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COMPETENCIES NEEDED FOR EFFECTIVE CHURCH
LEADERSHIP FROM THE PERSPECTIVE
OF CURRENT PASTORS

by

Cecile Elizabeth Fransman Hewitt

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
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Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
December 1991

COMPETENCIES NEEDED FOR EFFECTIVE CHURCH
LEADERSHIP FROM THE PERSPECTIVE
OF CURRENT PASTORS

Cecile Elizabeth Fransman Hewitt, Ed.D.

Western Michigan University, 1991

Contemporary needs of the African-American church are both deeply spiritual and agonizingly physical, and the resultant burden of the church has never been more challenging. Today's needs in the church call for diverse leadership.

This study generated and measured the perception of importance of 22 competencies for effective leadership as pastors of the African Methodist Episcopal Church. The study also sought to determine which of the competencies were performed, shared, delegated, or not performed at each responsive church. Finally, the study sought to determine the extent to which selected demographic factors were related to the perception of importance.

The perceptions of the importance of the 22 competencies on a 4-point scale were the dependent parameters, and the independent parameters were gender, age, health status, experience, education, and current student status.

Competencies were ranked according to perception of importance. Pearson product-moment correlation coefficients were calculated to determine the relationship between perception of importance and selected demographics. An analysis of variance and t test were performed. No clear patterns emerged across all dependent parameters.

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perspective of current pastors**

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Cecile Elizabeth Fransman Hewitt

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CHAPTER I

INTRODUCTION

The independent African American church movement is generally recognized as one of the first strides toward freedom and responsibility. The African American church as a distinctive communion traces its ancestry to the Freedom African Society, which was formed in Philadelphia in 1787 to escape the segregation and denigration in the white churches of that day. The Freedom African Society was not itself a church, but a sort of transitional fellowship designed to sustain the faith, encourage moral responsibility, and provide mutual aid for its members until a more satisfactory solution could be found. Two local churches were eventually spun off by the society: the African Protestant Episcopal Church of Saint Thomas and Bethel African Methodist Episcopal Church. Both churches were dedicated in July 1794. Saint Thomas remained within the existing Anglican (Episcopalian) communion; Bethel eventually severed all connections with the white Methodist church and went on to become "Mother" of the first African American denomination (Lincoln, 1989).

The African Methodist Episcopal Church

In April of 1816, several independent African American Methodist churches along the eastern seaboard met at Mother Bethel in Philadelphia and formed one body under the name and style of the African Methodist Episcopal Church (A. White, 1965). Richard Allen, the Pastor of Mother Bethel was elected Bishop of the first African American denomination. Under Allen's leadership the African Methodist Episcopal Church rapidly grew (A. White, 1965). Today this church is the largest of the African American Methodist communions, claiming a membership of about 3 million, with more than a million members in 2,200 churches in Africa and the Caribbean.

According to Lincoln (1989):

The African Methodist Episcopal Church from its inception maintained a strong interest in education and trained clergy. It founded Wilberforce University, the first black college founded by black people, in 1856. Other African Methodist Episcopal schools are Morris Brown, (Atlanta); Paul Quinn, (Waco, Texas); Allen, (Columbia, South Carolina); and Edward Waters, (Jacksonville, Florida). In addition to its five colleges the church supports a junior college, two seminaries and two Job Corps Centers. (p. 139)

Contemporary needs of the African American church are both deeply spiritual and agonizingly physical, and the resultant burden of the church has never been more challenging. These challenges in the church call for diverse leadership.

Lincoln (1989) described the church as follows:

Today's Black Church is struggling for relevance to today's black problems: racism; drug abuse; child care; health and welfare; housing; counseling; unemployment; teenage pregnancy; and the whole tragic malaise with which society in general is burdened. It must address all these social challenges without abandoning its distinctive mandate to assist man in his efforts to find conciliation and comfort with the Creator. There is no moratorium on the human need for spiritual and moral nature. (p. 148)

Statement of the Problem

Some concerns have been raised in regard to the abilities and skills of pastors to manage churches effectively with relevance to today's African American problems. Ifill (1990) suggested that new ideas about administration and management need to be heard.

Presently all African Methodist Episcopal Churches are organized according to the doctrines and discipline of the church. The doctrines dictate church structure at national and parish levels. Nationally, executive power rests with the bishops who receive their authority from the African Methodist Episcopal Church General Conference. Though the bishops have considerable freedom to define the church's function and interpret its discipline, the doctrines provide the framework through which they exercise that power. The general conference, which meets every 4 years, is composed of lay and clergy representatives of each of the church's districts and is

the African Methodist Episcopal Church's highest policy making body. The doctrines were the product of the first general conference and only that body can make subsequent revisions.

The African Methodist Episcopal Church is a connectional church which means that all of its parts are connected to one another and to the world. The Council of Bishops of the African Methodist Episcopal Church is the executive branch of the connectional church (Compilation Committee, 1988). A bishop basically administers an Episcopal District. The African Methodist Episcopal Church has 19 districts with 112 conferences throughout the world (Compilation Committee, 1988). A description of the Third Episcopal District as defined by the committee is provided in Appendix B.

One of the most important duties of a bishop is to appoint pastors to churches in his district. Pastors must be licensed preachers who have satisfied the minimum course of study. The course of study is a 5-year course. The 5 years of study may be waived if the individual selects to complete a Master's of Divinity degree at an appropriate seminary.

Attempts are being made to address the training needs for clergy, for example, instituting a special Certificate Program at Payne Theological Seminary for individuals without an undergraduate degree. However, no

research has been done to determine competencies and skills needed by pastors.

In the light of the above stated, it becomes clear that each pastor's leadership becomes very important. The question to be addressed in this study is: What specific competencies are needed by the pastor in the Third Episcopal District of the African Methodist Episcopal Church, and what differences, if any, are precipitated by sex, church size, length of service, time in current position, and education of the pastor.

Purposes

The purpose of this study was to examine the competencies that are needed for effective church leadership from the perspective of current pastors in the Third Episcopal District of the African Methodist Episcopal Church.

The study generated a list of skills or competencies. The list was generated from a literature review and refined by a panel of experts. The study sought to determine what competencies are presently performed, what competencies are shared, what competencies are expected to be performed in the future, and perceptions of the importance of the respective competencies in effective leadership of a congregation as seen by pastors in the Third District.

Spaulding (cited in Brame, 1989/1990) provided six possible groupings of life long education institutions. These groups range from the formal to the informal.

He describes Types IV and V as loosely structured educational groups and participant-governed groups in which people elect to join in activities with others of similar interest. These groups would be inclusive of organizations such as the National Urban League and its affiliates. (p. 6).

Spaulding (cited in Brame, 1989/1990) included religious organizations in Type V of his model. Brame (1989/1990) argued that this made the National Urban League a legitimate area of inquiry for educational leadership. Similarly, religious organizations are also areas of inquiry for educational leadership.

It is expected that the results of this study will give guidance to: (a) the church in revising the minimum qualifications for pastors, (b) matching pastors with the specific needs of the local church, (c) and those persons who desire to serve as pastor as to the specific competencies that are needed for effective church leadership.

Limitations and Key Assumptions

Since the participants are limited to the African Methodist Episcopal Church, findings from this study may not be generalizable beyond this population. It was assumed that pastors of an African Methodist Episcopal

Church knew what competencies for effective leadership are, and that these competencies were identifiable.

Overview of Study

A background for this study has been provided in this chapter. The problem has been stated and the purpose given. The significance of the study, the limitations, and key assumptions were provided. The conceptual framework and review of literature for the study are provided in Chapter II. The research design and a discussion of the procedures are provided in Chapter III. An analysis of the data is presented in Chapter IV, and a summary, conclusions, and recommendations are provided in Chapter V.

CHAPTER II

REVIEW OF RESEARCH AND LITERATURE

Introduction

The phenomena of leadership and religion are inter-related in the African-American Community. From the earliest of times persons like Gabriel Prosser, Nat Turner, Sojourner Truth, Harriet Tubman, Martin Luther King, Jr., Andrew Young, William Gray, and countless others had roles of leadership in religion and secular organizations.

This chapter seeks to provide a review of literature as it relates to competencies needed for effective leadership as pastor in the African-American Community.

Competencies Culled From Literature

A review of literature has indicated that no study on the competencies needed by the pastor of an African-American Episcopal Church has been done. However, a number of studies have examined the competencies needed by persons who exercise leader roles in related positions.

The review of the literature and research, combined with interviews with African Methodist Episcopal pastors and my personal experience in the role of Associate

Minister led to the initial 25 competency statements. These 25 competencies are included in Appendix C. A further review of this list by the panel of experts reduced the list to 22 competencies needed for effective leadership of an African Methodist Episcopal Church.

Following is a discussion that provides a brief review of the literature that provides the basis of the competencies identified:

Competency 1: Ability to lead in the spiritual area.

Sanders (1967) wrote:

The spiritual leader, however, influences others not by the power of his own personality but by that personality irrelated and empowered by the Holy Spirit. Because he permits the Holy Spirit undisputed control of his life, the Spirit's power can flow through him to others unhindered. (p. 20)

In the previous century, Richards and Hoeldtke (1870) alluded that the basic qualification for spiritual leaders has nothing to do with skills or training or even the possession of spiritual gifts but that "[Spiritual] leadership is the character, values, attitudes, behavior, and commitment of the leaders, as these reflect Christ-likeness, that provide that compelling model" (p. 27).

This emphasis is reflected in the passages of Scripture that give the qualifications for spiritual leadership.

Hocking (1979) said:

Moses had to know what qualities to look for in leaders who could help him (Exod. 18:21). He had to look for (1) men who feared God, (2) men of truth, and (3) men who hated dishonest gain.

Joshua was filled with the "spirit of wisdom." In Joshua 1 there is a list of qualifications he would need for effective leadership: (1) spiritual strength and courage (Josh. 1:6,7,9); (2) constant meditation in God's Word (Josh. 1:8); and (3) uncompromising obedience to God's commands (Josh. 1:7,8).

Paul's advice on leadership: Paul knew the importance of the leader's example. In Hebrews 13:7 he wrote: Remember those who led you, who spoke the Word of God to you; and considering the outcome of their way of life, imitate their faith.

. . . The secret of good leadership is following the example of the leader. (pp. 10-17.

Competency 2: Develops and implements appropriate strategies for crisis management (Argyris, 1973; Bass, 1981; Devries, 1977).

Competency 3: Handles conflict management.

The makeup of the local church often contributes to conflict. Church members have several ideas on which (and how) issues should be addressed and resolved in the church. These conflicts can distract from the attention that is needed by the church's mission. These issues need to be appropriately addressed, so that they will not place the church in a crisis that may occupy its attention to the detriment of programs. Cartwright and Zander (1960) assigned to management the responsibility of keeping the members' attention on the goal, clarifying the

issues and development of a procedural plan. Boles and Davenport (1982) and R. W. White (1959) encouraged novel approaches to problem solving.

Competency 4: Conducts research to identify need of members and those in the community (Patton, 1978).

Competency 5: Translates identified needs into church programs (Schatzman & Strauss, 1973).

Coleman, (cited in Boles and Davenport, 1982), suggested some activities that require human interaction for their completion. Some of these include religiously related activities, education of children, voluntary activities for charitable or other purposes, treatment of sickness and death, buying and selling of property, saving and borrowing money, and maintenance of physical facilities--all of which take place in the church setting. However, church members with diverse backgrounds may have differences in priorities and perceptions and may make the identification of problems difficult. A church pastor may need competencies in these areas.

Competency 6: Develops church budget.

Competency 7: Develops and implements a fund raising strategy to meet the general budget and annual conference obligations (Dersh, 1979).

Competency 8: Develops proposals for new program activities (Adams, 1979).

Speer (1975) discussed the importance of developing a church budget based on the concept of how a Christian budget should be designed. Boles and Davenport (1982) defined an executive as "a person who, by virtue of his or her position or knowledge, is responsible for a contribution that materially affects the capacity of the organization in which he or she works to perform and to obtain results" (p. 424).

The church budget is generated solely through contributions from church members and others. Careful projects and budgeting skills must be understood and practiced by the pastor (Cook, 1971; Haimann & Hilgert, 1982).

Competency 9: Develops and implements personnel management system for the church.

Levinson (1987) argued that a performance appraisal system should be revised to accommodate the "how" as well as the "what." Hersey (1984) discussed the appropriate interaction of the superordinate and the subordinate for effective performance. He argued that "the leader effectiveness depends upon the interaction among the leader, follower, boss associates, organization, job demands, and time constraints" (p. 43). Welte (1978) placed similar emphasis on the selection and deployment of staff.

Sergiovanni and Starratt (1983) addressed several issues related to the supervision of staff. They listed "peopling" as one of the strategic requirements of quality leadership. "Peopling recognizes that little can be accomplished without the good wishes of others. Instead, the leader seeks to fine-tune and match more closely the goals, objectives, and desires of people with those of the organization" (pp. 201-202).

