Size ^c
	\bar{X}_R	\bar{X}_S	\bar{X}_U	\bar{X}_F	\bar{X}_M	<i>r</i>
Importance x Frequency						
Active Learning	19.17	20.97	21.05	19.23	19.75	0.07
Conflict Management	13.22	18.26*	15.96	16.89*	13.52	0.16*
Decision Making	23.02	26.65	26.71	25.33*	23.89	0.16*
Discernment	24.13	27.73	27.65*	26.18	24.83	0.08
Exegetical	25.25	25.45	25.26	24.51	25.26	0.03
Goal Setting & Feedback	8.01	12.46*	11.53*	9.33	9.48	0.11
Motivating Others	20.20	21.88	22.79	21.08	21.08	0.16*
Multitasking	23.82	26.58	25.14	27.95*	22.56	0.04
Negotiation	12.10	15.43	14.14	13.34	12.97	0.18*
Oral Communication	33.22	34.35	34.64	33.78	33.11	0.14
Problem Solving	18.13	21.55	21.47*	19.09	19.03	0.16*
Public Speaking	26.07	25.00	24.14	23.52	26.16	0.06
Social Perceptiveness	21.07	27.08*	25.28*	24.30*	21.76	0.15*
Spiritual Disciplines	27.88	30.68	29.50	29.59	28.09	0.09
Teaching	20.35	20.55	19.72	19.98	20.23	-0.01
Teamwork	17.92	21.51	23.36*	19.92	19.68	0.24*
Time Management	27.87	30.25	33.46*	31.78*	28.21	0.09
Written Communication	20.54	23.07	25.12*	21.52	21.64	0.15*

^a Church neighborhood setting: Rural (R), Suburban (S), Urban (U). Rural is the reference level for significance tests

^b Pastor gender: Female (F), Male (M)

^c Church membership

* $p < .05$

dependability, empathy, openness, and self-control as more important than pastors of rural churches. Pastors of urban churches rated authenticity and initiative as more important than pastors of rural churches. Pastors of suburban churches also reported relying upon the personal characteristics of social orientation, and stress tolerance more frequently than pastors of rural churches and pastors of urban churches reported relying upon the personal characteristics of attention to detail, initiative, leadership, and self-awareness than pastors of rural churches. Few gender differences existed in the personal characteristics importance and frequency ratings. Female pastors did view autonomy, empathy, and openness as more important than male pastors. Positive relations were observed between the pastor's personal characteristics importance ratings of the authenticity, leadership, and risk taking and frequency ratings of attention to detail, authenticity, initiative, leadership, self-awareness and

Table 13: Subgroup Comparisons of Ability Domain Ratings.

Ability Domains	Setting ^a			Gender ^b		Size ^c
	\bar{X}_R	\bar{X}_S	\bar{X}_U	\bar{X}_F	\bar{X}_M	r
Importance						
Adaptability	4.75	4.80	4.88	5.04*	4.69	0.11
Attentional Focus	4.18	4.31	4.28	4.42*	4.13	0.05
Creativity	4.25	4.33	4.55	4.43	4.27	-0.01
Idea Fluency	3.60	3.69	3.79	3.84	3.55	0.06
Inductive Reasoning	3.72	4.05	4.02	3.96	3.79	0.09
Intelligence	4.72	4.62	4.66	4.81	4.63	0.06
Memory	3.74	3.49	3.67	3.81	3.62	0.01
Oral Comprehension	4.76	4.62	4.88	4.90*	4.67	0.03
Reading Comprehension	4.85	4.65	4.93	4.85	4.80	0.04
Trust in God	5.84	5.65*	5.81	5.80	5.81	0.03
Frequency						
Adaptability	4.16	4.53	4.41	4.45	4.13	0.07
Attentional Focus	5.09	5.33	5.39	5.49*	4.98	0.04
Creativity	3.94	4.62	4.74*	4.18	4.23	0.01
Idea Fluency	2.96	3.79*	3.47	3.21	3.16	0.05
Inductive Reasoning	3.22	3.65	3.72	3.12	3.48	0.11
Intelligence	5.96	6.12	6.45	6.25	6.01	0.08
Memory	4.31	4.23	4.23	4.32	4.27	0.01
Oral Comprehension	5.37	5.88	5.69	5.55	5.50	0.07
Reading Comprehension	5.75	5.97	6.41*	6.01	5.88	0.05
Trust in God	6.69	6.56	6.47	6.60	6.64	-0.04
Importance x Frequency						
Adaptability	20.45	22.52	21.89	23.10	19.94	0.08
Attentional Focus	21.91	23.97	23.40	24.88*	21.15	0.05
Creativity	17.57	21.02	22.33*	19.62	18.85	0.00
Idea Fluency	11.79	15.18	14.39	13.56	12.38	0.05
Inductive Reasoning	13.00	15.50	15.49	13.31	14.07	0.12
Intelligence	28.58	28.73	30.33	30.49	28.19	0.09
Memory	17.62	16.03	17.25	18.12	16.87	0.02
Oral Comprehension	26.03	27.73	28.33	27.45	26.27	0.06
Reading Comprehension	28.48	28.50	31.67	29.61	28.68	0.06
Trust in God	39.21	37.49	37.91	38.67	38.78	-0.03

^a Church neighborhood setting: Rural (R), Suburban (S), Urban (U). Rural is the reference level for significance tests

^b Pastor gender: Female (F), Male (M)

^c Church membership

* $p < .05$

social orientation personal characteristics with the size of the church. Finally, importance and frequency ratings of ‘calling’ were not observed for either church setting, pastor gender, or church size and so, no subgroup differences are reported for this dimension.

