

ABSTRACT

INTEGRATING THEORY AND PRACTICE:

A GUIDED MENTORING PROCESS FOR LICENSED MINISTERS IN THE WEST MICHIGAN DISTRICT OF THE WESLEYAN CHURCH

by

Michael Anthony Black

In many denominations little attention is given to the process of transferring the theoretical training of the classroom into practical application in the field. As a result, novice pastors find themselves confronted by challenging situations in the parish for which they believe theological training has ill equipped them to address. This belief not only results in less effective ministry on the part of the pastor, but also in feelings of frustration and inadequacy.

The purpose of this research project was to examine the effectiveness of using several methodologies from the field of the psychology of human personnel in a guided mentoring process designed to increase the cognitive ability, self-efficacy, goal-orientation, error management, and practice of licensed ministers in the West Michigan District of the Wesleyan Church. The research methodology used an explanatory sequential mixed-methods design. This design included an explanatory phase in which the effectiveness of the guided mentoring process was demonstrated and an exploratory phase in which additional data was obtained to provide further explanation regarding the effectiveness of the methods used.

The research demonstrated the overall effectiveness of the guided mentoring process in increasing training transfer. Participants in the experimental group

demonstrated an increase in practice and use of key transfer of training inputs over those in the control group during the three months of the study. The guided mentoring process also provided for an increased level of clarity, accountability, and collegiality related to job expectations and performance among participants in the experimental group.

DISSERTATION APPROVAL

This is to certify that the dissertation entitled
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CHAPTER 1

PROBLEM

Introduction

A phrase frequently expressed by frustrated pastors early in their ministry is, “They did not teach me how to handle that in seminary!” The gap between formal theological training—whether in seminary, Bible college, or distance education—and the reality of life in the trenches of ministry challenges many novice pastors. Like many other professions, the challenge of translating the theoretical into the practical is not an easy one to master.

The *M. J. Murdock Charitable Trust* in a review of theological education in the Pacific Northwest documented this perceived gap among seminary graduates in the Northwest. The study noted that while 48 percent of the students believed that seminary had impacted their personal lives and values in a significant way, as much as 70-80 percent of what they learned in seminary failed to have direct application to their responsibilities in the parish (23-24). Numerous other books and research projects have identified a similar gap between theological training and practical application in the ministry setting (Bushfield and Bushfield 9, 42; Cueni 18-20; Ellington 2; Scalise 19, 38; Selzer 26; West 149). George Barna notes that while seven out of ten pastors pursue education from a theological seminary, the only category in which a majority (60 percent) believed they had been adequately prepared through classroom training was in the area of Bible comprehension. Marketing, community service, leadership, and counseling all had less than 20 percent of the respondents indicate they perceived their training adequately prepared them for ministry in the field (25).

Bruce L. Shelley also notes a decided shift in the training seminaries provide today as they wrestle with the primary identity of the pastor as pastor-theologian, professional, or enterprising healer. One of the factors driving this identity crisis is the rise of the megachurch, which seeks to provide a conservative theology while being on the cutting edge of appealing to the tastes of the unchurched audience they desire to reach (42-44). Frequently, the more valued leadership characteristics desired by megachurch leaders are in areas that serve the goal of reaching the masses more so than the formal levels of training in the classical disciplines that previously served as the foundation of theological training. The literature confirms that the perceived gap continues to present challenges for those who train individuals for parish ministry as well as for those just beginning in that ministry.

In seeking to meet the need of trained pastors who can integrate the theory of the classroom into the reality of daily life in the parish, those who train pastors often consider various alternatives to the training process. Some argue for simply adding practical courses to the current curriculum. Along with the theoretical studies of Bible, church history, dogmatics, and practical theology (Farley 65), now one has the opportunity to learn management, counseling, marketing, and leadership. The addition of classes to the curriculum, however, fails to grapple with the deeper issue of how one effectively develops a training process that can mirror the variety of experiences that a parish minister faces on a day-to-day basis while training the minister in the process of generalizing basic principles to broader applications. Classroom teaching seldom fully replicates field experience.

Another option developed by seminaries, Bible colleges, and ministerial training programs is some form of supervised ministry classes ranging in length from six months to as long as one year or more. In these classes, students have the opportunity to practice what they are learning in the classroom while serving in the field under the supervision of a classroom instructor and a more experienced pastor. Some go so far as to make service in the field a requirement for entrance into the training program. An example is Wesley Seminary in Marion, Indiana. Students enrolled in the MDiv program are required to engage with the local church at a minimum of ten hours of active ministry each week while participating in their program of study (“Master of Divinity”). Often the students are pastors or staff members serving in the parish while completing their education.

Another option for students to gain practical ministry experience before fully engaging in parish ministry is the residency programs provided by larger churches. In these programs, students serve in ministry for one to two years after completing their education and prior to appointment in a parish setting. The combination of practical supervised experience in the field added to classroom training results in a more comprehensive level of preparation for ministry.

Expanding curriculum for training ministers, requiring practical experience while training for ministry, and providing residency programs are innovative methods used to bridge the gap between theory and practice. Unfortunately, they fail to address other issues related to ministerial training. Often the scope of experiences provided through the added curriculum or residency positions are limited. The training is comparable to learning in the controlled confines of a laboratory rather than a genuine field experience. Students frequently are assigned the more mundane duties of parish ministry and fail to

experience fully the scope of pastoral responsibilities that are a part of parish ministry. Residency programs may provide opportunities more closely aligned with a parish appointment, but the number of available residency positions are significantly fewer than the number of students needing placement. In addition, the residency positions are often in larger churches that provide a significantly different context than is typical of the field appointments for novice ministers. A more comprehensive approach is required that would integrate the theoretical with the practical in a setting that aligns with the typical appointment context of the novice minister.

The Wesleyan Church addresses the challenge of preparing students as they integrate practical ministry with formal theological education in an appointment category called licensed ministry. Each licensed minister is required to complete two years of full-time ministry in a category of field appointment in addition to the formal classroom education as a part of the requirements for ordination (Black et al. 3033, 3070). Students may be appointed to one of several different categories: pastors, various staff positions within a local church, district service, evangelistic service, denominational service, itinerant Bible teacher, missionary service, chaplains, interchurch service, or other categories of service (“Ministerial Service Code Directory”). This practical ministry requirement seeks to provide the necessary supervised, integrative training needed to prepare the pastoral candidate for vocational ministry.

For some licensed ministers, this process works well. Their appointment is in a staff position in a healthy ministry environment in which they receive appropriate mentoring guiding them in the development of healthy ministry practices. They have the opportunity to learn how to apply the theoretical to the practical in an environment that is

highly conducive to positive training transfer and with the level of oversight that maximizes the potential for optimum generalization and long-term maintenance.

Unfortunately, the resources are not available to provide every licensed minister with the same opportunity for skilled supervisory oversight in a vibrant, growing, spiritually healthy congregation. For example, in the West Michigan District of the Wesleyan Church there were thirty-three licensed ministers reported to the district conference in 2015. Of these students, seven (21 percent) were solo, lead or senior pastors (“Pastoral Relations Report”). Their immediate supervisor would have been the lay vice-chair of the local Board of Administration. The district superintendent would also serve in a supervisory role and be available for consultation with these pastors as needed. However, the district superintendent’s role is limited in that he or she is not available to be onsite on a weekly basis. Nine of the students (27 percent) were staff members in a large church, numbering five hundred or more in attendance at their main worship service. A more experienced pastor or even a team of pastors would have provided onsite supervision. Thirteen (39 percent) served as staff members of a church with less than five hundred in average attendance in their main worship service. They were supervised by more experienced pastors and, on occasion, by licensed ministers serving as the lead or senior pastor. The remaining four students (12 percent) served in other categories of ministry, including one as a missionary, one in district service and two in institutional service at Global Partners for the Wesleyan Church. The variety of field appointment settings and diverse level of competency of supervision makes providing a standardized level of training for licensed ministers difficult.