Competency 10: Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.

According to Present (1979): "Attracting, selecting and hiring the most qualified people are essential to the effectiveness of an organization" (p. 135).

Herzberg (1987), House and Mitchell (1974), McGregor, 1966, Maslow, (1954), Vroom, 1964), and R. W. White (1959) all discussed the issues of staff and volunteers' need to be motivated to perform the objectives of the agency. Understanding the personnel needs of the church may be an important skill for the pastor to have.

Competency 11: Develops strategies to make an impact upon public policies (Bennis, 1961).

The church pastor interacts with individuals serving several levels of the community. What happens in the environment and community may very well affect the operations of the church, thus this becomes an important competency.

Competency 12: Convinces others of the values of his or her visions for the church (Argyris, 1973; Hemphill, 1968; Hollander, 1978; Welte, 1978).

Boulton (1984) recognized the need for timely adaptation to change. According to Bennis and Nanus (1985), leaders are those who have the ability to create new ideas for the adaptation of organizations to changes found in unstable environment. According to Kast and Rosenzweig (1979), "In planning and controlling activities, the managerial role involves maintaining a dynamic equilibrium between the need for organizational stability and continuity and the need for adaptation and innovation" (p. 568).

Competency 13: Provides counseling and referral.

According to Okun (1976), "The development of a helping relationship underlies the effectiveness of any helping strategy" (p. 70).

The pastor often becomes the focal point in times of emotional or physical need with individual members. He or she may need this competency for effective leadership in the church. Okun (1976) also said: "pastors . . . are usually the first to be alerted to a crisis. They, in turn, usually bring in the counselor or human services worker to help in direct problem solving" (p. 169).

Competency 14: Interacts with significant others to improve effectiveness of the church in the community.

The public has a right to know about the church programs supported by voluntary contributions. Pastors have the responsibility to help the public fully understand the impact of the church operations on the quality of life for all persons. Church (1981) suggested:

Rather than wait for the media to come to you for information of a story, be assertive and reach out to the media. Don't wait until a bad story provokes your response. Instead, work at creating positive opportunities to explain your programs. (p. 12)

Competency 15: Communicates effectively to board of trustees, steward board, and church members.

Competency 16: Develops newsletters and reports for distribution to selected publics.

Several theorists and researchers emphasize the importance of communication (Boles, 1982; Boles & Davenport, 1982; Griffith, 1979; Herzberg, 1987; Welte, 1978). An important factor in the successful operation of a church is the quality of the communication. Although information can readily be communicated in writing or through electronic communication systems, research by Barretta-Herman (1989) suggested that people tend to resist these forms of communication in favor of face-to-face interaction.

Effective communications take the element of interaction into account. "All language . . . whether overt or covert, is accompanied by unstated expectations.

Because language involves unstated cultural premises, it is related to one's relationship to the world, or to role playing" (McNall, 1969, p. 69).

Competency 17: Enhances lay leadership within the local church.

Throughout history, volunteers have played an important role in the provision of human services. The utilization of church members who want to help can be an important means of maximizing scarce church resources. At the same time, volunteers who are not carefully selected and prepared for these service responsibilities can be ineffective or damaging to the church operations. Pastors often may have the responsibility to recruit, screen, place, train, and monitor the work of volunteers. Gaby and Gaby (1979) suggested that a job description for volunteers be developed.

Competency 18: Develops comprehensive plan for growth and perpetuation for the church.

Competency 19: Recruits new church members.

Competency 20: Assures training of new members.

Boles and Davenport (1982) suggested that a leader should take the initiative to move a group toward a goal or goals that its members find acceptable. A number of other theorists and researchers deem organizational maintenance as an important factor (Boles, 1982; Gardner, 1983; Welte, 1978). The success of a church is often

measured by the number of members in a particular congregation. A pastor may have the responsibility to continually recruit new members.

Competency 21: Uses appropriate leadership style demanded by the situation.

Blake and Mouton (1964) developed a managerial grid that considers the extent to which the leader is concerned with task and relationship. Several other theorists addressed the issue of leader(ship) style (Argyris, 1973; Fiedler & Chemers, 1984; Hersey, 1984; Hersey & Blanchard, 1982; Reddin, 1970; Tannenbaum & Schmidt, 1968).

Competency 22: Conducts effective preaching.

Nouwen (1971) placed heavy emphasis on the ability of the pastor to preach. He said: "A preacher who wants to be a real leader is the person who is able to put his life-experiences at the disposal of those who asked him to be their preacher" (p. 38). Nouwen went on to say that "he who preaches is called upon to remove the obstacles of indifference and irritation and lead men to a true insight that can set them free" (p. 40). Nouwen also stressed that being a minister calls for careful preparation, not only in terms of the knowledge and understanding of God's Word, but also in terms of the necessary training in core functions of the ministry such as preaching. Preaching is a form of teaching.

Selected Demographics and Importance Perception

Age and Importance

Evidence was found by Bass (1981) as to the relation of age and leadership being contradictory. This study seeks to determine what relationship, if any, exists between age and perception of importance of competencies.

Church District and Importance

This study sought to determine what differences, if any, exist between church districts. The Third District consists of church districts which include: neighborhood churches, metropolitan regional churches, downtown churches, communities of special purpose churches (not defined by geography), small town churches located in a sparsely populated area, and the open-country church located at a crossroads or secondary highway as described by Anderson and Jones (1978). They also stated the following: "Churches are part of and serve the communities in which they are located" (p. 42). It is imperative that each pastor realistically define the boundaries of the geographical area or the special characteristics of the people the church presently serves or can serve. The following hypothesis was developed:

There are differences in the perceived importance of selected leadership competencies by local pastors of the

respective church districts of the Third Episcopal District.

Gender and Importance

Delloff (1990) concluded:

From the mid-'70s to the mid-'80s the number of ordained women in the U.S. churches doubled with most of the increase occurring in mainstream Protestantism. That astounding figure is but one manifestation of recent pervasive changes in the roles, power and experience of women in mainstream churches. (p. 13)

This study sought to determine what relationship, if any, exists between gender and perceptions of the importance of competencies. The following hypothesis was developed:

There are differences in the perceived importance of selected competencies by male and female pastors of the African Methodist Episcopal Church.

Size and Importance

Renner (1990) determined that:

America's mainstream Protestant denominations grew in membership and organizational structure alongside America's great corporations. Now life has become more complicated for both, and it's no wonder they share similar problems. Today's pastor, for example, is also a CEO--a church executive officer, if you will. (p. 11)

McGuffey (1980) found a relationship between size of the organization and the level of responsibility accepted. This study sought to determine if there is a

relationship between size of congregation and perception of importance for each competency statement. The following hypothesis was developed:

There are differences in the perceived importance of selected competencies by pastors from small churches as compared with pastors from large churches in the Third Episcopal District.

Length of Service, Time in Current Position,
Other Experience, and Importance

Length of service in the African Methodist Episcopal Church is chosen in part because each pastor serving a particular church is subject to be moved to another church each conference (African Methodist Episcopal Church, 1988). For some pastors this may indicate serving in a position for one year or an indefinite number of years. Gabarro (1985) examined what factors account for the success of some managers and failure of others upon succession. Taking charge was found to have four stages: industry experience, managerial experience, competence, and (leader) style. Thus, time or other experiences were found to contribute to the success of a manager.

Length of time in current position seeks to measure the relationship, if any exists, between length of service to the African Methodist Episcopal Church and the perception of pastors.

The following hypotheses were developed:

The perception of importance is related to the length of service to the African Methodist Episcopal Church.

The perception of importance is related to the time in current position as pastor.

There are differences in the perceived importance of selected competencies by pastors of the African Methodist Episcopal Church based on whether or not they are in their first assignment as pastor.

There are differences in the perceived importance of selected competencies by pastors of the African Methodist Episcopal Church based on whether or not he or she had prior experience.

There are differences in the perceived importance of selected competencies by pastors of the African Methodist Episcopal Church based on experience not gained in the African Methodist Episcopal Church.

Education, Student Status, Health, and Importance

Katz (1987) concluded that past experience, self-concept, sentiments, ideals, objectives, and obligations may shape a person's interpretation of a situation. There is a requirement that all African Methodist Episcopal pastors be a college graduate. However, the educational experiences represent all levels of the

educational system. The perceptions of an individual may be influenced by the perception of their own health.

This study sought to determine what relationship, if any, exists between perception of health and the importance of each competency.

The following hypotheses were developed:

There are differences in the perceived importance of selected competencies by pastors of the African Methodist Episcopal Church based on educational achievements.

There are differences in the perceived importance of selected competencies by pastors of the African Methodist Episcopal Church based on current student status.

There are differences in the perceived importance of selected competencies by pastors of the African Methodist Episcopal Church based on the perception of own health status.

Following are the general purposes of the study followed by hypotheses that were investigated.

Purpose 1: What are the specific competencies needed by a pastor for effective leadership of an African Methodist Episcopal Church?

Hypothesis: The mean importance score for each competency statement will be equal to or greater than 3.

Purpose 2: What is the relationship between level of responsibility accepted and perception of importance?

Hypothesis: The perception of importance is related to the level of responsibility accepted for the competency statements.

Purpose 3: What is the relationship, if any, between the perception of importance of each competency and selected demographic parameters?

Hypothesis: The mean importance scores of pastors from the respective church districts are different.

Hypothesis: The mean importance scores of pastors from the respective age groups are different.

Hypothesis: The mean importance scores of male and female pastors are not different.

Hypothesis: The mean importance scores of pastors from large churches will be different from those from small congregations.

Hypothesis: The perception of importance is related to the length of service to the African Methodist Episcopal Church.

Hypothesis: The perception of importance is related to the time in current position as pastor.

Hypothesis: The mean importance scores of pastors with one set of experiences will be different from those with other experiences.

Hypothesis: The mean importance scores of pastors with a particular educational level will be different from those of other levels.

Hypothesis: The mean importance scores of pastors currently enrolled as students will be different from pastors not enrolled as students.

Hypothesis: The mean importance scores of pastors reporting a particular health status are different from pastors reporting another status.

Summary

In this chapter a review of the literature that identified the 22 competencies was given. The hypotheses were developed. In Chapter III, the hypotheses will be operationalized and the null hypotheses stated. The methods used to gather and analyze these data will be provided.

CHAPTER III

DESIGN OF THE STUDY

Introduction

A description of the study participants and the sample are presented in this chapter. The hypotheses under investigation are discussed also. The instrument chosen to collect the data and the questionnaire are presented.

Population and Sample

The Third Episcopal District of the African Methodist Episcopal Church constituted the population of the study. A table of random numbers was used to select 123 pastors to participate in the study. To be a participant, each pastor must have been active in the role of pastor in their respective churches during the last conference year. The survey was sent to 123 pastors who met the above criteria.

The sample size was chosen according to a table for determining sample size from a given population generated by Krejcie and Morgan (1970).

Instrumentation

A survey questionnaire was used to identify competencies needed for effective church leadership. In Chapter II 22 competencies were culled from the literature. The list of competencies was presented to a panel of experts who were asked to reach a consensus on the importance of each. The resultant competency list was used to develop a questionnaire. Responses to questions on this instrument were given a 5-point scale.

Each questionnaire contained the same number of questions that the final number of competencies identified. The scores were coded 5 points (always), 4 points (usually), 3 points (sometimes), 2 points (seldom), and 1 point (never). Some items were reverse scored.

Procedures

The support of the presiding Bishop of the Third Episcopal District of the African Methodist Episcopal Church was sought for the enhancement of the study. An exemption was sought from the Human Subjects Institutional Review Board at Western Michigan University.

The first step was to determine the perceptions of the competencies that were culled from the research literature and an in-depth review of a panel of experts. The panel consisted of two faculty members of a seminary,

two members serving on a high level in the Third Episcopal District who have substantial pastoral experience, and an individual who studied and proved his competence in the area of educational leadership.

A pilot test was conducted among the students for Holy Orders in the South Ohio Conference. These individuals also gave input as to the level of understanding and answerability of each item on the questionnaire.

A list of participating pastors and their churches is provided in Appendix I, but in the text of the report each pastor is referred to only by a number in order to protect anonymity of the churches and individuals who responded. A table of random numbers was used to select pastors.

Once a sample of pastors was established, an introductory letter was sent to individuals in the sample to invite their participation. An addressed postcard was used to receive their responses. Letters of encouragement were also sent (see Appendix G). A total of 63 usable questionnaires were returned.

Participants were asked to indicate if they currently perform, share in the performance, or if they expect to perform the respective competency in the future. Pastors were asked to indicate their perception of the competency.

Operational and Null Hypotheses

Identification of Competencies Needed

It was hypothesized that the competencies needed by pastors were as defined by the panel of experts. The operational hypothesis was that a proportion greater than .5 of pastors would assign an importance score of 3 or greater to each competency statement. Various frequency runs were conducted to test the null hypothesis that the proportion of pastors reporting an importance score of 3 or 4 was less than or equal to .5.