Conclusions and Recommendations

The data reported here provide a rich quantitative picture of the tasks performed by local church pastors and the knowledge, skills, abilities, and personal characteristics that enable the effective performance of these tasks. The 13 task clusters explored in this research overlap substantially with existing research focused on the roles filled by local church pastors in the United Methodist Church. However, the current results expand on the prior research by providing a more comprehensive set of tasks or roles than currently exists and by focusing on the specific behaviors or actions that underlie the task clusters or roles. The present research also represents the first quantitative investigation of the 65 knowledge, skills, abilities, and personal characteristics that support the effective performance of the local church pastor’s activities.

The results presented in Table 4 and Table 9 provide immediately actionable information in a format that is easy to comprehend. Table 4 highlights the relative importance of the 13 primary clusters of tasks performed by local church pastors. These task clusters provide a concrete representation of performance effectiveness and one or more performance evaluation instruments should be developed to assess pastor performance on each of these performance dimensions. From an individual level of analysis, the performance evaluation instrument can be used in a diagnostic fashion to help local church pastors understand their performance strengths and weaknesses to better allocate their self-development activities. From an organizational perspective, if a standardized instrument could be implemented across the Annual Conferences, then the United Methodist Church could use the information as a benchmark to evaluate the current level of effectiveness provided by local church pastors and as a planning instrument for setting effectiveness improvement targets.

Table 9 presents the most highly rated KSAPs that survey respondents believe are required to obtain highly effective performance. As such, these highly rated KSAPs provide the most potent levers for improving effectiveness among local church pastors. The knowledge and skills presented in Table 9 (e.g., oral communication, Theology and scripture, calling, and time management) are readily amenable to instruction and practice and, as such, are clear targets for developmental interventions. The most important abilities and personal characteristics presented in Table 9 (e.g., trust in God, integrity, authenticity, dependability) are relatively stable individual differences. Both can be changed over time but the process is often slow and requires constant attention or a highly salient life event for meaningful changes to occur. As such, abilities and personal characteristics should weigh heavily in ordination decisions, church placements, and possible disciplinary actions. It is

Table 14: Subgroup Comparisons of Personal Characteristics Ratings.

Personal Characteristics	Setting ^a			Gender ^b		Size ^c
	\bar{X}_R	\bar{X}_S	\bar{X}_U	\bar{X}_F	\bar{X}_M	r
Importance						
Achievement Orientation	4.13	4.38	4.14	4.36	4.08	0.05
Attention to Detail	4.36	4.33	4.43	4.46	4.31	0.07
Authenticity	5.48	5.60	5.74*	5.61	5.55	0.16*
Autonomy	4.57	4.47	4.81	4.83*	4.50	-0.03
Balance	5.09	5.17	5.23	5.30	5.06	0.06
Cooperation	5.06	4.85	5.00	5.14	4.96	0.00
Dependability	5.42	5.15*	5.37	5.42	5.33	0.00
Empathy	5.24	4.90*	5.19	5.32*	5.10	-0.03
Initiative	4.68	4.67	5.17*	4.83	4.74	0.06
Integrity	5.70	5.50	5.72	5.68	5.66	0.08
Learning Orientation	4.49	4.42	4.50	4.68	4.38	0.07
Leadership	5.09	5.25	5.32	5.13	5.16	0.13*
Openness	4.93	4.56*	4.97	5.15*	4.74	0.04
Passion	4.85	4.75	5.02	4.95	4.81	-0.01
Patience	4.92	4.78	4.84	5.00	4.83	-0.06
Persistence	4.71	4.88	4.88	4.76	4.76	0.11
Risk-Taking	4.17	4.42	4.29	4.27	4.19	0.16*
Self-Awareness	4.90	4.95	5.05	5.08	4.86	0.10
Self-Control	5.19	4.88*	5.10	5.18	5.09	-0.02
Social Orientation	4.17	4.00	3.95	4.01	4.13	0.07
Stress Tolerance	4.86	5.03	5.04	5.02	4.87	0.05
Willingness to Seek Help	4.61	4.55	4.76	4.75	4.57	-0.03
Frequency						
Achievement Orientation	3.94	3.98	4.34	4.11	3.95	0.09
Attention to Detail	5.40	5.40	5.97*	5.64	5.44	0.13*
Authenticity	6.30	6.50	6.50	6.38	6.38	0.13*
Autonomy	5.88	5.80	6.02	5.95	5.86	0.00
Balance	5.42	5.80	5.64	5.69	5.41	-0.09
Cooperation	5.60	5.80	5.90	5.77	5.66	0.08
Dependability	5.98	5.92	6.26	6.04	5.99	0.09
Empathy	5.21	5.55	5.50	5.46	5.23	0.07
Initiative	4.81	5.15	5.50*	4.88	5.03	0.14*
Integrity	6.44	6.65	6.29	6.39	6.47	0.07
Learning Orientation	3.99	4.47	4.10	4.01	4.11	0.10
Leadership	5.07	5.35	5.57*	5.08	5.27	0.18*

(Table continued on following page ...)