The intent of the licensed minister appointment is valid; it provides opportunity to integrate classroom learning with practical application in a ministry setting with more experienced supervision. The lack of consistency in training provided in the various appointment categories and contexts results in a wide diversity of experience. A more effective and consistent method of bridging the gap between training and practice is needed.

The responsibility for overseeing those preparing for ministry in the Wesleyan Church rests with the District Board of Ministerial Development (DBMD; Black et al. 1375-405). This judicatory board oversees the student's personal, spiritual, educational, and practical ministry experience as he or she navigates through the process from ministerial student to ordination. The DBMD has traditionally served in a kind of gatekeeping role, receiving reports from students and supervisors in the field, reviewing transcripts and service requirements, and determining when the student has successfully met the criteria for recommendation to the district conference for ordination. While this role serves to maintain doctrinal fidelity and adherence to the regulations, it frequently fails to provide any significant investment of time and guidance as the emerging minister is learning to apply classroom training to the field. The field supervisor or the student is responsible for determining if, or when, classroom training is effectively transferred to and serves the needs in the ministry context. While many capable pastors and church leaders provide for great mentoring and guidance to the students, currently the DBMD does not have any prescribed process of mentoring and guidance for field application of educational training. The lack of a clearly defined process results in a wide variance in

the level of supervisory oversight and metrics of competency for those who are responding to God's call to vocational ministry.

One of the reasons for the limited approach to oversight by the DBMD is the reality of limited personnel and resources to provide for the additional training and guidance needed. Most members of the DBMD serve as volunteers while serving full-time in vocational ministry or as laypersons. They typically do not have the time to meet on a regular basis with several students to serve as a ministry mentor, nor do they directly engage with the students in the field as participants in the local congregations where the students serve. As a result, they do not have the opportunity to witness them serving on the job. A more creative approach is needed if DBMD members are to engage in a more comprehensive level of oversight that contributes to the ongoing vocational training of the students under its oversight.

The focus of this research project was to identify the potential effectiveness of using selected methodologies from the burgeoning field of *transfer of training* research that would enable the DBMD to provide for a more structured way of guiding the licensed minister in positively transferring educational training to field application. While the number of possible methods identified in the transfer of training research was too numerous to be effectively applied en masse, several key practices that were particularly suited to the oversight responsibilities of the DBMD were identified and used in the study. The research project used a guided mentoring process involving various methods designed to increase cognitive understanding, increase self-efficacy, and provide opportunities for a higher level of self-management through the practices of goal orientation and error management, guiding the student to more effective application of

educational training in the field. The methods used were selected based upon their effectiveness in positively transferring training as demonstrated in the literature. The methods were also selected as they were well suited for use by the DBMD in a more active role in licensed minister training and oversight. The findings of this research project and the model proposed for DBMD moderating of licensed ministers may serve as an example for structuring the licensed minister appointment for students in the West Michigan District and other districts within the Wesleyan Church.

Purpose

The purpose of this research project was to evaluate the changes in cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the experience record of a resident pastor (ERRP) among those who participated in a three-month guided mentoring process in the West Michigan District of the Wesleyan Church.

Research Questions

Evaluating the changes among those who participated in the research project required identifying several key research questions that were used to guide the study. The questions examined the level of practice of licensed ministers prior to the beginning of the research study. The questions also examined the differences between the licensed ministers who were a part of the experimental and control groups in the study. The research questions also examined the effectiveness of the methods used in the research project intervention.

Research Question #1

How did the ERRP characterize the licensed ministers' cognitive understanding, self-efficacy, self-management, and practices before participation in the guided mentoring process?

Research Question #2

What changes occurred in the licensed ministers' cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the modified ERRP among students in the experimental group after participation in the guided mentoring process?

Research Question #3

What changes occurred in the licensed ministers' cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the modified ERRP among members of the control group not participating in the guided mentoring process?

Research Question #4

What aspects of the guided mentoring process were most effective at assisting licensed ministers in increasing their cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the modified ERRP?

Definition of Terms

Several key terms will be used in the research project. Several of these terms are specific to the judicatory context in which the study was conducted. Other terms define key methods or instruments used in the research project.

Licensed Minister

A licensed minister is a student pursuing ordination in the Wesleyan Church who has completed the six core courses of education required for appointment. Licensed minister categories of appointment include pastors, various staff positions within a local church, district service, evangelistic service, denominational service, itinerant Bible teacher, missionary service, chaplains, interchurch service, or other categories of service (“Ministerial Service Code Directory”). In addition to completing the minimum level of educational requirements, the licensed minister must be recommended by the local church where membership is maintained, be approved by the DBMD, and be approved by either the District Conference or the District Board of Administration for appointment.

Guided Mentoring Process

The guided mentoring process included various intervention methods that used specific practices from the field of transfer of training research designed to enhance the positive transfer of classroom training to the field appointment setting. The interventions affected the licensed minister’s potential to transfer training with the training input techniques of cognitive ability, self-efficacy, self-management through goal-setting and error management, and organizational support.

District Board of Ministerial Development

The DBMD is a judicatory team comprised of ordained clergy and laity who oversee the ministerial training process of students. Engagement of students with the DBMD begins with initial enrollment as a ministerial student and continues through ordination in the Wesleyan Church. The DBMD is responsible for examining candidates

as to their preparedness to proceed through the ministerial training process as well as in providing guidance to candidates as they are preparing for vocational ministry.

Experience Record of a Resident Pastor

The ERRP is a checklist of various experiences identified by more than five hundred ministers and laypersons within the Wesleyan Church and developed by the Department of Education and Clergy Development of the Wesleyan Church. The ERRP identifies different ministry experiences resident pastors are expected to experience within their first two years of appointment as a licensed minister. The ERRP served as the basis from which a researcher designed instrument was developed that modified the ERRP to include only those experiences pastors would typically have on a weekly or monthly basis. In this research project, the modified ERRP was used as a baseline for evaluating licensed minister practice and application of transfer of training inputs (See Appendix A).

Ministry Action Plan

The ministry action plan (MAP) was a self-defined course of action in which licensed ministers identified job responsibilities, anticipated results, goals, and action steps to be completed during the guided mentoring process. In addition, the licensed ministers drew from the experiences identified in the modified ERRP in developing knowledge, skills, and abilities needed in the process of transferring classroom training into the field experience.

Research Project

All appointed licensed ministers in the West Michigan District as of July 2015 District Conference received invitations to participate in the research project. Twenty-two

licensed ministers agreed to participate in the research project and completed the prementoring assessment (PMA), which was administered at the beginning of the guided mentoring research project. Demographic information was also collected through the PMA to account for potential intervening variables to the study. Three of the more prominent potential intervening variables were level of education, tenure of appointment, and category of appointment. The demographic information was used to make general observations regarding the results of the study but did not provide a sufficient level of representation to make generalizable conclusions. The demographic information also provided a basis of comparison of the sample group participating in the research study to the total population of licensed ministers in the West Michigan District. Licensed ministers self-selected participation in the experimental group or the control group. Fourteen of the twenty-two licensed ministers who completed the PMA, participated in the guided mentoring process, and were a part of the experimental group. The remaining eight participants were in the control group.