Level of Responsibility Accepted

It was hypothesized that the perception of importance is related to the level of responsibility accepted. The operational hypothesis was that the ranking of competency statements by the number of pastors who accepted some responsibility for the performance was correlated with the ranking of statements by mean importance score. The Pearson product-moment correlation coefficient was used between responsibility accepted and the assignment of importance.

Demographics and Importance

It was hypothesized that the various demographic characteristics were related to the perception of

importance. The operational hypothesis was that the demographic characteristics are correlated with the assignment of importance. A Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and the various demographic data.

Time in Current Position and Importance

Because pastors are subjected to new appointments each conference year, some may stay in one appointment for a shorter period of time than others. It was hypothesized there are differences in the perceived importance of selected competencies by pastors of the African Methodist Episcopal Church based on time at the current church. The operational hypothesis was that time in current position and perception of importance were correlated. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and time in current position.

Prior Denominational Experience

Prior experience sought to determine if a pastor worked in another denomination prior to becoming a pastor in the African Methodist Episcopal Church. The operational hypothesis was that prior interdenominational

pastoral experience and perception of importance are correlated. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and prior interdenominational pastoral experience are correlated.

Age and Importance

It was hypothesized that there are differences in the perceived importance of selected competencies by pastors of the African Methodist Episcopal Church based on age. The operational hypothesis was that the mean importance scores of pastors with various age levels are different from at least one other level. An analysis of variance (ANOVA) was used to test the null hypothesis that there is no difference in assignment of mean importance between the various age levels.

Educational Level and Importance

Education was measured in terms of bachelor degrees, master's degrees, doctorates, and other graduate degrees. It was hypothesized there are differences in the perceived importance of selected competencies by pastors of the African Methodist Episcopal Church based on educational achievements. The operational hypothesis was that the mean importance scores of pastors with various

educational levels are different from at least one other level. An ANOVA was used to test the null hypothesis there is no difference in assignment of mean importance between the various levels of education.

Health Status and Importance

When the respondent did not have a major illness within the last 5 years, was not under the care of a physician, or not taking medication, health status was reported as excellent. If the respondent was under the care of a physician or currently taking medication, it was recorded as good. If under the care of a physician and taking medication, it was recorded as fair. Poor or very poor was only recorded for those individuals who reported a major illness or reported their own health as poor or very poor.

It was hypothesized there are differences in the perceived importance of selected competencies by pastors in the Third Episcopal District of the African Methodist Episcopal Church based on perception of their own health status.

The operational hypothesis was that the mean importance scores of pastors reporting a given status level are different from at least one other level of pastors reporting a different health status. An ANOVA was used to test the null hypothesis that the mean importance of

pastors reporting a given health status are not different from pastors reporting a different status.

Church District and Importance

Each respondent was asked to give the church district in which they are located. It was hypothesized that the mean importance scores of the respective districts are different.

The operational hypothesis was that at least one district mean importance score is not equal to the others. An ANOVA was used to test the null hypothesis that respective districts will indicate no difference in the assignment of mean importance.

Gender and Importance

It was hypothesized that the mean importance scores of males and females are not different.

The operational hypothesis was that the mean importance assignment of male pastors is not different from the mean importance assignment of female pastors. The t test for independent means was used to test the null hypothesis that males and females will show no difference in the assignment of mean importance.

Student Status and Importance

The respondents were asked if he or she is currently enrolled in a formal education program. It was hypothesized that the mean importance scores of those currently enrolled as students and those currently not enrolled as students are different.

The operational hypothesis was that the mean importance assignment of importance of pastors enrolled as students is different from the mean importance assignment of pastors not enrolled as students. The t test for independent means was used to test the null hypothesis that pastors enrolled as students and pastors not enrolled as students will show no difference in the assignment of mean importance.

Size and Importance

The size of a congregation was estimated by two measures: the number of church members and the total budget of the congregation. The researcher sought to determine if there was a correlation between perception of importance, church membership, and the total budget of the congregation.

It was hypothesized that the importance assignment of pastors from large congregations are different from those from small congregations. The first operational

hypothesis related to size was as follows: There is a relationship between the number of church members and the perception of importance of the competencies. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and the number of church members. The second operational hypothesis related to size was as follows: There is a relationship between the size of the church budget and perception of importance of competencies. The Pearson product-moment correlation coefficient was used to test the null hypothesis of zero correlation between the assignment of importance and the church budget.

Summary

This chapter has presented the procedure for data collection, operationalized the hypotheses under investigation, and presented the methods for data analysis. The null hypotheses and the statistic used for testing each null hypothesis were presented. A description of the study participants and a description of the questionnaire to be used for obtaining the data were provided.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The major purpose of this study was to identify the specific competencies needed for effective leadership of an African Methodist Episcopal Church. The multiple purposes of this study are identified in Chapter I as follows: to identify the specific competencies that are needed by the pastor of an African Methodist Episcopal Church in the Third Episcopal District for effective leadership; to determine what relationship, if any, exists between the perception of importance of the competencies held by the respective pastors and the level of responsibility exercised for a given competency; and to determine what relationship, if any, exists between the perception of importance of the competencies held by the respective pastors and selected demographic parameters.

This chapter is organized to report findings indicated by the data analysis related to these several purposes. The competencies identified by the literature review and the panel of experts are presented. Data collected are presented to include the following: the characteristics of the respondents, the level of

responsibility accepted, the perceptions of the respondents as to the importance of the competencies, and the relationship between perceptions of importance and selected demographics. These data are in search of the first three purposes of the study: the identification of the specific competencies needed for effective leadership, the relationship between perception of importance and level of responsibility accepted, and the relationship between the perception of importance and selected demographic parameters.

The researcher concluded that size of the church can be measured by two parameters: annual church budget and number of church members. Although these analyses are presented, it is interesting to observe that the sample size was decreased to eliminate inconsistent responses.

The second part of the analyses are presented in terms of the consensus building on the importance of respective competencies. The mean importance score is an indication of perception of importance and the standard deviation of scores is an indication of agreement. Case-wise deletion was used whenever possible.

Characteristics of Respondents

The study population consisted of 123 pastors of the Third Episcopal District who held permanent appointments to the position as of the initiation of the study.

Questionnaires were mailed to the 123 pastors, and of those responding, 63 (51.2%) were considered acceptable for the purpose of the study. The response rate of 51.2% does not give justification to generalize beyond this group; because of this, a detailed description of the sample is given. Of the 63 respondents, 51 (81%) were males and 12 (19%) were females. This distribution by sex is not reflective of the African-American population in the United States. According to the U.S. Census Bureau, 45% of African-Americans were male and 55% were female in 1986. There has been a steady increase in the number of female pastors in the last decade. Ages were reported for 62 respondents. Six were between the ages of 25 and 35, 15 were between 36 and 45, 27 were between 46 and 55, 5 were between 56 and 65, and 9 reported being more than 65 (see Table 1). The age distribution is not reflective of the African-American population. Most pastors start in the ministry at a later age and remain longer.

Twenty-six respondents (41.3%) reported being under the care of a physician. Thirty-two (50.8%) reported that they were currently taking prescribed medication. Eighteen (28.6%) indicated that they had had a major illness in the last 5 years. The composite health score was excellent for 6 individuals, good for 25, fair for 5, and poor for 1 (see Table 2).

Table 1
Gender and Age

Gender					
Males		Females		Total	
<u>n</u>	%	<u>n</u>	%		
51	81	12	19		63

Age (<u>n</u> = 62)					
25-35	36-45	46-55	56-65	More than 65	Total
6	15	27	5	9	62

Eighteen (28.6%) of the respondents had pastoral experience prior to becoming a pastor in the African Methodist Episcopal Church. Thirty-seven (58.7%) had no prior pastoral experience. Six (9.5%) pastors served in other denominations and 57 (90.5%) served only in the African Methodist Episcopal Church (see Table 3).

Thirteen (20.6%) of the pastors had bachelor's degrees, 25 (39.7%) had master's degrees, 3 (4.8%) had doctorate degrees, and 14 (22.2%) reported other education. Some 60 respondents reported their current student status. Twenty-one of the 60 respondents (33.3%) were currently working towards a degree and 39 persons (61.9%)

Table 2

Health

Care of physician		Not under care of physician				Total				
<u>n</u>	%	<u>n</u>	%							
26	41.3	37	58.7			63				
On medication		Not on medication				Total				
<u>n</u>	%	<u>n</u>	%							
32	50.8%	31	49.2%			63				
Major illness		Not major illness		Missing		Total				
<u>n</u>	%	<u>n</u>	%	<u>n</u>	%					
18	28.6	44	69.8	1	1.6	63				
Composite health (<u>n</u> = 37)										
Excel- lent	Good		Fair		Poor		Not reporting		Total	
<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%			
6	9.5	25	39.7	5	7.9	1	1.6	26	41.3	63

Table 3
Experience
(n = 55)

Prior pastoral experience		No prior pastoral experience		Not reporting		Total
<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	
18	28.6	37	58.7	8	12.7	63

Other denominations served		No other denominations served		Total
<u>n</u>	%	<u>n</u>	%	
6	9.5	57	90.5	63

were not currently engaged in formal course of study (see Table 4). Educational attainment of African Methodist Episcopal pastors is higher than that of the general African American population. As mentioned earlier, recently much emphasis is being placed upon the educational requirements of pastors in the African Methodist Episcopal Church.

Identified Competencies

Competencies that were identified by a review of related literature and refined by the panel of experts is

Table 4
Highest Degree Attained
(n = 55)

Degree	<u>n</u>	%
Bachelor's	13	20.6
Master's	25	39.7
Doctorate	3	4.8
Other	14	22.2
Not reporting	8	12.7
Total	63	100.0

Student status (n = 60)

In degree program	21	33.3
Not in degree program	39	61.9
Not reporting	3	4.8
Total	63	100.0

included on page 2 of the survey instrument (see Appendix H).

Importance Perception

It was hypothesized that the majority of pastors would perceive each competency statement as medium or high importance. The operational hypothesis is that the

proportion of pastors reporting an importance score of 3 or 4 will be greater than .5. The hypothesis was tested using various demographic data.

Table 5 provides the competency statements with the total number responding 3 or 4 and the proportion responding 3 or 4.

Table 5

Importance Scores: Number Responding and
Number and Percent Indicating 3 or 4

Statement responding	<u>n</u>	3 or 4	
		<u>n</u>	%
1. Leads in the spiritual area.	62	59	93.5
2. Develops and implements appropriate strategies for crisis management.	63	57	90.5
3. Handles conflict management.	63	59	93.5
4. Conducts research to identify need of members and those in community.	63	58	92.1
5. Translates identified needs into church programs.	63	57	90.5
6. Develops church budget.	63	61	96.8
7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	63	57	90.5
8. Develops proposals for new program activities.	63	54	85.7

Table 5--Continued

Statement responding	<u>n</u>	3 or 4	
		<u>n</u>	%
9. Develops and implements personnel management system for the church.	63	52	82.5
10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	63	58	92.5
11. Develops strategies to make an impact upon public policies.	63	52	85.7
12. Convinces others of the value of his or her visions for the church.	63	59	93.5
13. Provides counseling and referral.	63	58	92.1
14. Interacts with significant others to improve effectiveness of the church in the community.	63	59	93.5
15. Communicates effectively to the board of trustees, steward board, and church members.	63	60	95.2
16. Develops newsletters and reports for distribution to selected publics.	63	47	74.6
17. Enhances lay leadership within the local church.	63	56	88.8
18. Develops comprehensive plan for growth and perpetuation for the church.	63	58	92.1
19. Recruits new church members.	63	56	88.8
20. Assures training of new members.	63	58	92.1

Table 5--Continued

Statement responding	<u>n</u>	3 or 4	
		<u>n</u>	%
21. Uses appropriate leadership style demanded by the situation.	63	60	95.2
22. Conducts effective preaching.	63	60	95.2

As Table 5 indicates, all competencies except one were assigned an importance score of 3 or 4 by the participants. This supports the null hypothesis.

Table 6 provides the statements ranked according to mean importance. Table 7 provides 22 statements ranked by standard deviation in ascending order.

Table 6
Competency Statements Ranked According
to Mean Importance

Rank	Statement	Mean score
1	1. Leads in the spiritual area.	3.85
2	22. Conducts effective preaching.	3.81
3	15. Communicates effectively to board of trustees, steward board, and church members.	3.78
4	21. Uses appropriate leadership style demanded by the situation.	3.70
5.5 ^a	6. Develops church budget.	3.67

Table 6--Continued

Rank	Statement	Mean score
5.5 ^a	18. Develops comprehensive plan for growth and perpetuation for the church.	3.67
7.5 ^a	12. Convince others of the value of his or her vision for the church.	3.65
7.5 ^a	19. Recruits new members.	3.65
7.5 ^a	20. Assures training of new members.	3.65
10	7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	3.62
11	3. Handles conflict management.	3.60
12	5. Translates identified needs into church programs.	3.57
13	4. Conducts research to identify need of members and those in community.	3.56
14	14. Interact with significant others to improve effectiveness of the church in the community.	3.54
15	2. Develops and implements appropriate strategies for crisis management.	3.53
16	10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	3.51
17	13. Provides counseling and referral.	3.49
18.5 ^a	8. Develops proposals for new program activities.	3.41
18.5 ^a	17. Enhances lay leadership within the church.	3.41

Table 6--Continued

Rank	Statement	Mean score
20	11. Develops strategies to make an impact on public policies.	3.21
21	9. Develops and implements personnel management system for the church.	3.19
22	16. Develops newsletters and reports for distribution to selected publics.	3.02

^aIndicates tied rank.