Table 14: Subgroup Comparisons of Personal Characteristics Ratings. (continued)

Personal Characteristics	Setting ^a			Gender ^b		Size ^c
	\bar{X}_R	\bar{X}_S	\bar{X}_U	\bar{X}_F	\bar{X}_M	<i>r</i>
Frequency (cont.)						
Openness	4.75	4.72	5.03	4.92	4.73	0.11
Passion	5.25	5.20	5.36	5.39	5.21	0.06
Patience	5.36	5.45	5.36	5.37	5.36	0.01
Persistence	4.45	4.38	5.05	4.54	4.60	0.09
Risk-Taking	2.78	2.67	3.00	2.73	2.83	0.01
Self-Awareness	5.16	5.53	5.79*	5.56	5.26	0.13*
Self-Control	4.56	4.80	4.93	4.76	4.64	0.04
Social Orientation	4.46	5.25*	4.76	4.62	4.68	0.24*
Stress Tolerance	3.73	4.70*	4.12	3.88	4.00	0.10
Willingness to Seek Help	2.70	3.02	3.00	2.70	2.84	0.02
Importance x Frequency						
Achievement Orientation	17.66	17.93	19.55	19.31	17.31	0.08
Attention to Detail	24.31	23.88	26.93	25.75	24.15	0.13*
Authenticity	34.89	36.65	37.33*	36.18	35.55	0.17*
Autonomy	27.85	27.43	29.93	29.72	27.46	0.00
Balance	28.14	30.20	29.74	30.53	27.84	-0.05
Cooperation	28.70	28.70	29.90	30.02	28.51	0.05
Dependability	32.57	30.77	33.61	32.88	32.09	0.08
Empathy	27.67	27.50	28.93	29.42*	26.97	0.03
Initiative	23.07	24.57	28.78*	24.35	24.35	0.13*
Integrity	36.81	36.62	36.12	36.40	36.69	0.10
Learning Orientation	18.48	20.32	19.38	19.37	18.67	0.11
Leadership	26.18	28.57	29.65*	26.51	27.53	0.21*
Openness	23.89	22.23	25.48	25.75*	22.99	0.11
Passion	26.01	25.55	27.00	27.26	25.52	0.04
Patience	26.79	26.73	26.41	27.24	26.37	-0.02
Persistence	21.65	22.50	25.48	22.80	22.56	0.11
Risk-Taking	12.39	12.38	13.65	12.28	12.68	0.05
Self-Awareness	26.01	27.93	29.91	28.76	26.38	0.14*
Self-Control	24.08	24.12	25.64	25.05	24.12	0.04
Social Orientation	19.09	21.85	19.55	19.06	19.98	0.22*
Stress Tolerance	18.75	24.08*	20.93	19.95	20.01	0.10
Willingness to Seek Help	12.76	14.05	14.76	12.92	13.49	0.02

^a Church neighborhood setting: Rural (R), Suburban (S), Urban (U). Rural is the reference level for significance tests

^b Pastor gender: Female (F), Male (M)

^c Church membership

* $p < .05$

important to highlight that the remaining KSAPs not presented in Table 9 are still believed to be important contributors to effective performance. A reasonable first step in promoting effectiveness among local church pastors would be to emphasize development in the KSAPs presented in Table 9. For those pastors who are strong in these KSAPs or become strong in these areas over time, a reasonable second step would be to identify weaknesses among the remaining KSAPs and invest effort into improving competency on these identified domains.

The observed subgroup differences in the task clusters, knowledge, skills, ability, and personal characteristics provide a promising set of results that can be used to match a pastor's performance history and KSAP profile to the particular needs of a church.

Limitations

Despite the many strengths of the research method used here, these findings come with an associated set of limitations that suggest the need for additional investigation. First, the linkage between the task performance clusters and the KSAPs is not known and this information is critically important when developing developmental interventions. The 65 KSAPs identified in this research are thought to be responsible for performance on the 13 task clusters. If a performance problem is observed in one or more task clusters, then knowledge of the linkage between the KSAPs and the task clusters is needed to understand which of the 65 KSAPs should be targeted for developmental efforts to improve effectiveness. Unfortunately, the current survey process required a substantial amount of each participant's time and intense recruiting efforts were required to obtain the sample reported here. The collection of additional information would have required additional time from the participants and this time simply was not available in this research effort. Second, the findings reported here represent beliefs or perceptions held by a representative group of local church pastors. Unlike the previous focus group investigations, these pastors were identified using a stratified-probability sampling process and, therefore, the beliefs represented here are not necessarily equivalent to the beliefs held by pastors who are thought to be particularly effective by District Superintendents and Bishops. Further research using observational research methods on a restricted sample of highly effective pastors is needed to solidify the findings reported here. Third, the subgroup comparisons reported here are provocative but additional investigations into other sub-group comparisons may yield additional insights. Future research could target specific subgroups that have a high probability of being related to pastor effectiveness such as the average age of church membership in the pastor's charge, the political affiliation of the church, and the geographic region of the church. Finally, despite intense recruiting efforts directed at obtaining minority pastor participation, the present sample slightly under-represents minority pastors and minority churches. It would be highly desirable in the future to collect additional survey results from pastors and churches of under-represented groups.