The guided mentoring process was a three-month intervention designed to increase the cognitive understanding, self-efficacy, self-management practices of goal orientation and error management, and practice of licensed ministers relative to the knowledge, skills, and abilities (KSAs) associated with the experiences in the modified ERRP. My hypothesis was that training transfer would be positively affected through the use of key transfer of training principles used in the methods that were a part of the guided mentoring process (see Figure 1.1). The methods used in the guided mentoring process included a licensed ministers' retreat, development of a MAP, supervisory and

peer support provided by a DBMD mentor and onsite supervisor, and peer-group mentoring.

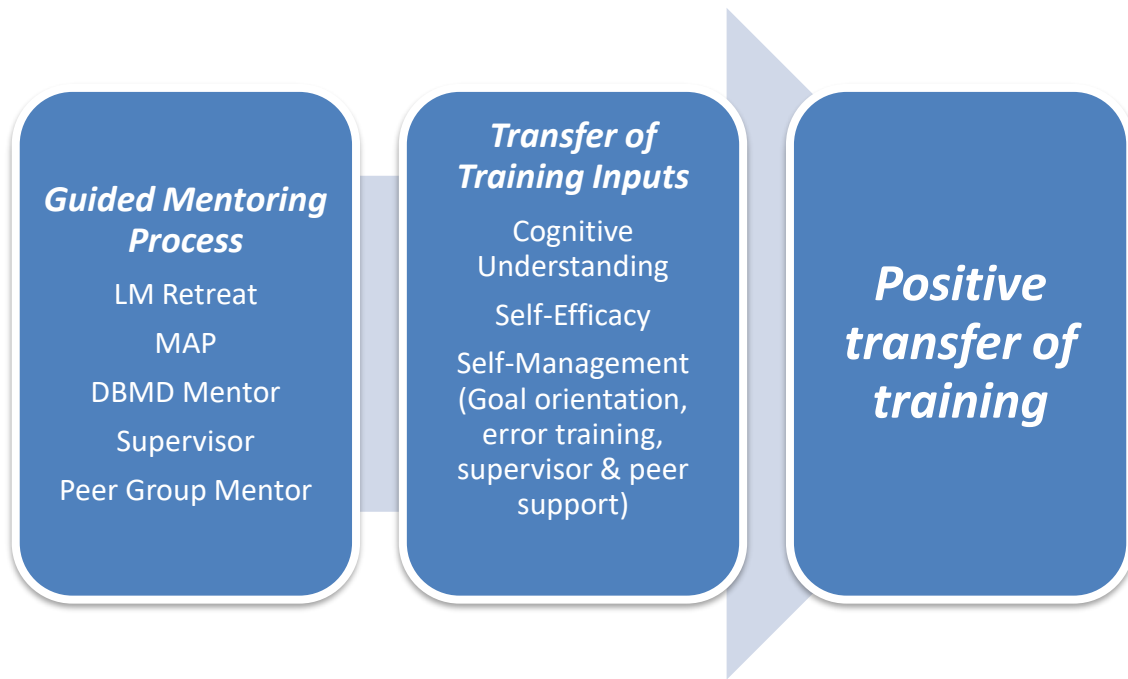


Figure 1.1. Guided mentoring process.

The licensed ministers' retreat involved a one-day session with lunch provided. Students met their DBMD mentors at the retreat and formed peer-mentoring groups. The onsite supervisors were not able to attend the retreat but were provided training materials and the opportunity for a training phone call. The written materials and phone call introduced the supervisors to the goals and methods used in the guided mentoring process. The retreat included an overview of the entire process with an explanation of each moderating component used in the guided mentoring process. In addition, licensed ministers developed their MAP and reviewed it with their DBMD mentors and in their peer-mentoring groups. Instructions regarding reviewing the student's MAP with the

student's field supervisor were provided in a digital format to both licensed ministers and supervisors. Directions for ongoing use of error management techniques and goal orientation techniques in monitoring and evaluating performance in the field were also provided in the retreat and training materials. Licensed ministers also set dates for the various DBMD mentoring and peer-mentoring meetings.

The MAP served as the plan of action from which licensed ministers operated during the three-month guided mentoring process. The MAP included three to four distal goals targeted for completion during the guided mentoring process. Licensed ministers defined one goal in the area of spiritual development and two to three goals related to their job assignments in the field. They also identified key principles from their training and specific behaviors from the modified ERRP that related directly to the goals defined in their MAP. This provided the opportunity for licensed ministers to assess current levels of cognitive understanding as well as to identify areas where increased cognitive understanding was needed related to the experiences in the modified ERRP. Proximal goals defined incremental steps in the accomplishment of the distal goals and provided opportunities for the future self-management practices of goal orientation and error management. The peer-mentoring groups, supervisors, and DBMD mentors provided ongoing support in the completion of the goals and action steps defined in the MAP. This provided opportunity for using the transfer of training inputs of goal setting, error management, supervisory support, and peer support. Successes in meeting the goals were celebrated by participants, DBMD mentors, supervisors, and peer-mentoring groups as a way of increasing self-efficacy.

The DBMD mentor received training in developing the MAP along with the licensed ministers during the retreat. DBMD mentors were also provided a mentoring protocol that included questions for discussion with the student, directions for reviewing the distal and proximal goals, questions for encouraging ongoing error management, and directions for encouraging the increase of cognitive understanding and self-efficacy in the student. DBMD mentors were asked to report monthly on the participation level of the licensed ministers they were mentoring but not on the content of issues addressed to the director of the research project.

Supervisors of licensed ministers did not participate in the retreat. They were provided copies of the licensed ministers' MAP, training materials in digital format to be used as a part of their supervision during the guided mentoring process, and the opportunity for a training phone call from the director of the research project. Supervisors were encouraged to take an active role in assisting the students in identifying and achieving distal and proximal goals. Supervisors were provided written protocols identical to those provided to the DBMD mentors for reviewing the MAP during supervisory meetings.

Licensed ministers were networked into groups of four or five who served as their peer-mentoring group during the guided mentoring process. Peer-mentoring groups were assigned based upon similarity in category of appointment. The peer-mentoring groups were encouraged to meet biweekly, with no longer than one month between meetings. Peer-mentoring groups were encouraged to create a safe environment where participants spoke freely of their experiences in their field setting. Additionally, the peer-mentoring groups were provided a discussion protocol that guided the licensed ministers through a

process of supporting one another in the accomplishment of goals, reviewing error management, discussing course correction recommendations by supervisors, and brainstorming additional ideas and resources to encourage a higher level of cognitive understanding and self-efficacy for each member of the group. Peer-mentoring groups were also encouraged to pray together and provide support for members of the group between meetings as needed.

All participants completed a PMA to evaluate current cognitive understanding, self-efficacy, self-management through goal orientation and error management, and practice of experiences identified in the modified ERRP before the initiation of the guided mentoring process. Since the ERRP included events and practices that a licensed minister may or may not experience during a three-month time, a group of ten ordained pastors serving at least five years in ministry in the categories of appointment represented by licensed minister participants were asked to review the ERRP. They rated the various practices based upon frequency of experience in their current ministry contexts. Ratings included weekly, monthly, or occasionally. Only those items rated by a majority of respondents as occurring weekly or monthly were included in the modified ERRP. The data of the PMA served as a baseline of measure for licensed ministers in the experimental and control groups for the research project.

The PMA also provided demographic information used in making general observations regarding the potential effect of various intervening variables on the research project. The demographic data was also used for comparison of samples with the population of licensed ministers in the West Michigan District. A more concrete

statistical analysis of the effect of intervening variables on the various demographic groups was not possible due to the small population size.