Table 7
Competency Statements by Standard Deviation
(Low to High)

Numbered statement	<u>SD</u>
6. Develop church budget.	0.60
1. Leads in the spiritual area.	0.61
21. Uses appropriate leadership style as demanded by the situation.	0.62 ^a
22. Conducts effective preaching.	0.62 ^a
15. Communicates effectively to board of trustees, steward board, and church members.	0.63
13. Provides counseling and referral.	0.65
18. Develops comprehensive plan for growth and perpetuation for the church.	0.67
4. Conducts research to identify need of members and those in the community.	0.69
3. Handles conflict management.	0.71 ^a

Table 7--Continued

Numbered statement	<u>SD</u>
5. Translates identified needs into church programs.	0.71 ^a
14. Interacts with significant others to improve effectiveness of the church in the community.	0.71 ^a
7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	0.75
2. Develops and implements appropriate strategies for crisis management.	0.76
20. Assures training of new members.	0.77
19. Recruits new members.	0.81
8. Develops proposals for new program activities.	0.82 ^a
13. Provides counseling and referral.	0.82 ^a
17. Enhance lay leadership within the local church.	0.82 ^a
11. Develops strategies to make an impact upon public policies.	0.85
10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	0.86
16. Develops newsletters and reports for distribution to selected publics.	0.99
9. Develops and implements personnel management system for the church.	1.01

^aIndicates tied ranks.

There is a strong relationship between the perception of importance and the amount of variance. As the perception of importance went up, the amount of variance decreased.

Responsibilities Accepted

Table 8 provides a summary of the level of responsibility accepted for each of the 22 competency statements. Columns 1 and 2 provide the numbered statements. Columns 3 to 5 indicate the number of persons who perform, share, or delegate the competency, respectively. Column 6 provides the number of persons who indicated that the competency is not performed at their church. Column 7 indicates the number not reporting and column 8 provides the totals of columns 4 through 7.

The competency most performed exclusively by the pastors was Statement 15, communicates effectively to board of trustees, steward board, and church members. It was followed by Statement 22, conducting effective preaching. Statements 21, 1, and 13 completed the list of top five competencies performed by pastors (see Table 9).

Table 10 provides the competency statements ranked according to the number of pastors who accept some responsibility for the execution of the competency. The competency numbered statements are shown in columns 1 and

Table 8
Responsibility Accepted for Competencies

Numbered statement	Perform	Share	Dele- gate	Not done	Not re- ported	Total
1. Leads in the spiritual area.	48	13	1	0	1	63
2. Develops and implements appropriate strategies for crisis management.	25	31	2	4	1	63
3. Handles conflict management	38	21	2	1	1	63
4. Conducts research to identify need of members and those in the community.	14	37	4	7	1	63
5. Translated identified needs into church programs.	22	32	6	2	1	63
6. Develops church budget.	25	32	3	2	1	63
7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	27	27	6	2	1	63
8. Develops proposals for new programs.	16	38	5	3	1	63
9. Develops and implements personnel management system for the church.	22	23	4	13	1	63

Table 8--Continued

Numbered statement	Perform	Share	Dele- gate	Not done	Not re- ported	Total
10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	28	25	5	4	1	63
11. Develops strategies to make an impact upon public policies.	20	21	10	11	1	63
12. Convinces others of the value of his or her visions for the church.	36	22	3	1	1	63
13. Provides counseling and referral.	43	13	2	4	1	63
14. Interacts with significant others to improve effectiveness of the church in the community.	28	29	2	3	1	63
15. Communicates effectively to board of trustees, steward board, and church members.	58	3	1	0	1	63
16. Develops newsletters and reports for distribution to selected publics.	10	17	16	19	1	63
17. Enhances lay leadership within the church.	28	18	13	3	1	63

Table 8--Continued

Numbered statement	Perform	Share	Dele- gate	Not done	Not re- ported	Total
18. Develops comprehensive plan for growth and perpetuation for the church.	28	31	3	0	1	63
19. Recruits new church members.	16	40	3	3	1	63
20. Assures training of new members.	36	19	5	2	1	63
21. Uses appropriate leadership style demanded by the situation.	50	10	2	0	1	63
22. Conducts effective preaching.	51	10	0	1	1	63

Table 9
Competencies Sorted by Number Who Perform
With Percentage of Total

Statement	Number perform	Percentage perform
15. Communicates effectively to board of trustees, steward board, and church members.	58	92.1
22. Conducts effective preaching.	51	81.0
21. Uses appropriate leadership style demanded by the situation.	50	79.4
1. Leads in the spiritual area.	48	76.2
13. Provides counseling and referral.	43	68.3
3. Handles conflict management.	38	60.3
12. Convinces others of the value of his or her vision.	36	57.1
20. Assures training of new members.	36	57.1
10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	28	44.4
14. Interacts with significant others to improve effectiveness of the church in the community.	28	44.4
17. Enhances lay leadership within the local church.	28	44.4
18. Develops comprehensive plan for growth and perpetuation for the church.	28	44.4
7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	27	42.9

Table 9--Continued

Statement	Number perform	Percentage perform
2. Develops and implements appropriate strategies for crisis management.	25	39.7
6. Develops church budget.	25	39.7
5. Translated identified needs into church programs.	22	34.9
9. Develops and implements personnel management system for the church.	22	34.9
11. Develops strategies to make an impact upon public policies.	20	31.7
8. Develops proposals for new program activities.	16	25.4
19. Recruits new church members.	16	25.4
4. Conducts research to identify need of members and those in community.	14	22.2
16. Develops newsletters and reports for distribution to selected publics.	10	15.9

2, respectively. The number of pastors who perform or share in the performance of the competency is shown in column 3. Statements 1, 15, and 22 were tied for the first place for the most performed or shared competency. These competencies are: leads in the spiritual area; communicates effectively to board of trustees, steward board, and church members; and conducts effective

preaching. Statement 21, uses appropriate leadership style, moved to the second place of statements for which the pastors accepts some personal responsibility. Handles conflict management, Statement 3, and Statement 18, develops comprehensive plan for growth and perpetuation, tied for the third most performed or shared responsibility. Statement 12, convinces others of the value of his or her visions for the church, ranked at fourth place; and Statements 6 and 14, develops church budget and interact with significant others to improve effectiveness of the church in the community, tied for fifth place.

Table 10, column 6 provides the number performing or sharing in the respective competencies as a percentage of the total number reporting for that competency statement. When perform and share are added to form the responsibility index, the relationship between perception of importance and responsibility is strengthened.

It was hypothesized that the perception of importance is related to the level of responsibility. The conceptual hypothesis was operationalized as follows: The Pearson product-moment correlation coefficient for importance scores and acceptance of some personal responsibility is not equal to zero.

The strength of the relationship between the competencies performed or shared is increased over the relationship between perception of importance and percentage

Table 10
Competencies Ranked by Number Performed or Shared

Statement	Perform or share (accept)	Number perform	Number share	Accept as percentage of total
1. Leads in the spiritual area.	61 ^a	48	13	.98
15. Communicates effectively with board of trustees, steward board, and church members.	61 ^a	58	3	.98
22. Conducts effective preaching.	61 ^a	51	10	.98
21. Leads in the spiritual area.	60	50	10	.96
3. Handles conflict management.	59 ^a	39	21	.95
18. Develops comprehensive plan for growth and perpetuation of the church.	59 ^a	28	31	.95
12. Convinces others of the value of his or her visions for the church.	58	36	22	.93
6. Develops church budget.	57 ^a	25	32	.91
14. Interacts with significant others to improve effectiveness of the church in the community.	57 ^a	28	29	.91

Table 10--Continued

Statement	Perform or share (accept)	Number perform	Number share	Accept as percentage of total
2. Develops and implements appropriate strategies for crisis management.	56 ^a	25	31	.90
13. Provides counseling and referral.	56 ^a	43	13	.90
19. Recruits new church members.	56 ^a	16	40	.90
20. Assures training of new members.	55	36	19	.88
5. Translates identified needs into church programs.	54 ^a	22	32	.87
7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	54 ^a	27	27	.87
8. Develops proposals for new program activities.	54 ^a	16	38	.87
10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	53	28	25	.85
4. Conducts research to identify need of members and those in the community.	51	14	37	.82

Table 10--Continued

Statement	Perform or share (accept)	Number perform	Number share	Accept as percentage of total
17. Enhances lay leadership within the local church.	46	28	18	.74
9. Develops and implements personnel management system for the church.	45	22	23	.73
11. Develops strategies to make an impact on public policies.	41	20	21	.66
16. Develops newsletters and reports for distribution to selected publics.	27	10	17	.43

^aIndicates tied ranks.

performed. It was hypothesized that the competencies for which the pastors accepted some responsibility were positively correlated with the assignment of importance. A calculation of the Pearson product-moment correlation coefficient of the relationship between those statements for which the pastors accept some responsibility and perception of importance, reveals that the correlation was .76. This moderately strong relationship is highly significant. These data reject the null hypothesis in favor of the alternative hypothesis.

Table 11 identifies those competencies for which the highest number of pastors accept no responsibility.

Demographics and Importance: Correlations

Several of the hypotheses were generated that projected a relationship between selected demographics and perception of importance of each competency. This section reports the findings from testing these hypotheses.

Years at Current Church and Importance

It was hypothesized that there was a relationship between the perception of importance and the number of years serving as pastor. The operational hypothesis is that the correlation coefficient for importance scores and years as pastor is not equal to zero for each statement. A Pearson product-moment correlation coefficient

Table 11
Competencies Ranked by Number Not Responsible

	Total	Not responsible	Number delegate	Number not done
16. Develops newsletters and reports for distribution to selected publics.	62	35	16	19
11. Develops strategies to make an impact upon public policies.	62	21	10	11
9. Develops and implements personnel management system for the church.	62	23	4	13
17. Enhances lay leadership within the local church.	62	16	13	3
4. Conducts research to identify need of members and those in the community.	62	11	4	7
10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	62	9	5	4
5. Translates identified needs into church programs.	62	8	6	2
7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	62	8	6	2

Table 11--Continued

	Total	Not responsible	Number delegate	Number not done
8. Develops proposals for new program activities.	62	8	5	3
20. Assures training of new members.	62	7	5	2
2. Develops and implements appropriate strategies for crisis management.	62	6	2	4
13. Provides counseling and referral.	62	6	2	4
19. Enhances lay leadership within the local church.	62	6	3	3
6. Develops church budget.	62	5	3	2
14. Interacts with significant others to improve effectiveness of the church in the community.	62	5	2	3
12. Convinces others of the value of his or her visions for the church.	62	4	3	1
3. Handles conflict management.	62	3	2	1
18. Develops comprehensive plan for growth and perpetuation for the church.	62	3	3	0

Table 11--Continued

	Total	Not responsible	Number delegate	Number not done
21. Uses appropriate leadership style demanded by the situation.	62	2	2	0
2. Leads in the spiritual area.	62	1	1	0
15. Communicates effectively to board of trustees, steward board, and members of the church.	62	1	1	0
22. Conducts effective preaching.	62	1	0	1

was used to test the null hypothesis.

Table 12 provides the results of the test for relationship between years as pastor and perception of importance. There was no correlation between years as pastor and importance perception for any statement. The data support the null hypothesis.

Table 12

Correlation of Perception of Importance and Years
as Pastor: Pearson Product-Moment
Correlation Coefficient
($\underline{n} = 62$)

Statement	<u>r</u>
1. Leads in the spiritual area.	-.097
2. Develops and implements appropriate strategies for crisis management.	.000
3. Handles conflict management.	-.081
4. Conducts research to identify need of members and those in the community.	-.144
5. Translates identified needs into church programs.	-.150
6. Develops church budget.	.129
7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	-.089
8. Develops proposals for new church program activities.	-.012
9. Develops and implements personnel management system for the church.	-.020

Table 12--Continued

Statement	<u>r</u>
10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	-.071
11. Develops strategies to make an impact upon public policies.	-.020
12. Convinces others of his or her visions for the church.	-.186
13. Provides counseling and referral.	-.202
14. Interacts with significant others to improve effectiveness of the church in the community.	.029
15. Communicates effectively to board of trustees, steward board, and church members.	.081
16. Develops newsletters and reports for distribution to selected publics.	-.047
17. Enhances lay leadership within the local church.	-.037
18. Develops comprehensive plan for growth and perpetuation for the church.	-.025
19. Recruits new members.	-.002
20. Assures training of new members.	.052
21. Uses appropriate leadership style demanded by the situation.	-.031
22. Conducts effective preaching.	-.114

Note. Mean = 12.90. Standard deviation = 10.64.