Next Steps

The limitations of the present research just presented provide a clear set of actionable next steps. However, the three most important next steps in promoting the effective performance of the tasks represented in table 4 is to perform a KSAP linkage analysis, to construct performance and KSAP assessment instruments, and to construct developmental tools and interventions. First, as highlighted above, the current report provides quantitative information about the relative importance of task clusters and KSAPs. However, the two sources of information are not yet linked. What specific KSAPs support the performance of each task cluster? Now that the relative importance of the task clusters and KSAPs is known, a small set of focus group interviews using subject matter experts (SMEs) could be used to obtain the linkages between the task clusters and the KSAPs.

Now that the relative importance of the task clusters and KSAPs are known, it is appropriate to begin the construction of assessment instruments and developmental tools. The first step in this process is the development of a behaviorally anchored performance evaluation instrument that can be used to assess the performance of each local church pastor in the United Methodist Church. To be maximally effective, the instrument would adopt a 360 degree approach where performance evaluations are obtained from the local church pastor (self assessment), the district superintendent or another administrative entity familiar with the pastor's performance (supervisor assessment), and the church congregants. This approach makes it possible to triangulate on performance and identify consistent and inconsistent perspectives reflecting the pastor's performance strengths and weaknesses. Currently, each annual conference in the United Methodist Church relies upon a unique assessment of pastor performance. To optimize effectiveness in the United Methodist Church, it would be highly desirable to have the various conference adopt a common performance evaluation instrument. This would make it possible to obtain baseline information on performance effectiveness in the Church and to map effectiveness gains over time. Similar to the 360 degree approach to performance evaluation, it would be useful to develop a multisource KSAP or competency assessment instrument. This instrument could be used to highlight relative strengths and weaknesses within the pastor's KSAP repertoire so that developmental efforts may be optimally allocated to overcoming the most important weaknesses.

Finally, it is likely that many developmental opportunities currently exist for local church pastors that are reasonably consistent with the task cluster and KSAP results presented here. A first step in the construction of developmental tools and interventions would be to collect the available opportunities and evaluate them with respect to their consistency with the data presented here. It is likely that many task cluster and KSAPs will not be covered in a focused manner in the currently available materials. In this case, additional self-development and intervention tools should be developed to cover these identified gaps. This effort is particularly important for any gaps observed for the most important task clusters and the most important KSAPs.

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Appendix A KSAP Definitions

Calling To Ministry

- The ability to experience, identify, and understand the inner urge to pursue the pastorate as a vocation.

Knowledge

- Administration - Knowledge of the principles involved in the organization and coordination of people and resources.
- Church History - Knowledge of the history and development of the local church.
- Clerical - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- Community Demographics - Knowledge of the demographics of the community in which the local church exists and of the issues important to the people of those demographics.
- Community History - Knowledge of the history and culture of the community in which the local church exists.
- Counseling Principles - Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- Management Principles - Knowledge of the principles involved in motivating, developing, and directing people as they work.
- Psychology - Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; and the assessment and treatment of behavioral and affective disorders.
- Sociology - Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, and cultures.
- Theology and Scripture - Knowledge of philosophy about the existence and nature of God, religion, and biblical text.
- Training Principles - Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- United Methodist Church Doctrine - Knowledge of the written body of teachings of The United Methodist Church.

Skills

- Active Learning - Seeking and rapidly integrating new information to improve current and future problem-solving and decision-making.

- Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Calling to Ministry - The ability to experience, identify, and understand the inner urge to pursue the pastorate as a vocation.
- Conflict Management - Handling complaints, settling disputes, and resolving conflicts.
- Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Discernment - The capacity to know God's will through the haze of one's motives, the motives of others, and events that may appear to be important but are actually trivial or irrelevant.
- Exegetical Skill - Communicating the meaning of Scripture and other religious documents in a manner that is comprehensible to others.
- Goal-setting and Feedback - Establishing long-range objectives, specifying the strategies and actions to achieve them, and providing feedback about progress toward them.
- Motivating Others - Relating to others in a way that inspires them to want to do their best to complete a desired course of action.
- Multitasking - Performing two or more tasks simultaneously or rapidly switching attention between tasks.
- Negotiation - Working with others to arrive at a mutually agreeable resolution to a problem.
- Oral Communication - Composing and delivering information through verbal interactions in a manner that others understand.
- Problem Solving - Identifying problems and integrating information to formulate solutions.
- Public Speaking - Effective communication of a message to a group of individuals using the spoken word.
- Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do.
- Spiritual Disciplines - Using spiritual disciplines to facilitate spiritual growth.
- Teaching - Identifying the educational needs of others and providing effective instruction to improve their knowledge or skills.
- Teamwork - Accomplishing tasks directly by working as a member of a team or indirectly by helping members of a team to cooperate and efficiently coordinate actions and decisions.
- Time Management - Managing one's own time and the time of others to efficiently accomplish goals.
- Written Communication - Communicating effectively in writing as appropriate for the needs of the reader.