The PMA was a self-assessment by the student using a five-point Likert scale measuring cognitive understanding, self-efficacy, self-management practices of goal orientation and error management, and current level of practice related to the experiences identified in the modified ERRP. The metric assigned the following numerical values to each of the responses: 5—strongly agree, 4—agree, 3—neutral, 2—disagree, 1—strongly disagree. These responses and the numerical values assigned were used in each of the three instruments of the research project. Original data was collected in each of the instruments using online surveys developed through SurveyMonkey. The students' names were included on each of their instruments. The names were used to transcribe demographic information provided in the PMA for individual participants to responses provided by them in the other instruments used in the research project. Once demographic information was attached to individual responses in the data of the instruments, the names and e-mail addresses were deleted from the data used for analysis to provide for confidentiality of participants.

Following the guided mentoring process licensed ministers in the experimental group and the control group completed the postmentoring follow-up assessment (PMFA). This instrument was identical to the PMA other than for the collection of demographic information. A comparison of responses in the PMA and PMFA was used for analysis of changes during the three months of the research project.

Each licensed minister in the experimental group completed the guided mentoring impact assessment (GMIA). It measured the perceived effectiveness of the key

components of the guided mentoring process at increasing the cognitive ability, self-efficacy, self-management practices of goal orientation and error management, and practice relative to the modified ERRP. The components evaluated in the GMIA included the licensed minister retreat, MAP, DBMD mentor, supervisor, and peer-mentoring group. The GMIA evaluation included a five-point Likert as well as open-ended questions requiring a written response. The GMIA was completed at the end of the guided mentoring process.

The PMA was completed by licensed ministers during the last week of January 2016. The licensed minister retreat was offered to experimental group participants on 30 January and 1 February 2016. Licensed ministers in the experimental group self-selected the dates that fit their schedules for participation. The guided mentoring process began upon completion of the licensed minister retreat and concluded at the end of April 2016. The PMFA was completed by licensed ministers in the experimental and control groups during the first two weeks of May 2016. The GMIA was completed by licensed ministers in the experimental group during the first two weeks of May 2016.

Context

The Wesleyan Church traces its roots to the theological tradition of John Wesley and the optimistic emphasis upon spiritual life change through an experience of personal faith and a commitment to holiness of life. The Wesleyan Church is passionately committed to communicating the message of the possibility of holy life change and engagement in missional ministry within the world context. This theological tradition is the larger context of this research.

While the message and mission of the Church as a whole is clear, unfortunately many worthwhile endeavors often coopt the priority of message and mission in the practice of leaders and churches. Over time, the change in actions leads to a change in attitudes and even a change in the cognitive understanding of the message and priority of missional engagement. One of the keys to maintaining the core values and missional engagement of the denomination is a well-trained clergy.

The guided mentoring process described in this research project provides a moderating option for guiding leaders at every level within the denomination to reshape and renew their cognitive understanding, self-efficacy, self-management practices of goals and error management, and practice of ministry in the context of a high commitment to the stated message and missional values.

The more specific context of the research project is oversight of licensed ministers by DBMDs in the Wesleyan Church. The paradigm of structured guidance through a variety of moderating techniques in the guided mentoring process could become a standard for licensed minister oversight in several districts within the denomination. This process would potentially raise the level of preparedness for licensed ministers as they transfer education to performance in the field.

The wider population of the research project was the thirty-three licensed ministers who served in the West Michigan District at the time of the District Conference in July 2015. They served in a variety of settings with widely divergent levels of supervision and guidance in the fulfillment of their ministerial responsibilities. The guided mentoring process provided a specific moderating technique that prepared the licensed ministers to transfer theoretical training positively into practical application

related to the experiences defined in the modified ERRP and their specific ministry responsibilities.

Methodology

The research project utilized an explanatory, sequential, mixed-methods research design (Creswell 542). This model collects quantitative data to provide a general picture of the overall effect of the research project. It is followed up by collecting qualitative data that helps to explain or provide further information concerning the quantitative data. Quantitative data was collected using Likert-scale questions in the PMA and PMFA. The GMIA collected qualitative data through Likert-scale, and open-ended written response questions.

The research methodology took place during a three-month timeframe. The licensed ministers completed the PMA in a digital format prior to participating in the guided mentoring process. At the completion of the guided mentoring process, the licensed ministers completed the PMFA and GMIA in a digital format. Recurring trends related to the perceived impact of the guided mentoring process were identified through the frequency of words and key concepts provided in the responses to the open-ended questions based upon the context of the questions.

Participants

Licensed ministers received an invitation to participate in the research project through a letter indicating the purpose of the study, the potential value to participants, and the expectations of those who participated in the process. Incentives were provided to licensed ministers who participated to encourage wider voluntary participation. The incentives included gift cards to Panera or Starbucks for all licensed ministers who

completed the PMA and PMFA in both the experimental and control groups. An informed consent release and voluntary guided mentoring participation covenant were included in the letter and returned prior to the licensed minister retreat. Participants included those serving under appointment as licensed ministers in the West Michigan District of the Wesleyan Church in a variety of appointment contexts as identified previously. Students self-selected participation in the control group or the experimental group. Students selecting to be in the control group were assured of the opportunity to engage in a guided mentoring process pending the positive results demonstrated through the research project. The participation covenant obtained a commitment from each participant to engage in all aspects of the project as well as an acknowledgement that the student was free to discontinue participation if he or she should so desire.

Instrumentation

The guided mentoring research project used three researcher-designed instruments based upon the criteria identified in the modified ERRP. The PMA and PMFA used the modified ERRP as a basis from which to evaluate the students' current level of cognitive understanding, self-efficacy, self-management practices through goal orientation and error management, and practice relative to the experiences in the modified ERRP. A comparison of the changes reported in the PMA and PMFA provided the data to evaluate the perceived effectiveness of the guided mentoring process. The GMIA provided data that was used in assessing the relative perceived effectiveness of the various methods used in the guided mentoring process.

The PMA used a digital format that included questions obtaining demographic information. The demographic information provided in the PMA allowed for general

observations concerning the effect of potential intervening variables. The name of each student was included in the PMA, PMFA, and GMIA. Demographic data obtained from the PMA was transcribed to the students' responses in the PMFA and GMIA for analysis of potential intervening variables. Names and e-mail addresses were later deleted from data in the PMA, PMFA, and GMIA prior to analysis to provide for confidentiality of participants.

The data from the PMFA was also collected in a digital format and provided the data for comprehensive analysis of the impact of the guiding mentoring process through a comparison of changes reported between the PMA and PMFA. Comparing the differences between PMA and PMFA in the control group with the differences reported in the experimental group served to demonstrate the effectiveness of the guided mentoring process used in this research project.

The GMIA was an additional researcher-designed instrument that measured the student's evaluation of the effectiveness of the various methods used in the guided mentoring process in light of increasing the transfer of training inputs of cognitive understanding, self-efficacy, self-management through goal orientation and error management, and practice. The open-ended written responses were analyzed by identifying recurring words and phrases related to the context of the questions, which provided further data for analyzing the effectiveness of the methods used.

Variables

The dependent variables measured in this study included the results of the PMA and PMFA instruments. The changes in responses between the PMA and PMFA measured the effectiveness of the guided mentoring process. The independent variable in

the research project was the guided mentoring process. The guided mentoring process included several different methods hypothesized to impact the transfer of training. The GMIA data provided information from the participants rating the effect of the methods used in the guided mentoring process.

Several intervening variables were identified that potentially affected the conclusions of the research project. The intervening variables will be discussed using the constructs established by Irwin L. Goldstein and J. Kevin Ford (141-93), including criterion relevancy, deficiency, contamination, and reliability, in addition to internal and external threats to validity (Creswell 304-06; Goldstein and Ford 181-82). Explanation of the various deficiencies and threats to validity are provided in Chapter 2. Several of the intervening variables were accounted for through demonstrating similarities between the sample groups participating in the research and the population of licensed ministers in the West Michigan District. Due to the small number of participants in the total population and in the sample sizes, data based upon various demographic factors representing intervening variables was used as a basis for making general observations regarding the potential effect of these variables.