Age and Importance

It was hypothesized there was a relationship between the perception of importance and age. The operational hypothesis is that the correlation coefficient for importance score and age is not equal to zero for each statement. A Pearson product-moment coefficient was used to test the null hypothesis.

Table 13 provides results of the test for relationship between age and perception of importance. There was no correlation between age and importance perception for any statement. The data support the null hypothesis.

Table 13

Correlation of Perception of Importance and Age:
Pearson Product-Moment Correlation Coefficient
($n = 62$)

Competency statement	r
1. Leads in the spiritual area.	-.170
2. Develops and implements appropriate strategies for crisis management.	-.130
3. Handles conflict management.	-.173
4. Conducts research to identify need of members and those in the community.	-.099
5. Translates identified needs into church programs.	-.175
6. Develops church budget.	-.128

Table 13--Continued

Competency statement	<u>r</u>
7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	.009
8. Develops proposals for new church program activities.	.063
9. Develops and implements personnel management system for the church.	-.087
10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	.049
11. Develops strategies to make an impact upon public policies.	.065
12. Convinces others of his or her visions for the church.	-.097
13. Provides counseling and referral.	-.210
14. Interacts with significant others to improve effectiveness of the church in the community.	-.116
15. Communicates effectively to board of trustees, steward board, and church members.	-.043
16. Develops newsletters and reports for distribution to selected publics.	.030
17. Enhances lay leadership within the local church.	-.094
18. Develops comprehensive plan for growth and perpetuation for the church.	-.092
19. Recruits new members.	-.078
20. Assures training of new members.	-.064

Table 13--Continued

Competency statement	<u>r</u>
21. Uses appropriate leadership style demanded by the situation.	.018
22. Conducts effective preaching.	-.202

Note. Mean = 3.95. Standard deviation = 1.14.

Gender and Importance

It was hypothesized there was a relationship between gender and perception of importance. The operational hypothesis is that the correlation coefficient for importance score and gender is not equal to zero for each statement. A Pearson product-moment correlation coefficient was used to test the null hypothesis.

Table 14 provides the summary of the relationship between perception of importance and gender. There was no correlation between gender and importance perception except for Statements 2, 5, 13, and 16. Therefore the data fail to reject the null hypothesis for all statements except those four statements as noted above. The data reject the null hypothesis in favor of the alternative hypothesis for Statements 2, 5, 13, and 16.

Table 14
Correlation of Perception of Importance and
Gender: Pearson Product-Moment
Correlation Coefficient
(\underline{n} = 63)

Competency statement	<u>r</u>
1. Leads in the spiritual area.	.125
2. Develops and implements appropriate strategies for crisis management.	.253*
3. Handles conflict management.	.101
4. Conducts research to identify need of members and those in the community.	.197
5. Translates identified needs into church programs.	.294*
6. Develops church budget.	.137
7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	.031
8. Develops proposals for new church program activities.	.202
9. Develops and implements personnel management system for the church.	.230
10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	.185
11. Develops strategies to make an impact upon public policies.	.218
12. Convinces others of his or her visions for the church.	.110
13. Provides counseling and referral.	.253*
14. Interacts with significant others to improve effectiveness of the church in the community.	.190

Table 14--Continued

Competency statement	<u>r</u>
15. Communicates effectively to board of trustees, steward board, and church members.	.107
16. Develops newsletters and reports for distribution to selected publics.	.280*
17. Enhances lay leadership within the local church.	.152
18. Develops comprehensive plan for growth and perpetuation for the church.	.181
19. Recruits new members.	.161
20. Assures training of new members.	.170
21. Uses appropriate leadership style demanded by the situation.	.108
22. Conducts effective preaching.	.150

Note. Mean = 1.19. Standard deviation = 0.396.

*Significant at .05.

Budget and Importance

It was hypothesized there was a relationship between perception of importance and the church budget. The operational hypothesis is that the correlation coefficient for importance scores and the amount of church budget is not equal to zero for each statement. A Pearson product-moment correlation coefficient was used to test the null hypothesis.

The summary of the relationship between perception of importance and amount of church budget is shown in Table 15. As indicated by Table 15, there was no correlation between church budget and importance perception for any statement. Therefore, the data fail to reject the null hypothesis for all the statements.

Table 15
Correlation of Perception of Importance and
Church Budget: Pearson Product-Moment
Correlation Coefficient
($n = 56$)

Competency statement	<u>r</u>
1. Leads in the spiritual area.	.082
2. Develops and implements appropriate strategies for crisis management.	.041
3. Handles conflict management.	.015
4. Conducts research to identify need of members and those in the community.	-.150
5. Translates identified needs into church programs.	-.018
6. Develops church budget.	.174
7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	-.065
8. Develops proposals for new church program activities.	.022
9. Develops and implements personnel management system for the church.	-.114

Table 15--Continued

Competency statement	<u>r</u>
10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	-.043
11. Develops strategies to make an impact upon public policies.	-.090
12. Convinces others of his or her visions for the church.	-.005
13. Provides counseling and referral.	-.043
14. Interacts with significant others to improve effectiveness of the church in the community.	-.082
15. Communicates effectively to board of trustees, steward board, and church members.	.002
16. Develops newsletters and reports for distribution to selected publics.	.217
17. Enhances lay leadership within the local church.	.246
18. Develops comprehensive plan for growth and perpetuation for the church.	.063
19. Recruits new members.	.160
20. Assures training of new members.	-.039
21. Uses appropriate leadership style demanded by the situation.	.026
22. Conducts effective preaching.	.018

Note. Mean = 51,838.41. Standard deviation = 67,453.21.

Membership and Importance

It was hypothesized there was a relationship between the perception of importance and the church membership total. The operational hypothesis is that the correlation coefficient for importance scores and the number of church membership is not equal to zero for each statement. A Pearson product-moment correlation coefficient was used to test the null hypothesis.

Table 16 shows the summary of the relationship between perception of importance and church membership. As indicated by Table 16, there was no relationship between church membership and perception of importance. Therefore, the data fail to reject the null hypothesis for all the statements.

Table 16

Correlation of Perception of Importance and Church
Membership: Pearson Product-Moment
Correlation Coefficient
($n = 62$)

Competency statement	r
1. Leads in the spiritual area.	.130
2. Develops and implements appropriate strategies for crisis management.	.159
3. Handles conflict management.	.081
4. Conducts research to identify need of members and those in the community.	.015

Table 16--Continued

Competency statement	<u>r</u>
5. Translates identified needs into church programs.	.111
6. Develops church budget.	.063
7. Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.	-.037
8. Develops proposals for new church program activities.	.044
9. Develops and implements personnel management system for the church.	.042
10. Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.	-.016
11. Develops strategies to make an impact upon public policies.	-.060
12. Convinces others of his or her visions for the church.	-.030
13. Provides counseling and referral.	.031
14. Interacts with significant others to improve effectiveness of the church in the community.	-.034
15. Communicates effectively to board of trustees, steward board, and church members.	.102
16. Develops newsletters and reports for distribution to selected publics.	.220
17. Enhances lay leadership within the local church.	.228
18. Develops comprehensive plan for growth and perpetuation for the church.	.083

Table 16--Continued

Competency statement	<u>r</u>
19. Recruits new members.	.129
20. Assures training of new members.	.085
21. Uses appropriate leadership style demanded by the situation.	.034
22. Conducts effective preaching.	.065

Note. Mean = 170.65. Standard deviation = 224.82.

Demographics and Importance: Analysis of Variance

An analysis of variance (ANOVA) was used to test the null hypothesis about several means when there were more than two levels of the independent parameter.

Independent parameters meeting this criteria were age, education, health status, and districts. Age had six levels, education had four levels, health status had five levels, and districts had five levels.

The ANOVA techniques were used to test the null hypothesis (all means are equal) against the alternative hypothesis (at least one value is different) with the alpha set at .10. The null hypothesis was rejected if the data show that one or more of the means are significantly different from the other.

After all the tests were done, the data show that the null hypotheses were rejected for all the competency statements.

Demographics and Importance: Student t Test

When the independent parameter had two levels, the t test was used to test the null hypothesis (the two means are equal) against the alternative hypothesis (the two means are not equal) with the alpha level set at .10.

The independent parameters were gender, prior experience, and current student status. The null hypothesis was rejected if the data showed that one mean is significantly different from another.

Gender and Importance

It was hypothesized there was a relationship between the perception of importance and gender. The operational hypothesis is that the difference between the mean scores of males and females is not equal to zero for each statement. A student t test was used to test the null hypothesis.

There was no difference in perception of importance between males and females on all statements except Statements 9, 11, and 16. Table 17 provides a summary for these statements.

Table 17
Statements With Perception of Importance Related
to Gender: t Test

	Gender	<u>n</u>	Mean	<u>SD</u>	<u>t</u> value
9. Develops and implements personnel management system for the church.	Male	51	2.74	1.11	-1.96
	Female	11	3.45	1.04	
11. Develops strategies to make an impact upon public policies.	Male	51	2.73	1.08	-1.27
	Female	11	3.18	1.08	
16. Develops newsletters and reports for distribution to selected publics.	Male	51	2.22	1.06	-1.18
	Female	11	2.64	1.12	

The data reject the null hypothesis in favor of the alternative hypothesis for Statements 9, 11, and 16. The data fail to reject the null hypothesis for all other statements on this independent parameter.

Prior Experience and Importance

It was hypothesized there was a relationship between the perception of importance and prior experience. The operational hypothesis is that the difference between mean scores of those with prior experience is not equal to zero for each statement. A student t test was used to

test the null hypothesis.

There was no difference in perception of importance between those with prior experience for all statements except Statements 9, 11, and 16. Table 18 provides a summary for those statements.

Table 18

Statements With Perception of Importance Related
to Prior Experience: t Test

Statement	Assign- ment	<u>n</u>	Mean	<u>SD</u>	<u>t</u> value
9. Develops and implements personnel management system for the church.	Yes	17	3.06	1.14	0.75
	No	37	2.81	1.12	
11. Develops strategies to make an impact upon public policies.	Yes	17	3.18	1.02	1.98
	No	37	2.57	1.07	
16. Develops newsletters and reports for distribution to selected publics.	Yes	17	2.29	1.21	0.16
	No	37	2.24	1.07	

The data reject the null hypothesis in favor of the alternative hypothesis for Statements 9, 11, and 16. The data fail to reject the null hypothesis for all other statements on this independent parameter.

Student Status and Importance

It was hypothesized there was a relationship between the perception of importance and student status. The operational hypothesis is that the difference between the mean scores of those who are currently students and those who are not currently students is not equal to zero for each statement. The student t test was used to test the null hypothesis.

There was no difference in perception of importance between those who are currently students and those who were not students for all statements except for Statement 9. Table 19 provides the results of the calculation of the statistic for this statement.

Table 19

Statements With Perceptions of Importance
Related to Student Status: t Test

Statement	Student status	<u>n</u>	Mean	<u>SD</u>	<u>t</u> value
9. Develops and implements personnel management system for the church.	Yes	21	2.95	1.12	0.10
	No	38	2.92	1.10	

The data reject the null hypothesis in favor of the alternative hypothesis for Statement 9. The data fail to reject the null hypothesis for all other statements.

Summary

This chapter described an analysis of the data. Various tables were used to show the results. Chapter V will discuss conclusions and recommendations for future study.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, AND SUMMARY

Introduction

The purpose of this chapter is to present conclusions drawn from the findings, provide some recommendations, and summarize the study.

The study was to identify the specific competencies that are needed by the pastor of an African Methodist Episcopal Church in the Third Episcopal District, for effective leadership. Second, it sought to determine what relationship, if any, existed between the perception of importance of the competencies held by the respective pastors and the level of responsibility exercised for competencies. Third, it sought to determine what relationship, if any, existed between the perception of importance of the competencies held by the respective pastors and selected demographics.

Conclusions

The following conclusions are directly related to the hypotheses presented in Chapter II. Each hypothesis is discussed in terms of the literature review and findings of the study.

What Competencies Are Needed for Effective Leadership?

Some 22 competency statements were identified through a literature review, the personal experience of the researcher, and a panel of experts. It was hypothesized that the competencies needed by pastors are as identified by the panel of experts.

The study confirmed the importance of all of the 22 statements.

Level of Responsibility Accepted and Importance Perception

It was hypothesized that a relationship between level of responsibility accepted for the competencies and the perception of importance existed.

The data analysis supported this hypothesis. The data also suggested that there are a number of functions that are performed by a person or persons other than the pastor that are recognized by the pastor to be important.

Demographics and Importance: Association

It was hypothesized a relationship between perception of importance and selected demographic parameters existed. The researcher sought to determine if there was a relationship in terms of a correlation. A Pearson product-moment correlation coefficient was calculated for

years at current church, age, gender, budget, and membership.