Abilities

- Adaptability - The capability to adjust actions in relation to new situations, others actions, or changes in the environment.
- Attentional Focus - The ability to concentrate on a task over a period of time without being distracted.
- Calling to Ministry - The ability to experience, identify, and understand the inner urge to pursue the pastorate as a vocation.
- Creativity - The ability to generate unusual or clever ideas about a given topic, situation, or problem.
- Idea Fluency - The ability to rapidly develop a large number of ideas related to a given topic.
- Inductive Reasoning - The ability to combine pieces of information to detect patterns or form general rules.
- Intelligence - The ability to reason, plan, solve problems, think abstractly, comprehend ideas and language, and learn.
- Memorization - The ability to store and recall information and experiences.
- Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Reading Comprehension - The ability to read and understand information and ideas presented through written words, sentences and paragraphs in documents.
- Trust in God - The ability to place oneself in the care of God.

Personal Characteristics

- Achievement Orientation - Tendency to establish and maintain personally challenging goals and exert effort toward achieving them.
- Attention to Detail - Tendency to be careful about detail and thorough in completing work tasks.
- Authenticity - Tendency to consistently behave in a fashion that is consistent with one's values, principles, and beliefs, to experience a sense of meaning or purpose underlying behavior, and to show vulnerability when appropriate.
- Autonomy - Tendency to develop one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
- Balance - Tendency to maintain a balance of important life activities related to profession, self, family, and friends.
- Calling to Ministry - The ability to experience, identify, and understand the inner urge to pursue the pastorate as a vocation.
- Cooperation - Tendency to be pleasant with others and display a good-natured, cooperative attitude.
- Dependability - Tendency to be reliable, responsible, dependable, and fulfilling obligations.
- Empathy - Tendency to be aware of, understanding of, and sensitive to other

peoples experiences and emotions.

- Initiative - Tendency to take on responsibilities and challenges to accomplish goals.
- Integrity - Tendency to adherence to a strict moral or ethical code with a special emphasis on being honest to oneself and others.
- Learning Orientation - Tendency to develop one's competence through expanding one's ability and mastering challenging situations.
- Leadership - Willingness to lead, take charge, and provide opinions and direction when necessary to accomplish goals.
- Openness - Tendency to be receptive to ideas and people that are different from oneself.
- Passion - Tendency to experience and express enthusiasm in daily activities and interactions with others.
- Patience - Tendency to cope with pain, troubles, difficulties, or hardship, without complaint or ill temper.
- Persistence - Tendency to continue investing efforts to obtain goals in the face of obstacles.
- Risk-Taking - Tendency to undertake important tasks despite a lack of certainty or a fear of failure.
- Self-awareness - Knowledge and understanding of ones motivations, strengths, and weaknesses.
- Self Control - Tendency Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior in difficult situations.
- Social Orientation - Tendency to prefer working with others rather than alone and to be personally connected with others.
- Stress Tolerance - Tendency to accept criticism well and deal calmly and effectively with high stress situations.
- Willingness to seek help - Tendency to ask for help with overwhelming tasks or to seek help from others to compensate for ones own weaknesses.

Appendix B

Effectiveness Survey Items

1. What is your FIRST NAME?(fr)
2. What is your LAST NAME? (fr)
3. What is the full or formal name of your CHURCH(s)?(fr)
4. How important are ADMINISTRATIVE TASKS to the effective performance of your work?
5. How often do you perform ADMINISTRATIVE TASKS in your work?
6. How effectively do you perform ADMINISTRATIVE TASKS in your work?
7. How important are CAREGIVING TASKS to the effective performance of your work?
8. How often do you perform CAREGIVING TASKS in your work?
9. How effectively do you perform CAREGIVING TASKS in your work?
10. How important are COMMUNICATION TASKS to the effective performance of your work?
11. How often do you perform COMMUNICATION TASKS in your work?
12. How effectively do you perform COMMUNICATION TASKS in your work?
13. How important are EVANGELISM TASKS to the effective performance of your work?
14. How often do you perform EVANGELISM TASKS in your work?
15. How effectively do you perform EVANGELISM TASKS in your work?
16. How important are FACILITY CONSTRUCTION TASKS to the effective performance of your work?
17. How often do you perform FACILITY CONSTRUCTION TASKS in your work?
18. How effectively do you perform FACILITY CONSTRUCTION TASKS in your work?
19. How important are FELLOWSHIP TASKS to the effective performance of your work?
20. How often do you perform FELLOWSHIP TASKS in your work?
21. How effectively do you perform FELLOWSHIP TASKS in your work?
22. How important are MANAGEMENT TASKS to the effective performance of your work?
23. How often do you perform MANAGEMENT TASKS in your work?
24. How effectively do you perform MANAGEMENT TASKS in your work?
25. How important are OTHER DEVELOPMENT TASKS to the effective performance of your work?
26. How often do you perform OTHER DEVELOPMENT TASKS in your work?
27. How effectively do you perform OTHER DEVELOPMENT TASKS in your work?
28. How important are PREACHING & PUBLIC WORSHIP TASKS to the effective performance of your work?