The fact that the control group and experimental groups were not of equal size, were self-selected, and did not include the same number of participants related to the demographic characteristics of education, tenure of service, and category of appointment represents a criterion reliability variable to the research. This variable is accounted for to a degree through the collection of demographic data, which demonstrates the similarities and dissimilarities among the population of the control group, experimental group, and the West Michigan District licensed ministers. The results of the research represent an

introductory study of a cluster sample of licensed ministers in the West Michigan District. Allowing the licensed ministers to self-select participation in either the control or experimental group was based upon availability of licensed ministers for participation in the guided mentoring process. This sample would be typical of a convenience sample (Salkind 1297). Further research is needed to confirm the initial results obtained through this study.

The education of the participants provided several different intervening variables to be addressed related to criterion relevancy, deficiency, and reliability. Research has not been completed to demonstrate whether the current training of licensed ministers provided the necessary KSAs to practice the experiences in the modified ERRP effectively. This lack of supporting research is a matter of criterion relevancy and represents a limitation of this study. Further research would be helpful in determining whether the training licensed ministers receive effectively prepares them for the practices identified in the ERRP.

The level of education received and the format through which the education was received represent potential areas of criterion deficiency and reliability. Licensed ministers receiving education through a more intense level of training represented by college, seminary, or Bible school may be more prepared to fulfill the experiences in the modified ERRP than those who receive their training through nontraditional methods such as FLAME (one-week class intensives), correspondence, or a form of online training. Licensed ministers with more education are more likely to have a higher level of training related to the experiences in the modified ERRP than those completing fewer classes prior to appointment as licensed ministers. The format and level of education

were accounted for through the demographic information provided. This information indicated that the participants in the research project were proportionately similar to the population of licensed ministers in the West Michigan District. The effect of the intervening variables of education would have been similar for those in the control group and experimental groups. Additional research is necessary to determine the effect of format of education and level of education on the licensed ministers' ability to perform the experiences in the ERRP.

The practices identified in the ERRP were an intervening variable that potentially represents an area of criterion reliability. Research has not been conducted to demonstrate that the practices identified in the ERRP are the most important ones for licensed ministers in their first two years of ministry appointment. Neither has research been conducted to determine that the criteria of the ERRP is uniformly applicable to all categories of appointment. This variable represents a potential limitation of this study as the results may not be generalizable to all categories of appointment. The variable was partially accounted for through the sources used in developing the ERRP. This group included ordained ministers, trainers of ministers, as well as laypersons who are recipients of the ministry. Their level of expertise would indicate that the experiences identified in the ERRP would be related to the ministry context if not specifically related to the first two years of appointment. In addition, the modification of the ERRP through the input of ten ordained ministers serving in the various categories of appointment represented by the participants in the study allowed for identifying criteria that was more relevant to licensed ministers in all categories of appointment.

Several intervening variables potentially impacted the reliability of the criteria used in the research project. These factors included the level of mentoring and supervisory abilities of the DBMD mentors, supervisors, and peer-mentoring groups. These variables were accounted for through the use of training and protocols for each of the various groups involved. Participants reviewed the same information and discussed the same questions in the guided mentoring process.

The variable of different abilities of onsite supervisors was accounted for through proportionately similar numbers of participants in the experimental and control groups based upon categories of appointment and reflected through the demographic data. Persons in similar categories of appointment are more likely to experience similar competency levels in onsite supervision. The similar distribution of licensed ministers in each of the different categories in the control and experimental groups as demonstrated through the demographic data provided some accounting for the intervening variable of level of onsite supervision.

The level of participation by licensed ministers in the guided mentoring process represented an internal threat to the validity of the study. Students more actively engaged would likely receive greater benefits than those who were less actively engaged. This variable was accounted for through the use of a participant covenant that encouraged full participation as well as through reports received from DBMD mentors.

Another internal threat to the validity of the study included the effect of testing. The same criteria and standards of measurement were used in both the PMA and the PMFA to account for the potential of method variance due to testing. The use of a pretest also provided the possibility of an external threat to validity as participants were

potentially sensitized to the factors being studied. This variable was accounted for in using the same tests for both the control and experimental groups as well as in using a digital format to collect the data. Participants in the control group did not have copies of the criteria evaluated in the PMA for ongoing use in their appointment contexts.

The possibility of a major historical event interrupting the study represented an intervening variable that potentially threatened internal validity. This variable was accounted for through an abbreviated time period of three months during which the study was completed serving to minimize the potential for such an event. In addition, participants were selected from the same geographic area. Participants in the control and experimental groups would likely experience the same historical event, thus minimizing its potential effect.

The potential for participant reaction against not being included in the experimental group for the study represented a potential internal threat due to unequal treatment. This variable was accounted for through informing the participants that inclusion in the experimental or control group was a matter of self selection and did not represent an evaluation of potential. In addition, licensed ministers selecting to be in the control group were assured the opportunity to participate in a future guided mentoring process should they desire to do so.

Another external threat representing intervening variables potentially affecting the conclusions and generalizability of the research project included the fact that the participants were members of the West Michigan District. This district provided some potential benefits of church size, church resources, and additional mentoring and training opportunities. These additional opportunities could potentially affect the generalizability

of the results obtained in the research project to other districts. Additional research in other districts is needed to determine whether the results obtained in the West Michigan District are truly generalizable to other districts in the Wesleyan Church.

Data Collection

The PMA data was collected digitally prior to the students' participation in the licensed minister's retreat. The PMFA and GMIA data were collected digitally upon the conclusion of the guided mentoring process. The guided mentoring process occurred over a period of three months. Written response results were analyzed in an Excel database and through SurveyMonkey to identify recurring words and themes relative to the context of the questions. Students committed to completing the PMA, PMFA, and GMIA in one setting with minimal interruptions.

Data Analysis

The demographic data collected in the PMA identified potential intervening variables that could provide alternative explanations to the results of the study. This data was used to make general observations regarding the potential effect of the demographic factors to the results of the research project. Statistically valid findings were not possible based upon the demographic criteria due to small sample size. Additional research is needed to substantiate the observations made. The cognitive understanding, self-efficacy, self-management practices of goal orientation and error management, and practice questions data collected in the PMA and PMFA were assigned numerical values for analysis. The data acquired from the open-ended written response portions of the GMIA was analyzed to identify recurring words and themes representing the effectiveness of the guided mentoring process related to the context of the questions. The data collected in the

GMIA through Likert-style questions provided information regarding the effectiveness of the various components used in the guided mentoring process. The data was assigned numerical values to provide for statistical analysis of the results.

Generalizability

The guided mentoring process took place with licensed ministers appointed to ministry in the West Michigan District of the Wesleyan Church. The conclusions drawn from this research project may have application in broader contexts of leadership development (e.g., ordained clergy, lay leaders, leaders in religious organizations), but such contexts may miss key characteristics specific to licensed ministers. The modified ERRP defined experiences expected of licensed ministers in their first two years of ministry primarily from the context of appointment as a pastor or staff pastor. The criteria may not be fully generalizable to all appointment categories and contexts of licensed ministers. The direct correlation between behaviors defined and content of classroom teaching has not been validated. In addition, the behaviors defined are extremely comprehensive in scope and may not be applicable to all locations and ministry contexts. These factors affect the generalizability of the results of the research project.