Years at Current Church and Importance

It was hypothesized that differences in the perceived importance of selected competencies by pastors based on years at the current church existed. The data analysis failed to support this hypothesis for any of the statements.

Age and Importance

It was hypothesized that there was a relationship between the perceived importance and age of the pastor. The data analysis failed to support this hypothesis for any of the statements.

Gender and Importance

It was hypothesized there was a relationship between gender and perception of importance. Statements 2, 5, 13, and 16 had positive correlations. The data support the hypothesis for these statements and fail to support the hypothesis for the rest of the statements.

Budget and Importance

It was hypothesized there was a relationship between perception of importance and size of church budget. The

data did not support the hypothesis for any of the statements.

Membership and Importance

It was hypothesized there was a relationship between the perception of importance and the church membership total. The data failed to support the hypothesis for all the statements.

Demographic Parameters and Importance: ANOVA

Various tests were conducted with analysis of variance and the data did not show any significance. However, in some instances, the results were approaching the level of significance.

Recommendations

The study was concerned with the identification of specific competencies needed for the effective leadership of an African Methodist Episcopal Church in the Third Episcopal District. While this study concluded not much in terms of significant results, it may be of value to conduct additional research to examine the differences in competencies throughout the 19 African Methodist Episcopal Church Districts worldwide. A focus on gender and importance might be helpful, since an influx of female pastors seems to take place across denominations. It is

also recommended that the study may be duplicated by using the Delphi method, which may produce different results.

Summary

The purpose of this study was to determine the competencies needed by the pastor of an African Methodist Episcopal Church in the Third Episcopal District for effective leadership. In pursuit of this goal, 22 competencies were confirmed by a panel of experts and the respondents of this study. Second, this study sought to determine what relationship existed between the perception of importance and the following: level of responsibility accepted and selected demographic parameters.

There is no evidence to suggest that the list of competencies identified for this purpose was exhaustive. However, there is reason to conclude that all the competencies identified in this study are needed and utilized for effective leadership of an African Methodist Episcopal Church in the Third Episcopal District.

APPENDICES

Appendix A
Definition of Terms

Definition of Terms

Bishop: A person elected into this position by the General Conference of the African Methodist Episcopal Church.

Competence: The overall state of being able to function satisfactorily in a given role or job. (Armendariz, 1984, p. 10).

Competency: A circumscribed skill or characteristic necessary for carrying out a rather discrete portion of a job which can be operationally defined and assessed. (Armendariz, 1984, p.10).

District: An area within the Third Episcopal District wherein the church operate. The five districts under investigation includes: West Virginia Conference; Pittsburg Conference; South Ohio Conference; Ohio Conference and North Ohio Conference.

Health: is defined as the state of being measured on a Lickert type scale: excellent, good, fair, poor and very poor. When the respondent has had a major illness within the last five years his or her perception of health was used. When the respondent has not had a major illness within the last five years, is not under the care of a physician nor taking medication, his or her health will be considered excellent. If under the care of a physician or currently taking medication, it was reduced to good. If under the care

of a physician and taking medication it was considered fair.

Pastor: Person who has been assigned to administer a church in the African Methodist Episcopal Church.

Appendix B
Third Episcopal District

Third District

Ohio Conference - The Ohio Conference is composed of two (2) Presiding Elder Districts: The Columbus Ohio Presiding Elder District, which embraces the following cities: Barnesville, St. Clairville, Clumbus, Steubenville, Cambridge, McIntyre, Coshacton, Cadiz, Ulrichville, Captina, Newcomerstown, Smithfield, Martins Freey, Bellaire, and Zanesville. The Springfield Presiding Elder District which embraces the cities of: Marysville, Columbus, Mechanicsburg, Westerville, Piqua, Delaware, Bellfontaine, Wilberforce, Springfield, Kenton, Marion, Troy, Worthington, Xenia, Cedarville, London, Urbana, Newark, Mt. Vernon, and Yellow Springs.

North Ohio Conference - The North Ohio Conference is composed of two (2) Presiding Elder Districts: The Cleveland Presiding Elder District with churches in: Rossford, Van Wert, Fostoria, Cleveland, Elyria, Mansfield, Oberlin, Loraine, Lima, Sandusky, Toledo, Crestline, and Fremont, Ohio. The Youngstown Presiding Elder District with Churches in: Barberton, Cleveland, Revenna, Waynesburg, Massillon, Twinsburg, Ashtabula, Warren, Wellsville, Akron, Maple Heights, Bedford, Canton, E. Liverpool, Kent, Youngstown, Struthers, Alliance and Chagrin Falls, Ohio.

South Ohio Conference - The South Ohio Conference is comprised of two (2) Presiding Elder Districts: The Cincinnati Presiding Elder District with churches in: Cincinnati, College Hill, Lebanon, Lockland, Georgetown, Delhi, Mainsville, Glendale, Wilmington, Madisonville, and Milford. The Dayton (Ohio) Presiding Elder District with churches in: Lancaster, Portsmouth, Sabina, Frankfort, Middletown, Oxford, Eaton, Dayton, Gallipolis, Carr's Run, Hamilton, Chillicothe, Ironton, Washington Courthouse, Jamestown, Greenfield, Piketon, Circleville, Bainbridge, Hillsboro, Belpre, and Nelsonville, Ohio.

Pittsburg Conference - The pittsburg Conference shall include all the part of the State of Pennsylvania not included in the Philadelphia Conference and the Delaware Conference.

West Virginia Conference - The West Virginia Conference is composed of two (2) Districts: the Charleston Presiding Elder District and the Wheeling Presiding Elder District, and they cover the following cities and town in W. Virginia: Charleston, Bluefield, Eckman, Raleigh, Giatto, Holden, Lester, Madison, McAlpine, Mullins, Omarm Beckley, Williamson, Stiratt, and Winding Gulf, W. Virginia. Also, Clarksburg, Moundsville, Pakersburg, Buchannon, Duffield, Franklin, Wellsburg, Logan, Moatstown, Shennandoah, Morgantown, Weirton, and Huntington, W. Va., All of West Virginia.

Williamson, Stiratt, and Winding Gulf, W. Virginia. Also, Clarksburg, Moundsville, Pakersburg, Buchannon, Duffield, Franklin, Wellsburg, Logan, Moatstown, Shennandoah, Morgantown, Weirton, and Huntington, W. Va., All of West Virginia.

Appendix C
Competencies Culled From the Literature

Listed below are competency statements culled from the literature review and from interviews with African Methodist Episcopal Pastors. Please indicate if you think that the competency is important for effective operation of a church. In the space provided to the left of each statement, use "Y" to indicate agreement and "N" to indicate not important. Please add any additional competencies that you think are needed for effective leadership of an A. M. E. Church.

- _____ Develops a system of protection of the church property.
- _____ Develops Church Budget.
- _____ Interacts with significant others to improve effectiveness of the church in the community.
- _____ Provides counseling and referral.
- _____ Handle conflict management.
- _____ Develops and implements appropriate strategies for crisis management.
- _____ Communicates effectively to Board of Trustees, Steward Board, and Church Members.
- _____ Develops and implements a fund raising strategy to meet the general budget and annual conference obligations.
- _____ Develops comprehensive plan for growth and perpetuation for the church.
- _____ Serves in leadership roles outside the church to enhance church programs and policies.
- _____ Uses appropriate leader(ship)style demanded by the situation.
- _____ Enhances Lay Leadership within the local church.
- _____ Motivates staff and volunteers to perform objectives of the church.
- _____ Recruits new members.
- _____ Assure training of new members.
- _____ Develops newsletters and reports for distribution to selected publics.

- _____ Conducts effective preaching.
- _____ Translates identified needs into church programs.
- _____ Develops and/or implements personnel management system for the church.
- _____ Develops proposals for new program activities.
- _____ Recruits, selects, and assigns senior personnel/volunteers to appropriate positions.
- _____ Develops strategies to make an impact upon public policies.
- _____ Provides help to senior staff for problem solving.
- _____ Convinces others of the values of his or her visions for the church.
- _____ Conducts research to identify need of members and those in the community.

Appendix D
Key Words Used for Computer Search

OARS SEARCH**Terminologies with logical expressions****Key (Search) words**

1. competencies
2. evaluation
3. administration\$
4. manage, management
5. pastor
6. church

Search Criteria**Results**

- | | |
|-------------------------|-------------------|
| 7. 1 and 2 and 5 or 6 | 5 documents |
| 8. 2 or 3, 3 or 4 | 67, 801 documents |
| 9. 1 and 8 and (5 or 6) | 40 documents |
| 10. 9 not 7 | 42 documents |

Appendix E
Panel of Experts

Panel of Experts

Dr. Walter M. Brame
Executive Director
Grand Rapids Urban League
Grand Rapids, Michigan

Rev. Dr. H. Mason Brown
Pastor, Bethel A.M.E. Church
Third District Statistition
Vice President, Board of Trustees, Wilberforce University
Cincinnati, Ohio

Rev. Dr. Charles-Louis Harvey
President
Payne Theological Seminary
Wilberforce, Ohio

Rev. Thomas E. Liggins
Presiding Elder
Third District Treasurer and
Director, Department of Evangelism
Columbus, Ohio

Rev. Dr. June Marable
Associate Minister, Wayman A.M.E. Church, Dayton
Director,
Payne Theological Seminary
Wilberforce, Ohio

Appendix F

Letter of Approval of Exemption by Human Subjects Institutional Review Board

Human Subjects Institutional Review Board



Kalamazoo, Michigan 49008-3899

WESTERN MICHIGAN UNIVERSITY

Date: May 28, 1991

To: Cecile Hewitt

From: Mary Anne Bunda, Chair

Mary Anne Bunda

Re: HSIRB Project Number: 91-05-20

This letter will serve as confirmation that your research protocol, "Competencies Needed for Effective Church Leadership from the Perspectives of Current Pastors . . .," has been approved under the exempt category of review by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application.

You must seek reapproval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date.

The Board wishes you success in the pursuit of your research goals.

xc: Charles C. Warfield, Educational Leadership

Approval Termination: May 28, 1992

Appendix G
Letters to Participants

Bethel African Methodist Episcopal Church

700 Mulberry Street • Lockland, Ohio 45215

Church: 761-3208

H. Mason Brown, Pastor

Res.: 825-6227

Richard Allen Hildebrand
Presiding Bishop

William Gazaway
Presiding Elder

Associate Ministry

Wilton E. Blake, I
Maria Coulter
Cecile Hewitt
JoAnn Tolliver

Dear Rev.

The purpose of this letter is to invite your involvement in a study that I am conducting as part of the requirements for a Doctorate of Education Degree in Leadership at Western Michigan University. The study will be the basis for my dissertation titled: "Competencies Needed for Effective Church Leadership from the Perspectives of Current Pastors in the Third Episcopal District of the African Methodist Episcopal Church."

The study will measure the perceptions of current Pastors as to the competencies needed for effective leadership of a local A.M.E. Church. After the competencies are identified, the data will be statistically analyzed to determine if significant differences in perceptions are related to sex of the pastor, the size of the church or other selected demographics.

You are asked to respond to a questionnaire. You will find this questionnaire with instructions attached. I expect that your participation in this study will take no longer than one hour of your time. However, I believe strongly that the study will be of value to the Third Episcopal District. Bishop Hilderbrand granted his blessing upon this project. (See a copy of his letter attached).

I have enclosed for your convenience a return envelope. I want to assure you that your responses will all be coded and that the data will be reported in such a way to assure your complete anonymity. I would appreciate your response within one week.

Thank you and may God bless you.

In His service,

Rev. Cecile E. F. Hewitt

"God Our Father,

Christ Our Redeemer,

Man Our Brother"

The Third Episcopal District

AFRICAN METHODIST EPISCOPAL CHURCH

Richard Allen Hildebrand
Presiding Bishop

Episcopal Residence
2767 Halleck Drive
Columbus, Ohio 43209
(614) 235-0086

OFFICE
700 Bryden Road Suite 135
Columbus, Ohio 43215
(614) 461-6496

September 5, 1990

The Rev. Cecile F. Hewitt
c/o Bethel A. M. E. Church
700 Mulberry St.
Lockland, OH 45215

Dear Sister Hewitt:

I received your letter indicating your plan for completing your dissertation on the Third Episcopal District of the African Methodist Episcopal Church. You have my blessing in this endeavor. Whatever you request of me in this regard I will be happy to do, if at all possible. I sincerely hope for your complete success in this venture.

God be with you.

Yours in His Service,


Richard Allen Hildebrand
Bishop

RAH:cl

God Our Father

Christ Our Redeemer

Man Our Brother

Bethel African Methodist Episcopal Church

700 Mulberry Street • Lockland, Ohio 45215

Church: 761-3208

H. Mason Brown, Pastor

Res.: 825-6227

Richard Allen Hildebrand
Presiding Bishop

William Gazzaway
Presiding Elder

Associate Ministry

Wilton E. Blake, I
Maria Coulter
Cecile Hewitt
JoAnn Tolliver

Date<>

Dear Reverend <>

On <Date> you were mailed a questionnaire for the competency study of pastors in the Third Episcopal District. Your response is needed on or before <Date> to begin the analysis. Please take a moment to complete the survey and return it today.