29. How often do you perform PREACHING & PUBLIC WORSHIP TASKS in your work?
30. How effectively do you perform PREACHING & PUBLIC WORSHIP TASKS in your work?
31. How important are RELATIONSHIP BUILDING TASKS to the effective performance of your work?
32. How often do you perform RELATIONSHIP BUILDING TASKS in your work?
33. How effectively do you perform RELATIONSHIP BUILDING TASKS in your work?
34. How important are RITUAL and SACRAMENT TASKS to the effective performance of your work?
35. How often do you perform RITUAL and SACRAMENT TASKS in your work?
36. How effectively do you perform RITUAL and SACRAMENT TASKS in your work?
37. How important are SELF DEVELOPMENT TASKS to the effective performance of your work?
38. How often do you perform SELF DEVELOPMENT TASKS in your work?
39. How effectively do you perform SELF DEVELOPMENT TASKS in your work?
40. How important are UNITED METHODIST CONNECTION TASKS to the effective performance of your work?
41. How often do you perform UNITED METHODIST CONNECTION TASKS in your work?
42. How effectively do you perform UNITED METHODIST CONNECTION TASKS in your work?
43. Do you perform tasks in the context of your work that are not included in the task clusters that you just rated? If so, please provide a description or listing of the additional tasks below.(fr)
44. How important is ADMINISTRATIVE knowledge to the effective performance of your work?
45. How often do you use ADMINISTRATIVE knowledge in your work?
46. How much ADMINISTRATIVE knowledge do you possess?
47. How important is knowledge of your local CHURCH'S HISTORY to the effective performance of your work?
48. How often do you use knowledge of your local CHURCH'S HISTORY in your work?
49. How much knowledge of your local CHURCH'S HISTORY do you possess?
50. How important is CLERICAL knowledge to the effective performance of your work?
51. How often do you use CLERICAL knowledge in your work?
52. How much CLERICAL knowledge do you possess?
53. How important is knowledge of COMMUNITY DEMOGRAPHICS to the effective performance of your work?

54. How often do you use knowledge of COMMUNITY DEMOGRAPHICS in your work?
55. How much knowledge of COMMUNITY DEMOGRAPHICS do you possess?
56. How important is COMMUNITY HISTORY KNOWLEDGE to the effective performance of your work?
57. How often do you use COMMUNITY HISTORY KNOWLEDGE in your work?
58. How much COMMUNITY HISTORY KNOWLEDGE do you possess?
59. How important is knowledge of COUNSELING PRINCIPLES to the effective performance of your work?
60. How often do you use knowledge of COUNSELING PRINCIPLES in your work?
61. How much knowledge of COUNSELING PRINCIPLES do you possess?
62. How important is knowledge of MANAGEMENT PRINCIPLES to the effective performance of your work?
63. How often do you use knowledge of MANAGEMENT PRINCIPLES in your work?
64. How much knowledge of MANAGEMENT PRINCIPLES do you possess?
65. How important is PSYCHOLOGICAL KNOWLEDGE to the effective performance of your work?
66. How often do you use PSYCHOLOGICAL KNOWLEDGE in your work?
67. How much PSYCHOLOGICAL KNOWLEDGE do you possess?
68. How important is SOCIOLOGICAL KNOWLEDGE to the effective performance of your work?
69. How often do you use SOCIOLOGICAL KNOWLEDGE in your work?
70. How much SOCIOLOGICAL KNOWLEDGE do you possess?
71. How important is THEOLOGY AND SCRIPTURE KNOWLEDGE to the effective performance of your work?
72. How often do you use THEOLOGY AND SCRIPTURE KNOWLEDGE in your work?
73. How much THEOLOGY AND SCRIPTURE KNOWLEDGE do you possess?
74. How important is knowledge of TRAINING PRINCIPLES to the effective performance of your work?
75. How often do you use knowledge of TRAINING PRINCIPLES in your work?
76. How much knowledge of TRAINING PRINCIPLES do you possess?
77. How important is knowledge of UNITED METHODIST CHURCH DOCTRINE to the effective performance of your work?
78. How often do you use knowledge of UNITED METHODIST CHURCH DOCTRINE in your work?
79. How much knowledge of UNITED METHODIST CHURCH DOCTRINE do you possess?
80. Are there other KNOWLEDGE domains that you think are important contributors to the effective performance of your work? If so, please provide a description or listing of the additional knowledge types below.(fr)