In the guided mentoring process, several methods were used as a means of affecting the cognitive understanding, self-efficacy, self-management practices of goal orientation and error management, and practice of the participants relative to the experiences in the modified ERRP. While the methods in the guided mentoring process are commonly used in mentoring and supervising trainees, they were not tested to determine if they were the most effective methods for mentoring and supervision. The methods used represent a potential limitation of the study in that they have not been

determined to be the most effective methods for positive transfer training, nor were they specifically tailored to meet the needs of each individual participant. Further research would be helpful in determining the relative effectiveness of various transfer of training inputs related to training transfer among licensed ministers. A further limitation affecting the potential impact of the guided mentoring process was the variation in efficacy of DBMD mentors and supervisors. Utilizing the same individuals as DMBD mentors and supervisors would potentially achieve a more precise measurement of the effects of the guided mentoring process.

Use of the same mentoring and supervising methods with each participant without regard for the participants' preferred styles of mentoring and supervision represents a potential limitation to the generalizability of this research project. A greater diversity in mentoring methods that are uniquely designed for each participant might yield different results.

Theological Foundation

The need for leaders who understand the importance of transferring the theoretical aspects of ministry to the reality of leading the people of God is one that transcends the current experience of the church today. It has been a part of leadership training and development since the early beginnings of Israelite worship of Yahweh preceding the time of the Patriarchs. It is a value that was a part of the leadership training of Christ, the Apostle Paul, and the early Church. It is a value that continues to be at the center of the church's redemptive mission throughout the history of the church to the present.

The earliest forms of leadership training frequently used an apprenticeship, mentoring model. A more experienced individual would teach the novice the basic

theoretical and theological principles of faith and practice. The theoretical would then be transferred to the practical aspects of application through modeling of the appropriate behavior and directing the trainee in application of the training. This practice was at the center of religious training in ancient Israel. In Deuteronomy 6:4-6, parents were instructed to make the content of training, the Torah, available to children through instruction and visible reminders. This content then was provided practical application through the modeling of the parents and discussion in the daily events of life. The result was a smooth integration of training and practice in the field of daily life. This practice of training through apprenticeship mentoring was at the heart of spiritual training in Israel, which represents an early form of leadership development.

Leadership development through apprenticeship mentoring was central to the development of leaders in the time period represented by the Old Testament. Numerous examples exist of a more experienced mentor teaching a young novice the practice of leadership while on the job. Moses trained Joshua, Eli trained Samuel, and Elijah trained Elisha. While one finds a mention of what some might call a school of the prophets, based upon references to the “sons of the prophets” as in 1 Kings 20:35; 2 Kings 2:3, 4, 7, 15 4:1, 38; 5:22; 6:1 (“Sons of Prophets”) suggesting a more formal classroom training was used in certain periods of Old Testament history, the prevailing model is the one-on-one relationship of mentor and apprentice while serving on the job.

At the time of Christ’s ministry, first century Judaism had developed a more advanced level of training than was evident in earlier Judaism. Central to the educational process was training provided by parents in the home as well as participation in religious festivals (Barclay 14-22; Daniel-Rops 109-13; Ott 22). Training of children often

involved the synagogue and elementary schools where children were trained in the Mishnah, Commandments, and Talmud. Secondary education was available for the most intelligent students, which may have been similar to the training Paul received through Gamaliel (Barclay 14-35; Daniel-Rops 109-13; Ott 23). Students trained under a noted rabbi were steeped in the theoretical discussions regarding the Law and its various interpretations. The ultimate goal of such training was that of enabling the student to become a reliable witness to the religious tradition as well as to achieve true piety (Barclay 14,47; Daniel-Rops 109-13; Ott 25).

As Christ began his ministry however, he chose not to look to the students of the rabbinic schools for his protégées. Instead, he called common men to leave their current vocations to follow him and become “fishers of men” (see Matt. 1:17; 4:19; “Fishers of Men”). Challenging them to engage in the redemptive mission, Christ trained the future leaders of the early Church through an apprenticeship-mentoring process that included not only teaching from the Torah and its application to life but also provided principles for engaging the mission and expanding the kingdom of God. This training involved one-on-one interaction with Christ through which key principles of faith, practice, and ministry were discussed, practiced, and critiqued.

Christ’s model of leadership training continued in the development of leaders within the early Church. Acts reveals that continuing the ongoing redemptive mission of Christ was central to the purpose of the early church and informed its decisions and practices related to church management and leadership selection. While one does not find a blueprint defining the organizational structure of the church or the job responsibilities of those who provided leadership (Dongell 2), this lack of a blueprint does not indicate

the early Church developed in a haphazard way. A closer examination of the organizational decisions and leaders developed indicate elements of an intentional strategy. The leaders of the early Church trained others who would continue the redemptive mission of Christ and would learn through an apprenticeship-mentoring model much as Jesus used in training his disciples.

Acts 6:1-7 gives one example of how the Apostles used the driving values of the Church to shape their decisions as they addressed the problem of discrimination in the food distribution program for widows. This problem threatened to derail the effectiveness of the ministry as it diverted energies from the mission and threatened to change the responsibilities of the Apostles. Instead of diluting the focus of their ministry or ignoring the problem, the Apostles chose to guide the church in developing a plan to address the problem while maintaining a high level of commitment to their ministry priorities. The believers selected seven men who met the criteria for leadership and charged them with the responsibility of overseeing the food distribution program. This selection of the seven men enabled the Apostles to maintain their commitment to communicating the message of Christ and prayer, which were major priorities for the early Church. The result was continued growth and expansion as the early Church continued the redemptive mission of Christ.

Following the events of Acts 6, two of the seven selected to serve the tables—Stephen and Philip—go on to have effective evangelistic ministries. While not explicitly stated, one might conclude that the development of the skills and passion for communicating the message of Christ was a result of working with the Apostles who

devoted themselves to these practices and learned their leadership training methodology through the mentoring received from Christ.

The one-on-one apprenticeship-mentoring methodology was instrumental in training many other leaders in the early Church beyond the disciples associated with Christ. Paul, one of the most influential persons in the New Testament, benefitted from the mentoring of Ananias and Barnabas after his encounter with Jesus on the road to Damascus. He went on to serve as a mentor in the lives of several other novice leaders—Barnabas, Timothy, Luke, and Titus—as they accompanied him on his missionary journeys. Very likely, while living and working with Paul, many of the lessons were learned that shaped their ministry and equipped them for dealing with the challenges they faced in fulfilling their calling. Throughout the Scriptures, the predominant methodology of leadership training involves connecting the novice leader with a more experienced mentor in an apprentice relationship through which the content of training and the practical aspects of applying the training to the field are learned.

Scripture is not the only place where a theological foundation for the practice of mentoring as a model of equipping for leadership in the church is found. For many centuries following Christ, the training of clergy utilized the concept of apprenticing mentors. The focus of training was theology and character development following an adaptation of the Greek understanding of *paidea*, involving training in the polis of Greek culture. In the context of ministerial training, the *paidea* was identified as the development of Christian character in a life of holiness. Those who excelled in developing Christian character were tapped for leadership within the church (Ellington 11; Farley 107).

The development of the monastic system and universities provided the opportunity for clergy to be separated from society where they would engage in theological and scriptural study that involved copying the Scriptures, devoting oneself to the order of the monastery, and becoming schooled in the dogma of the Church. Here again, the focal point of training was character development in becoming a person of God steeped in the Scriptures, theology, and traditions of the church while striving to live an austere life of holiness.

Theological training underwent a radical change through the influence of Friedrich Schleiermacher and the University of Berlin after the Renaissance. The study of theology gradually shifted from being primarily a matter of character formation to an object of scientific study. The inclusion of theological studies in the curriculum of the university received validation through the link to the professional practices of the clergy. The fact that clergy were training for a profession validated the inclusion of the subject matters they studied in the university curriculum.