I appreciate your taking the time to participate in this study. If your response crossed with this communication in the mail, let this letter serve as an extra expression of my appreciation.

May God continue to bless you !

In His service,

Cecile E.F. Hewitt

"God Our Father,

Christ Our Redeemer,

Man Our Brother"

Appendix H
Survey Instrument

Survey Instrument

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Instructions: Please check the appropriate response or complete the blank. Your responses will be kept confidential. Information gathered from this survey will not be reported in such a way to make individual identifications known.

I. Personal Data

I am ☐ male
☐ female

I am ☐ less than 25
☐ 25- 35
☐ 36- 45
☐ 46- 55
☐ more than 65

How long have you been a pastor in the African Methodist Episcopal Church?

If less than one year, number of months _____

If more than one year, number of years _____

Is the African Methodist Episcopal Church the only denomination that you served as a pastor?

☐ yes
☐ no

If no, what other denominations did you serve as pastor?

Did you have prior experience?

☐ yes
☐ no

If yes, how many years of service did you have prior to your current role?

What is the highest degree you currently hold?

☐ Bachelors Degree
☐ Masters Degree
☐ Doctorate
☐ Other (explain) _____

Are you currently working toward a degree?

☐ yes
☐ no

Are you currently under the care of a physician?

☐ yes
☐ no

Do you currently take medication prescribed by a doctor?

☐ yes
☐ no

Have you had a major illness in the last five years?

☐ yes
☐ no

If yes, how would you describe your current health status?

_____ Excellent _____ Good _____ Fair _____ Poor _____ Very Poor

II. Local Church Data

In which district (conference) is your church located? _____

What is the total number of your church members? _____

What is the total 1990 annual budget of your church? \$ _____

Listed below are competency statements that were culled from the literature and from interviews with pastors. On the scale to the left, please circle the appropriate number to indicate if you perform, share in the performance, delegate or if this function is not performed by your church. Please use the scale to the right of each statement to indicate the importance of the statement as a competency needed by a pastor for effective leadership of a A.M.E. Church. Circle the appropriate response. Please add any additional competencies that you think are needed for effective leadership of an A.M.E. Church.

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Responsibility Scale					Importance Scale			
Perform	Share	Delegate	Not Perform		No	Low	Medium	High
4	3	2	1	Leads in the spiritual area	1	2	3	4
4	3	2	1	Develops and implements appropriate strategies for crisis management	1	2	3	4
4	3	2	1	Handles conflict management	1	2	3	4
4	3	2	1	Conducts research to identify need of members and those in the community	1	2	3	4
4	3	2	1	Translates identified needs into church programs	1	2	3	4
4	3	2	1	Develops church budget	1	2	3	4
4	3	2	1	Develops and implements a fund raising strategy to meet the general budget and annual conference obligations	1	2	3	4
4	3	2	1	Develops proposals for new program activities	1	2	3	4
4	3	2	1	Develops and implements personnel management system for the church	1	2	3	4
4	3	2	1	Recruits, selects, and assigns senior personnel/volunteers to appropriate positions	1	2	3	4
4	3	2	1	Develops strategies to make an impact upon public policies	1	2	3	4
4	3	2	1	Convinces others of the value of his/her visions for the church	1	2	3	4
4	3	2	1	Provides counseling and referral	1	2	3	4
4	3	2	1	Interacts with significant others to improve effectiveness of the church in the community	1	2	3	4
4	3	2	1	Communicates effectively to Board of Trustees, Steward Board and Church members	1	2	3	4
4	3	2	1	Develops newsletters and reports for distribution to selected publics	1	2	3	4
4	3	2	1	Enhances Lay Leadership within the local church	1	2	3	4
4	3	2	1	Develops comprehensive plan for growth and perpetuation for the church	1	2	3	4
4	3	2	1	Recruits new church members	1	2	3	4
4	3	2	1	Assure training of new members	1	2	3	4
4	3	2	1	Uses appropriate leadership style demanded by the situation	1	2	3	4
4	3	2	1	Conducts effective preaching	1	2	3	4

Appendix I
Respondent Coding Form

Respondent Coding Form

The Rev. Conrad Johnson
Speer Street A.M.E. Church
404 4th Street
Monongahela, PA 15063
Record Number: 002

The Rev. Benjamin Manning
Bethel A.M.E. Church
327 Penn Street
Huntingdon, PA 16652
Record Number: 003

The Rev. Christopher Ferguson
Payne Chapel A.M.E.
605 Priscilla Avenue
Duquesne, PA 15110
Record Number: 004

The Rev. Edward Butler
Ebenezer A.M.E. Church
1015 Davis Street
Aliquippa, PA 15001
Record Number: 005

The Rev. Ernest Jones
Bethel A.M.E. Church
232 Willow Street
Milton, PA 17847
Record Number: 006

The Rev. Gregory H. Herndon
St. James A.M.E. Church
3939 Warsaw Ave.
Erie, PA 16504
Record Number: 007

The Rev. Ronald Glenn
New Life A.M.E. Church
2006 Sonny Street
Pittsburg, PA 15221
Record Number: 008

The Rev. Wilfred J. Messiah
Trinity A.M.E. Church
2528 Mahon Street
Pittsburg, PA 15219
Record Number: 009

The Rev. Fred M. Hughey, Sr.,
Mt. Zion A.M.E. Church
21 High Street #2
Brownsville, PA 15417
Record Number: 010

The Rev. Robert C. Taylor
Wayman A.M.E. Church
1508 Evans Avenue
McKeesport, PA 15132
Record Number: 011

The Rev. Alfred Thompson, Jr.,
Allen Chapel A.M.E. Church
P.O.Box 245
McClellandtown, PA 15458
Record Number: 012

The Rev. Sherman G. Wilcox, Jr.,
Quinn Chapel
230 Charles Street
Washington, PA 15301
Record Number: 013

The Rev. Alphonse Allen
St. Paul A.M.E. Church
1114 Stambaugh Avenue
Sharon, PA 16146
Record Number: 014

The Rev. Cynthia Bolden
Church Of The Risen Savior A.M.E.
416 East 16th Street
Erie, PA 16512
Record Number: 015

The Rev. Earl G. Harris
Greater Allen A.M.E. Church
4881 Dayton-Liberty Road
Dayton, OH 45418
Record Number: 016

The Rev. Michael Hill
Ross Chapel A.M.E. Church
3956 E. Cornell Woods Drive #E
Dayton, OH 45406
Record Number: 017

The Rev. James F. Hux, III
Bethel A. M. E. Church
1422 Young Street
Middletown, OH 45044
Record Number: 018

The Rev. Fred E. Johnson, Jr.
Quinn Chapel A.M.E. Church
178 Gerber Avenue
Chillicothe, OH 45601
Record Number: 019

The Rev. Carlton V. Rickman
Bethel A. M. E. Church
4969 Bloomfield
Trotwood OH 45426
Record Number: 020

The Rev. Wilbur M. Lowe, Jr.
Wayman Chapel A.M.E. Church
4601 Cantura Drive
Dayton, OH 45415
Record Number: 021

The Rev. Brenda J. Gregg
Quinn Chapel A. M. E. Church
1015 Cliff Street
N. Braddock, PA 15104
Record Number: 022

The Rev. Ronald Dixon
St. Paul A.M.E. Church
504 Shaffer Street
Elizabeth, PA 15037
Record Number: 023

The Rev. George W. Cooper
Mallory Chapel A.M.E. Church
1910 Beech Street
McKeesport, PA 15132
Record Number: 024

The Rev. Jon S. Goshay
Brown Chapel A. M. E. Church
1336 Sheffield Street
Pittsburg, PA 15233
Record Number: 025

The Rev. Samson Cooper
Bethel A.M.E. Church
5151 Rosecrest Drive
Pittsburg, PA 15201
Record Number: 026

The Rev. Randall E. Brown
Bethel A.M.E. Church
164 1/2 Prospect Street
Johnstown, PA 15901
Record Number: 027

The Rev. John E. Stephens
Wayman A.M.E. Church
461 Posten Avenue
Morgantown, WV 26505
Record Number: 028

The Rev. Donald Clisby
Payne Chapel A.M.E. Church
832 Delmont Avenue
Pittsburg, PA 15210
Record Number: 029

The Rev. Paul Edwards
Bethel A.M.E. Church
Rd 2, Box 25
S-3 Princess Drive
Weirton, WV 26062
Record Number: 030

The Rev. Alfred T. Casson
St. Peter A.M.E. Church
1052 County Road
Weirton, WV 26062
Record Number: 031

The Rev. Cordell Bennett
Emmanual Chapel A.M.E. Church
15 River Street
Elkins, WV 26241
Record Number: 033

The Rev. Gloria Barrett
Henderson Chapel A.M.E. Church
544 Commerce Street
Wellsburg, WV 26070
Record Number: 034

The Rev. Sylvester Alexander
Bethel A.M.E. Church
28 Dorsey Street
Moundsville, WV 26041
Record Number: 035

The Rev. Yolanda Wright
St. Paul A.M.E. Church
1007 Second Avenue
Charleston, WV 25302
Record Number: 036

The Rev. Robert Settles
St. James A.M.E. Church
8 E. Sixth Avenue
Williamson, WV 25661
Record Number: 037

The Rev. Jeffery Jordan
St. Paul A.M.E. Church
1528 Lee Street E.
Charleston, WV 25661
Record Number: 038

The Rev. Robert Gidney,
Bethel A.M.E. Church
440 Bird Lane
Bluefield, WV 24701
Record Number: 039

The Rev. Mittie O. Fisher
Bethel A.M.E. Church
600 F Street
Beckley, WV 25801
Record Number: 040

The Rev. Constance Allen
St. Matthew A.M.E. Church
P. O. Box 191
Lester, WV 25865
Record Number: 041

The Rev. Michael L. Simmons
Upshaw A.M.E. Church
7105 Taywood Road
Englewood, OH 45322
Record Number: 042

The Rev. Parnell Smith
Rodgers Chapel A.M.E. Church
75 Brittany Drive
Fairfield, OH 45014
Record Number: 043

The Rev. Robert E. Watkins, Jr.
St. James A.M.E. Church
1820 Rutland Avenue
Dayton, OH 45406
Record Number: 044

The Rev. George G. Wright
Quinn Chapel A.M.E. Church
514 s. Eighth Street
Ironton, OH 45638
Record Number: 045

The Rev. Calvin Hooks
Elizabeth Nesmith A.M.E. Church
623 Hamilton Avenue
Farrell, PA 16121
Record Number: 046

The Rev. Wendell L. Harewood
Wayman Chapel A.M.E. Church
415 Trenton Street
Hillsboro, OH 45133
Record Number: 047

The Rev. Jerry Bankston
John Gee Chapel A.M.E. Church
2203 Rustic Road
Dayton, OH 45405
Record Number: 048

The Rev. James H. Walker
Anderson Chapel A.M.E. Church
2647 Ambassador Drive
Cincinnati, OH 45231
Record Number: 049

The Rev. George McMillan
Bethel A.M.E. Church
P.O. Box 141
Hunlock Creek, PA 18621
Record Number: 050

The Rev. Marvin Philip Morris
Bethel A.M.E. Church
*
*
Record Number: 051

The Rev. Donald E. Owens, SR.
First A.M.E. Church
680 Third Street
Clairton, PA 15025
Record Number: 052

The Rev. Gwendolyn Patillo
St. Paul A.M.E. Church
2031 Fifteenth Avenue
Altoona, PA 16602
Record Number: 053

The Rev. Rommie M. Ross
Bethel A.M.E. Church
2439 E. 32nd Street
Erie, PA 16510/06
Record Number: 054

The Rev. Estella M. Sloan
Trinity A.M.E. Church
1302 Constitution Blvd.
New Kensington, PA 15068
Record Number: 055

The Rev. Frederick A. Wright
St. James A.M.E. Church
436 Lincoln Avenue
Pittsburg, PA 15206
Record Number: 056

The Rev. Moses Wright, Jr.
Park Place A.M.E. Church
215 E. Tenth Avenue
Homestead, PA 15120
Record Number: 057

The Rev. Eugene Godhigh
Delaney Chapel A.M.E. Church
6147 Hedge Avenue
Cincinnati, OH 45213
Record Number: 058

The Rev. Isaiah Haile
Allen Chapel A.M.E. Church
1698 Aspen Hill Drive
Cincinnati, OH 45240
Record Number: 059

The Rev. George K. Hedgeman
Bethel A.M.E. Church
1410 Yarmouth Avenue
Cincinnati, OH 45237
Record Number: 060

The Rev. U.A. Hughey
Brown Chapel A.M.E. Church
5302 Laconia Avenue
Cincinnati, OH 45237
Record Number: 061