81. How important is ACTIVE LEARNING SKILL to the effective performance of your work?
82. How often do you use ACTIVE LEARNING SKILLS in your work?
83. How much ACTIVE LEARNING SKILL do you possess?
84. How important is CONFLICT MANAGEMENT SKILL to the effective performance of your work?
85. How often do you use CONFLICT MANAGEMENT SKILL in your work?
86. How much CONFLICT MANAGEMENT SKILL do you possess?
87. How important is DECISION MAKING SKILL to the effective performance of your work?
88. How often do you use DECISION MAKING SKILL in your work?
89. How much DECISION MAKING SKILL do you possess?
90. How important is DISCERNMENT SKILL to the effective performance of your work?
91. How often do you use DISCERNMENT SKILL in your work?
92. How much DISCERNMENT SKILL do you possess?
93. How important is EXEGETICAL SKILL to the effective performance of your work?
94. How often do you use EXEGETICAL SKILL in your work?
95. How much EXEGETICAL SKILL do you possess?
96. How important is GOAL SETTING & FEEDBACK SKILL to the effective performance of your work?
97. How often do you use GOAL SETTING & FEEDBACK SKILL in your work?
98. How much GOAL SETTING & FEEDBACK SKILL do you possess?
99. How important is MOTIVATING OTHERS SKILL to the effective performance of your work?
100. How often do you use MOTIVATING OTHERS SKILL in your work?
101. How much MOTIVATING OTHERS SKILL do you possess?
102. How important is MULTITASKING SKILL to the effective performance of your work?
103. How often do you use MULTITASKING SKILL in your work?
104. How much MULTITASKING SKILL do you possess?
105. How important is NEGOTIATION SKILL to the effective performance of your work?
106. How often do you use NEGOTIATION SKILL in your work?
107. How much NEGOTIATION SKILL do you possess?
108. How important is ORAL COMMUNICATION SKILL to the effective performance of your work?
109. How often do you use ORAL COMMUNICATION SKILL in your work?
110. How much ORAL COMMUNICATION SKILL do you possess?
111. How important is PROBLEM SOLVING SKILL to the effective performance of your work?

112. How often do you use PROBLEM SOLVING SKILL in your work?
113. How much PROBLEM SOLVING SKILL do you possess?
114. How important is PUBLIC SPEAKING SKILL to the effective performance of your work?
115. How often do you use PUBLIC SPEAKING SKILL in your work?
116. How much PUBLIC SPEAKING SKILL do you possess?
117. How important is SOCIAL PERCEPTIVENESS SKILL to the effective performance of your work?
118. How often do you use SOCIAL PERCEPTIVENESS SKILL in your work?
119. How much SOCIAL PERCEPTIVENESS SKILL do you possess?
120. How important is SPIRITUAL DISCIPLINES SKILL to the effective performance of your work?
121. How often do you use SPIRITUAL DISCIPLINES SKILL in your work?
122. How much SPIRITUAL DISCIPLINES SKILL do you possess?
123. How important is TEACHING SKILL to the effective performance of your work?
124. How often do you use TEACHING SKILL in your work?
125. How much TEACHING SKILL do you possess?
126. How important is TEAMWORK SKILL to the effective performance of your work?
127. How often do you use TEAMWORK SKILL in your work?
128. How much TEAMWORK SKILL do you possess?
129. How important is TIME MANAGEMENT SKILL to the effective performance of your work?
130. How often do you use TIME MANAGEMENT SKILL in your work?
131. How much TIME MANAGEMENT SKILL do you possess?
132. How important is WRITTEN COMMUNICATION SKILL to the effective performance of your work?
133. How often do you use WRITTEN COMMUNICATION SKILL in your work?
134. How much WRITTEN COMMUNICATION SKILL do you possess?
135. Are there other SKILL domains that you think are important contributors to the effective performance of your work?(fr)
136. How important is ADAPTABILITY to the effective performance of your work?
137. How often do you use ADAPTABILITY in your work?
138. How much ADAPTABILITY do you possess?
139. How important is ATTENTION FOCUS ABILITY to the effective performance of your work?
140. How often do you use ATTENTION FOCUS ABILITY in your work?
141. How much ATTENTION FOCUS ABILITY do you possess?
142. How important is CREATIVE ABILITY to the effective performance of your work?
143. How often do you use CREATIVE ABILITY in your work?

144. How much CREATIVE ABILITY do you possess?
145. How important is IDEA FLUENCY ABILITY to the effective performance of your work?
146. How often do you use IDEA FLUENCY ABILITY in your work?
147. How much IDEA FLUENCY ABILITY do you possess?
148. How important is INDUCTIVE REASONING ABILITY to the effective performance of your work?
149. How often do you use INDUCTIVE REASONING ABILITY in your work?
150. How much INDUCTIVE REASONING ABILITY do you possess?
151. How important is INTELLIGENCE to the effective performance of your work?
152. How often do you use INTELLIGENCE in your work?
153. How much INTELLIGENCE do you possess?
154. How important is MEMORIZATION ABILITY to the effective performance of your work?
155. How often do you use MEMORIZATION ABILITY in your work?
156. How much MEMORIZATION ABILITY do you possess?
157. How important is ORAL COMPREHENSION ABILITY to the effective performance of your work?
158. How often do you use ORAL COMPREHENSION ABILITY in your work?
159. How much ORAL COMPREHENSION ABILITY do you possess?
160. How important is READING COMPREHENSION ABILITY to the effective performance of your work?
161. How often do you use READING COMPREHENSION ABILITY in your work?
162. How much READING COMPREHENSION ABILITY do you possess?
163. How important is your TRUST IN GOD to the effective performance of your work?
164. How often do you use TRUST IN GOD in your work?
165. How much TRUST IN GOD do you possess?
166. Are there other ABILITY domains that you think are important contributors to the effective performance of your work?(fr)
167. How important is ACHIEVEMENT ORIENTATION to the effective performance of your work?
168. How often do you use ACHIEVEMENT ORIENTATION in your work?
169. How much ACHIEVEMENT ORIENTATION do you possess?
170. How important is ATTENTION TO DETAIL to the effective performance of your work?
171. How often do you use ATTENTION TO DETAIL in your work?
172. How much ATTENTION TO DETAIL do you possess?
173. How important is AUTHENTICITY to the effective performance of your work?
174. How often do you use AUTHENTICITY in your work?
175. How much AUTHENTICITY do you possess?
176. How important is AUTONOMY to the effective performance of your work?