In addition, reason became the final arbiter of questions of truth. Historical, critical methods of scientific study are used in the study of Scripture, theology, and ministerial practice. During this time the focal point of preparation for ministers moved beyond simply understanding the teaching of Scripture, theology, and becoming a holy person of faith to the development of professional skills related to the practice of the profession of ministry.

Even with the development of training for the practice of ministry, the focus for many within the Christian tradition continued to be on the spiritual development of the individual. John Wesley used a form of group mentoring in his class meetings and bands,

which were key components of the spiritual development of those converted through his ministry. Later in the colonies, a form of this mentoring practice was used in preparing leaders for ministry through the Log Cabin College movement developed by Tennant during the 1700s (West 127).

Frequently ministerial training in the current context will involve a mixture of the formal classroom training accompanied by the one-on-one tutelage of the more experienced practitioner. This combination draws from the best of both methods of leadership training. The model of an apprentice being mentored by a more experienced leader to develop the practice of his or her profession is one that has deep roots in the biblical, theological, and historical traditions of the Church at large and the Wesleyan movement in particular.

Overview

Chapter 2 reviews the relevant literature supporting the theological basis for the guided mentoring process as well as examining in-depth the relevant literature related to the positive transfer of training from the educational environment to the field context. In addition, Chapter 2 examines the literature related to the research methodologies utilized in this research project. Chapter 3 includes a detailed presentation of the methodology used in the guided mentoring research project. In Chapter 4, the findings of the research study are presented, and Chapter 5 provides a discussion of the findings drawn from the research project as well as some possible applications and questions for further study.

CHAPTER 2

LITERATURE

Introduction

The challenge of effectively preparing future ministers to meet the multiple expectations of congregations, judicatory leaders, and the community as a whole as they engage in the vocation of ministry is one that has no simple solutions. It involves preparing individuals with some level of proficiency in a variety of fields of expertise, such as Bible knowledge, theology, Church history, spiritual formation, preaching, teaching, organizational management, conflict resolution, volunteer recruitment, staff management, facility management, and personal and family counseling. Added to the multiple expectations is the reality that much of the training of ministers involves the study of Scripture, theology, church history, and other theoretical fields of inquiry that on the surface may not appear to have a direct correlation to practical expectations in the field. Many emerging pastors perceive their preparation for their chosen vocation as to be insufficient and sometimes inapplicable to their field experience (Barna 125; Bushfield and Bushfield 9, 42; Cueni 18-20; Ellington 2; Scalise 19, 38; Selzer 26; West 149; Wong 241).

The training of leaders within the community of faith has involved the utilization of several different methodologies throughout the history of faith as described in the Scriptures and Church history. The review of the literature will entail a study of the various methods used to train and prepare leaders within the community of faith in ancient Israel as described in the Scriptures of the Old Testament as well as how these methodologies were adapted in the ministry of Jesus, Paul, and the early Church as

described in the New Testament. A brief overview of the methodology of training clergy throughout Church history will be considered, specifically as it identifies a key challenge in more recent times between the dichotomy of character formation and the professional competency that has been raised as a matter of discussion related to the primary focus of ministerial education.

Of particular interest to this research project is a review of the literature in the burgeoning field of transfer of training research. Many of the principles discovered that enhance the positive transfer of training in the nonprofit, corporate, organizational, and community settings have applicability to the transfer of training practices for those who oversee ministerial education. The literature review provides an overview of the field in general followed by a more detailed examination of several of the key training inputs that will be used directly in this research project. A review of relevant literature related to the methodologies employed in this research project will complete the chapter.

Leadership Training in the Scriptures

A clearly defined model for leadership training is not provided in the Scriptures. However, this absence of a model does not mean that key principles related to the training of leaders are not evidenced in the Scriptures where several practices were commonly used in passing the faith from one generation to the next. In addition, several aspects of leadership training are evident as one reads the stories of how an experienced leader prepared future leaders to continue the practice of leadership whether it was in the role of community leader, priest, prophet, apostle, pastor, or missionary.

The model of leadership training one finds predominantly used in the Scriptures might be described as field-based mentoring. Key to this training methodology is the

relational experience between mentor and mentee as well as the empowerment that comes through shared resources and experiential learning. This model of leadership training is consistent with Paul D. Stanley and J. Robert Clinton's definition of mentoring as a "relational experience in which one person empowers another person by the sharing of God given resources" (33). A more experienced practitioner provides training for the novice through an ongoing relationship in which principles and practices of the trade are communicated.

The practice of mentoring has its roots in Greek mythology when young Telemachus received training at the request of his father, Odysseus, from Mentor (Daloz 20). Since that time, more seasoned practitioners have continued to pass on the practices of their trade to novice trainees in mentoring relationships. The mentoring relationship is the primary context for much of the leadership training in the Scripture.

However, one distinct difference in the mentoring relationships described in Scripture is the role of the Holy Spirit in guiding the training. In the context of leadership development within the community of faith, the mentoring relationship is often perceived in a triadic fashion among mentor, mentee, and the Holy Spirit (Anderson and Reese 12; Chua and Lessing 86). God uses the giftedness and experience of the mentor in the process of shaping the trainee for a position of leadership as well as in pursuing a vocation under the guidance and empowerment of the Holy Spirit.

Leadership Training in the Old Testament

Central to leadership training in the Old Testament was a thorough knowledge of the Torah and how it applied to life. This training initially was provided in the family context. Moses assigned the responsibility of communicating the essential elements of

Israelite faith to the parents. Visual and verbal instruction followed by modeling and discussion of the implications of the Torah in everyday life provided the foundation for childhood education in ancient Israel.

In Deuteronomy 6, Moses instructs the parents to keep copies of the commandments on the “doorframes of your houses and on your gates,” (Deut. 6:9, NIV). The commandments were given additional prominence in the life of the Israelites as symbols for the hands and foreheads (Deut. 6:8). The parents were to impress, נָּפַץ , from the Hebrew Piel meaning “to sharpen, to instruct incisively” the commandments on their children (Brown, Driver, and Briggs 1041; Strong 8150;). They were instructed to “talk about them when (they) sit at home and when (they) walk along the road, when (they) lie down and when (they) get up” (Deut. 6:7). Instruction in the Torah was to be a part of daily life that involved both content and application, permeating every aspect of Israelite life (Barclay 11-3; Christensen 144; Daniel-Rops 110).

Practical application of the commandments occurs naturally as the parents discuss the commandments while at home and on the road (Deut. 6:7). Inherent within this model is the existing relationship between the trainer and the trainee as both resided in the same home. Content and practical application would be transferred to children as they listened to their parents’ instruction, watched it modeled, and learned to incorporate the teaching of the Torah into daily life. At the center of religious instruction in ancient Israel was the daily practice of parents schooling their children in the content and practice of the Torah. This instruction was not just for the leaders in Israel but for every Israelite (Barclay 14-22; Daniel-Rops 109-13).

Training of leaders in Israel involved more than the basic religious instruction in the Torah centered in family life. Several examples exist of a younger, emerging leader receiving training and practical experience from a more experienced mentor. The basic methodology for this training was the apprenticeship-mentor model.

Jethro, the father-in-law of Moses, identified the unproductive efforts of Moses in trying to serve as the only one who could settle disputes among the Israelites. He urged Moses to identify and train others able to help with the responsibility of serving as judges for the people, to allow Moses to focus primarily on being the Israelite's representative before God (Exod. 18:17-26). The end result was a more effective means of dealing with the needs of the people of Israel while providing a sense of balance to Moses' life (Davis 26).