The Rev. Donald Jordan
Quinn Chapel A.M.E. Church
444 Whitestone Ct.
Cincinnati, OH 45231
Record Number: 062

The Rev. Ernest H. Matthews, Jr.
St. Paul A.M.E. Church
P.O. Box 163
Neville, OH 45156
Record Number: 063

The Rev. Donald E. Newberry, Sr.
Lee Chapel A.M.E. Church
1829 Kinney Avenue
Cincinnati, OH 45207
Record Number: 064

The Rev. Noah G. Robbins, Jr.
Quinn Chapel A.M.E. Church
78 Holland Ave.
Lebanon, OH 45036
Record Number: 065

The Rev. Sarah L. Morgan
Union Chapel A.M.E. Church
P.O. Box 532
Twinsburg, OH 44087
Record Number: 066

The Rev. George Lewis
Asbury Chapel A.M.E. Church
6255 Parknoll SW
Massillon, OH 44646
Record Number: 067

The Rev. Larry Kinnard
Allen Chapel A.M.E. Church
1437 S. Arch Street
Alliance, OH 44601
Record Number: 068

The Rev. Miller Hamilton
Sheridan A.M.E. Church
707 St. Clair Ave. #25
E. Liverpool, OH 43920
Record Number: 069

The Rev. Cicero Davis,
St. Luke A.M.E. Church
1050 E. Patterson Street
Alliance OH 44601
Record Number: 070

The Rev. Ernest Dokes
Grace A.M.E. Church
316 Second Street, SW
Warren, OH 44483
Record Number: 071

The Rev. David C. Wade
St. Stephen A.M.E. Church
312 Neil Street
Sandusky, OH 44870
Record Number: 072

The Rev. Rodney Thomas
St. Paul A.M.E. Church
22021 Jonathan Drive
Strongsville, OH 44136
Record Number: 073

The Rev. Wilbur Tate, Jr.
Faith Chapel A.M.E. Church
4455 Township Road #65
Fostoria, OH 44830
Record Number: 074

The Rev. Charles L. Scott, Sr.
Warren A.M.E. Church
749 Norwood Avenue
Toledo, OH 43606
Record Number: 075

The Rev. Delores M. Rose
Turner Chapel A.M.E. Church
12323 Edmonton Avenue
Cleveland, OH 44108
Record Number: 076

The Rev. Wesley I. Reid
Lee Memorial A.M.E. Church
1123 Brandon Road
Cleveland Hgts., OH 44112
Record Number: 077

The Rev. James M. Ward
Mitchell Chapel A.M.E. Church
265 Greendale Avenue
P.O. Box 371
Mansfield, OH 44901
Record Number: 078

The Rev. John F. Newby,
Mason Chapel A.M.E. Church
2746 Stoneleigh Drive
Toledo, OH 43617
Record Number: 079

The Rev. David Todd
Bethel A.M.E. Church
1520 Kenmore Road
Columbus, OH 43211
Record Number: 080

The Rev. Charles R. Simpson
St. John A.M.E. Church
1153 Gomber Ave.
Cambridge, OH 43725
Record Number: 081

The Rev. Elisha Reed
Shaffer Chapel A.M.E. Church
RD #1, McIntyre Road
Bloomington, OH 43910
Record Number: 082

The Rev. Russell B. Mitchell
Bethel A.M.E. Church
334 S. Collett Street
Lima, OH 45805
Record Number: 083

The Rev. Robert L. Palmer
St. Mark A.M.E. Church
1322 Millerdale Road
Columbus, OH 43209
Record Number: 084

The Rev. Diana M. Payton
Shaffer Chapel Circuit A.M.E. Church
325 Wall Street
Cambridge, OH 43910
Record Number: 085

The Rev. Gerald Patterson
Greater St. Matthew A.M.E. Church
2255 Crehore Street
Lorain, OH 44052
Record Number: 086

The Rev. Calvin H. McMillan
Greater Avery A.M.E. Church
17100 Van Akeb Bl. #205
Shaker Hgts., OH 44120
Record Number: 087

The Rev. James McLemore
St. Paul A.M.E. Church
2036 W. High Street
Lima, OH 45805
Record Number: 088

The Rev. Louise C. Harris
St. Paul A.M.E. Church
1045 Roxbury Ct.
Columbus, OH 43219
Record Number: 089

The Rev. Thomas J. Edwards
St. Paul A.M.E. Church
414 Dresden Avenue
Steubenville, OH 43952
Record Number: 090

The Rev. Michael R. Bean
St. Paul A.M.E. Church
1794 Franklin Avenue,
Columbus, OH 43205
Record Number: 091

The Rev. Paul P. Martin
Jones Chapel A.M.E. Church
868 Hollywood Drive
Elyria, OH 44035
Record Number: 092

The Rev. Erskine C. Simmons
Holy Trinity A.M.E. Church
1344 U.S. 42 E.
P. O. Box 496
Wilberforce, OH 45384
Record Number: 093

The Rev. Lyman W. Liggins
St. John A.M.E. Church
10826 Ashbury Avenue
Cleveland, OH 44106
Record Number: 094

The Rev. Roy K. Durden
Allen Chapel A.M.E. Church
240 Osborne Street
Rossford, OH 43460
Record Number: 095

The Rev. Vernon R. White
Spelman Chapel A.M.E. Church
1139 Magdalyn Drive
Akron, OH 44320
Record Number: 096

The Rev. Willie G. Saddler
Quinn Chapel A.M.E. Church
3081 Columbus Road
Delaware, OH 43015
Record Number: 097

The Rev. Gwendolyn Roberts
St. Paul A.M.E. Church
1638 Gayhart Ct.
Xenia, OH 45385
Record Number: 098

The Rev. Roscoe H. Andrews
Grace A.M.E. Church
233 S. Main Street
Bellefontaine, OH 43311
Record Number: 099

The Rev. Tashia Feggans
Wayman Chapel A.M.E. Church
5923 Troy Villa Blvd.
Huber Heights, OH 45424
Record Number: 100

The Rev. Charles Lucas
Christ Our Redeemer A.M.E. Church
13855 Superior Rd. # 2605
Cleveland, OH 44114
Record Number: 101

The Rev. Marion Young
Christian Chapel A.M.E. Church
7721 Baxter Street
Pittsburg, PA 15208
Record Number: 102

The Rev. Andrew K. Newberry
St. Paul A.M.E. Church
617 Moreley Avenue
Akron, OH 44320
Record Number: 103

The Rev. Hurdie Billingslea, Jr.
Payne Chapel A.M.E. Church
1635 Brentnell Avenue
Columbus, OH 43219
Record Number: 104

The Rev. John S. Gaitawe
Central Chapel A.M.E. Church
4970 Alhambra Ct.
Dayton, OH 45416
Record Number: 105

The Rev. Rayford L. Harper
Allen Chapel A.M.E. Church
Whitehall, OH 43213
Record Number: 106

The Rev. Harvey Slayton
New Bethel A.M.E. Church
715 Gem Street
Akron, OH 44307
Record Number: 107

The Rev. Benjamin Snyder
Allen Temple A.M.E. Church
11214 Nelson Avenue
Cleveland, OH 44105
Record Number: 108

The Rev. Robert C. Stewart, Jr.
Bethel A.M.E. Church
11809 Sioux Avenue
Alliance, OH 44601
Record Number: 109

The Rev. James Sutton
Community A.M.E. Church
17923 Mayfair Avenue
Cleveland, OH 44112
Record Number: 110

The Rev. Lawrence A. Thompson
St. Andrewes A.M.E. Church
2274 Goleta
Younstown, OH 44504
Record Number: 111

The Rev. Georgina Thornton
Mt. Moriah A.M.E. Church
165 Keystone Drive
Youngstown, OH 44505
Record Number: 112

The Rev. C.J. Rikki Howard
Cyrene A.M.E. Church
7306 Brandt Pike
Dayton, OH 45424
Record Number: 113

The Rev. Robert M. Hunter
St. John A.M.E. Church
2755 Stelzer Road
Columbus, OH 43219
Record Number: 114

The Rev. Caesar Kelly
Israel A.M.E. Church
7127 Vassar Street
Pittsburg, PA 15206
Record Number: 115

The Rev. Elbert E. Matthews
St. Paul A.M.E. Church
15 Murtland Avenue
Washington, PA 15301
Record Number: 116

The Rev. Barbara Peterson
St. Stephen A.M.E. Church
1528 Brighton Road
Pittsburg, PA 15212
Record Number: 117

The Rev. Byron Jordan
Bethel A.M.E. Church
2329 Hollywood Drive
Pittsburg, PA 15235
Record Number: 118

The Rev. Robert Spence
St. Paul A.M.E. Church
P.O. Box 86
Isabella, PA 15447
Record Number: 119

The Rev. Patricia Dudley
Bethel A.M.E. Church
141 S. Fifth Street
Duquesne, PA 15110
Record Number: 120

The Rev. Otis Gordon
Quinn A.M.E. Church
2210 Rhode Island St., SE
Massillon, OH 44646
Record Number: 121

The Rev. Thomas J. Saddler, Sr.
Gordon A.M.E. Church
2721 Lake Avenue
Ashtabula, OH 44004
Record Number: 122

The Rev. Evelyn Shelton
New Bethel A.M.E. Church
715 Gem Street
Akron, OH 44310
Record Number: 123

The Rev. Robert P. Tate
Reed Chapel A.M.E. Church
3131 Castalia Avenue
Youngstown, OH 44505
Record Number: 124

Appendix J

Code Book

Competencies Needed by the Pastor
of an African Methodist Episcopal Church

This data set concerns Pastors of the Third District of the African Methodist Episcopal Church.

Variable Column(s)	Variable Abbreviation	Variable Description
1	sex	Sex 1 = male 2 = female
2	age	Age Category 1 = less than 25 2 = 25 - 35 3 = 36 - 45 4 = 46 - 55 5 = 56 - 64 6 = more than 65
3-4	long	Years as Pastor 0 = less than one year 1 - 98 = number of years 99 = missing
5	demon	Other denominations served 1 = yes 2 = no
6	exper	Prior experience 1 = yes 2 = no
7-8	yrs	Previous number of years experience 99 = missing or no
9	degree	Current highest degree 1 = Bachelors 2 = Masters 3 = Doctorate 4 = Other
10	wdegree	Currently working toward a degree 1 = yes 2 = no

11	doc	Currently under physician care 1 = yes 2 = no
12	med	Currently taking medication 1 = yes 2 = no
13	ill	Major illness in last five years 1 = yes 2 = no
14	health	If yes, current health 1 = Excellent 2 = Good 3 = Fair 4 = Poor 5 = Very Poor 9 = Missing
15	dist	Church location 1 = W. Virginia 2 = Pittsburg 3 = S. Ohio 4 = Ohio 5 = N. Ohio
16-18	memb	Total number church members 999 = missing
19-24	budget	Annual church budget 999999 = missing
25	spiritr	Responsible - lead in spiritual area
26	spiriti	Importance - lead in spiritual area
27	crisisr	Responsible - crisis management and implementation
28	crisisi	Importance - crisis management and implementation
29	confr	Responsible - handle conflict management

30	confi	Importance - handle conflict management
31	researr	Responsible - conduct research in community
32	researi	Importance - conduct research in community
33	needsr	Responsible - translate identified needs into church programs
34	needsi	Importance - translate identified needs into church programs
35	develr	Responsible - develop church budget
36	develi	Importance - develop church budget
37	fundr	Responsible - fundraising strategy
38	fundi	Importance - fundraising strategy
39	propr	Responsible - proposals for new programs
40	propi	Importance - proposals for new programs
41	personr	Responsible - personnel management system
42	personi	Importance - personnel management system
43	recruitr	Responsible - recruit senior personnel/ volunteers
44	recruiti	Importance - recruit senior personnel/ volunteers
45	stratr	Responsible - strategies impacting public policies

46	strati	Importance - strategies impacting public policies
47	visionr	Responsible - convince vision for church
48	visioni	Importance - convince vision for church
49	counr	Responsible - counseling and referral
50	couni	Importance - counseling and referral
51	interr	Responsible - interact with significant others
52	interi	Importance - interact with significant others
53	comr	Responsible - communicate effectively
54	comi	Importance - communicate effectively
55	newsr	Responsible - newsletters and reports
56	newsi	Importance - newsletters and reports
57	layr	Responsible - enhance lay leadership
58	layi	Importance - enhance lay leadership
59	planr	Responsible - develop comprehensive growth plan
60	plani	Importance - develop comprehensive growth plan
61	newr	Responsible - recruit new church members
62	newi	Importance - recruit new church members

63	assurr	Responsible - assure new member training
64	assuri	Importance - assure new member training
65	leadr	Responsible - appropriate leadership style
66	leadl	Importance - appropriate leadership style
67	preachr	Responsible - effective preaching
68	preachi	Importance - effective preaching
69-70	case	Record number 1 - 63

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