177. How often do you use AUTONOMY in your work?
178. How much AUTONOMY do you possess?
179. How important is BALANCE to the effective performance of your work?
180. How often do you use BALANCE in your work?
181. How much BALANCE do you possess?
182. How important is COOPERATION to the effective performance of your work?
183. How often do you use COOPERATION in your work?
184. How much COOPERATION do you possess?
185. How important is DEPENDABILITY to the effective performance of your work?
186. How often do you use DEPENDABILITY in your work?
187. How much DEPENDABILITY do you possess?
188. How important is EMPATHY to the effective performance of your work?
189. How often do you use EMPATHY in your work?
190. How much EMPATHY do you possess?
191. How important is INITIATIVE to the effective performance of your work?
192. How often do you use INITIATIVE in your work?
193. How much INITIATIVE do you possess?
194. How important is INTEGRITY to the effective performance of your work?
195. How often do you use INTEGRITY in your work?
196. How much INTEGRITY do you possess?
197. How important is LEARNING ORIENTATION to the effective performance of your work?
198. How often do you use LEARNING ORIENTATION in your work?
199. How much LEARNING ORIENTATION do you possess?
200. How important is LEADERSHIP to the effective performance of your work?
201. How often do you use LEADERSHIP in your work?
202. How much LEADERSHIP do you possess?
203. How important is OPENNESS to the effective performance of your work?
204. How often do you use OPENNESS in your work?
205. How much OPENNESS do you possess?
206. How important is PASSION to the effective performance of your work?
207. How often do you use PASSION in your work?
208. How much PASSION do you possess?
209. How important is PATIENCE to the effective performance of your work?
210. How often do you use PATIENCE in your work?
211. How much PATIENCE do you possess?
212. How important is PERSISTENCE to the effective performance of your work?
213. How often do you use PERSISTENCE in your work?
214. How much PERSISTENCE do you possess?
215. How important is RISK-TAKING to the effective performance of your work?
216. How often do you use RISK-TAKING in your work?
217. How much RISK-TAKING do you possess?

218. How important is SELF-AWARENESS to the effective performance of your work?
219. How often do you use SELF-AWARENESS in your work?
220. How much SELF-AWARENESS do you possess?
221. How important is SELF-CONTROL to the effective performance of your work?
222. How often do you use SELF-CONTROL in your work?
223. How much SELF-CONTROL do you possess?
224. How important is SOCIAL ORIENTATION to the effective performance of your work?
225. How often do you use SOCIAL ORIENTATION in your work?
226. How much SOCIAL ORIENTATION do you possess?
227. How important is STRESS TOLERANCE to the effective performance of your work?
228. How often do you use STRESS TOLERANCE in your work?
229. How much STRESS TOLERANCE do you possess?
230. How important is WILLINGNESS TO SEEK HELP to the effective performance of your work?
231. How often do you use WILLINGNESS TO SEEK HELP in your work?
232. How much WILLINGNESS TO SEEK HELP do you possess?
233. Are there other PERSONAL CHARACTERISTICS that you think are important contributors to the effective performance of your work?(fr)
234. How important is your CALL TO MINISTRY to the effective performance of your work?
235. How often do you use your CALL TO MINISTRY in your work?
236. How much does your CALL TO MINISTRY guide your work?
237. If you were to place CALL TO MINISTRY into either the Knowledge, Skill, Ability, or Personal Characteristics categories, which one would you select?(fr)
238. If you do not think the CALL TO MINISTRY can be placed into one of the Knowledge, Skill, Ability, or Personal Characteristics categories or think that it fits best into a different category, please indicate this in the following text box.
(fr)
239. Using the area below, please describe EFFECTIVE PERFORMANCE in your ministry as you view it. What does success look like to you?(fr)
240. To what annual conference do you belong?(fr)
241. How many individuals belong (i.e., members) to the church(s) in your current charge?(fr)
242. How many individuals regularly attend service at the church(s) in your current charge?(fr)
243. Is your church located in a primarily URBAN or RURAL area?(fr)
244. What is the dominant ETHNICITY in your church?
245. What is your AGE?(fr)
246. What is YOUR ETHNICITY?

Note: “(fr)” denotes a free response item. Importance items were rated using a 6-point scale (1=Not at all Important, Somewhat Important, Moderately Important, Important, Very Important, 6=Extremely Important). Frequency items were rated using a 7-point scale (1=Multiple times a year, Once a Month, Multiple times a Month, Once a Week, Multiple times a Week, Once a Day, 7=Multiple times a Day). Effectiveness items were rated using a 6-point scale (1=Ineffective, Somewhat Effective, Moderately Effective, Effective, Very Effective, 6=Extremely Effective). Amount (“How much”) items were rated using a 5-point scale (1=A small amount, A moderate amount, A considerable amount, A great amount, 5=An extreme amount).