Jethro's influence in Moses' life may have inspired Moses to serve as a mentor in preparing Joshua to be the leader in Israel after Moses' tenure. Moses identified Joshua as a future leader early on in the exodus from Egypt. Joshua was a young man at the time, and his first charge as Moses' personal assistant was to lead the people of Israel against the Amelkites (Exod. 17). God affirmed Joshua as Moses' successor before Eleazer the priest and the entire assembly of Israel (Num. 27:18-23). Moses reaffirmed this commission later as he passed the baton of leadership to Joshua prior to Moses' death (Deut. 31:7-8; Davis 27; Douglas 661).

Moses' training of Joshua involved shared experiences preparing the protégé for his future role as leader. These included serving as the field general of Israel's army, leading them victoriously in battle against the Amelkites (Exod. 17:8-16), going with Moses part way up Mt. Sinai where Moses received the tablets upon which the Ten

Commandments were written (Exod. 24:13), witnessing Moses' discipline of the people of Israel as a result of their worship of the golden calf at Mt. Sinai (Exod. 32:17), serving at the "tent of meeting" where Moses frequently went to meet with God (Exod. 33:11), and correcting Joshua's desire to censure Eldad and Medad when they prophesied, even though they were not a part of the seventy elders who were gifted in this ministry (Num. 11:28). In each of these instances, Moses drew upon his experience as a leader to impart wisdom and knowledge to Joshua as young Joshua was learning and practicing leadership.

Later, Joshua would be one of two spies providing a good report when sent to check out the Promised Land from Kadesh (Num. 13-14; Douglas 661). Through personal observation and leadership mentoring provided by Moses, Joshua learned the key leadership principles that guided him in leading the people of Israel in the conquest of Canaan. Moses served not only as a model of leadership but also as a means of empowering Joshua in the eyes of the people to serve as their leader. Joshua "was filled with the spirit of wisdom because Moses had laid his hands on him" (Deut. 34:9). As a result, the people of Israel respected the leadership of Joshua just as they respected Moses' leadership (Deut. 34:10; Davis 27).

In the Covenant renewal service on Mt. Ebal, Joshua referred to Moses' influence in his life and with the people of Israel. Joshua instructed that the altar be built to the standards given by Moses. He recalled the promises of God given through Moses as the people traveled in the wilderness and reaffirmed the importance of adhering to the Law received through Moses on Mt. Sinai. Through keeping the Law, the people of Israel would continue to experience success through God's blessing (Josh. 8:30-35). The

training of Moses clearly had a major influence on the leadership values and practices of Joshua as well as on his succession to the role of Israel's leader.

Mentoring relationships were not only instrumental in developing faith within the home and preparing future leaders in the political realm of Israel. They were also instrumental in developing spiritual leadership. The mentoring of Samuel by Eli, the priest, is a clear example. Samuel was left in the keeping of Eli by his parents in response to God's answer to Hannah's prayer for a son (1 Sam. 2:11). Through this mentoring relationship, Samuel trained to serve as one of the most important priests in the history of Israel during the period of the Judges and into the monarchy.

Samuel was engaged in ministry activities early on as a mentee of Eli. He is described as wearing a linen ephod (1 Sam. 2:18) and "ministering before the Lord" under Eli the priest (1 Sam. 2:11, 18; 3:1). The reference of ministering, מְשָׁרַת, means to "wait upon, to serve, to minister unto" (Brown, Driver, and Briggs 1058; Strong 8334) and is used in other places in the Scriptures to denote the priestly activities of Aaron and his sons (Exod. 28:35, 43; 29:30; Num. 1:50; Klein 24; "Lexicon"). While the word is not used exclusively for serving in religious duties, Joseph was described as ministering to Pharaoh in Genesis 39:4 and Joshua was described as Moses' minister in Exodus 24:13, its predominant usage in the Old Testament is in describing service to God in a religious context. In addition, wearing a "linen ephod" was characteristic of the priestly profession and reflected the fact that Samuel was a priest in training (Douglas 326; *Life Application Study Bible* 394). The context clearly indicated that Eli included Samuel in the duties of ministry from his early days.

Eli also prepared Samuel for his future role as priest of Israel by providing specific guidance in discerning the voice of God (1 Sam. 3:1-18). Young Samuel was called upon to speak the truth to Eli regarding the judgment against Eli's sons. This training in discerning God's voice and proclaiming God's truth to the people of Israel as God's representative proved invaluable in Samuel's future role as spiritual leader of Israel and spiritual guide to Israel's kings. The influence of Eli's mentorship is evident in God's blessing on Samuel's life and ministry. Samuel was recognized in all of Israel as "a prophet of the Lord" (1 Sam 3:19-20).

The training of the prophets provides the beginning of a more formal training process for spiritual leaders in Israel. Some see the reference to the sons of the prophets as identifying a group of individuals preparing for serving in the role of prophet in Israel (Lewis 1). King Saul was influenced by association with the "sons of the prophets" resulting in his prophesying (1 Sam. 19:24). Four of the eleven references to the sons of the prophets occur in 2 Kings when they serve as corroborating witnesses to the succession of Elisha (Hobbs 20). With so little information provided regarding the school of the prophets, one is left to speculate regarding the actual training process. It may have involved a kind of trade guild for prophets (Lewis 3).

However, two key individuals mentioned in conjunction with the sons of the prophets are Elijah and Elisha. They serve to model the kind of training transfer through mentoring encountered thus far in leadership training in the Old Testament. Elijah encouraged Elisha to learn the prophet's trade by selecting him as his protégé and throwing his mantle over him. The cloak was one of the most important articles of clothing as it provided warmth and protection, served as luggage, and was one's bedding

for the night. Placing the mantle on Elisha's shoulders indicated that one day Elisha would be Elijah's successor (1 Kings 19:19-21). This succession was later confirmed as Elisha witnessed Elijah's ascension into heaven. He receives a double portion of Elijah's spirit as well as Elijah's mantle (2 Kings 2:14-18; *Life Application Study Bible* 533).

Elisha traveled with Elijah in ministry as Elijah's attendant (1 Kings 19:21). While serving in this capacity, he had the opportunity to learn from Elijah as he advised Ahab, Ahaziah, and Joram kings of the Northern Kingdom of Israel. Elisha had the opportunity to receive instruction in real-time regarding the many different issues a prophet faces in the performance of his or her duties. Elisha went on to have a career as a prophet of Israel that in some respects served to exceed that of his mentor as he received a "double portion" of Elijah's spirit (2 Kings 2:9-10).

In reviewing the Old Testament examples of leadership training several key principles can be observed. Relationship was key as on-the-job training was provided to selected protégés by more experienced mentors. These protégés frequently continued the leadership role of their mentors. In each instance, a potential future leader was selected to do life together with his mentor. This shared life provided opportunity for learning to serve with the mentor, but also for gaining from the mentor's experience. Principles of training were learned and implemented in real life scenarios rather than in a classroom setting. This provided the opportunity for position specific training regarding the various situations typically encountered. It also provided the opportunity for feedback and reinforcement of training in the actual ministry setting. The effectiveness of the mentor's training was evident not only in the ability of the trainee to do the tasks associated with

the role in which the training was received but also in the manner in which the trainee was accepted as a leader to the people he served.

Leadership Training in the New Testament

Leadership training in the New Testament depended heavily upon the kind of mentoring apprenticeship one finds in the Old Testament. Frequently potential leaders were taught the theology and practice of ministry while serving in the field. Jesus and Paul serve as primary examples of this methodology.

Jesus. Jesus interacted with individuals at various levels related to their engagement with him and his mission (Coleman 24-26; Davis 33; Krallman 96). Large groups of people heard his message and experienced his miracles such as the feeding of the five thousand (Matt. 14:15-21; Mark 6:35-44; Luke 9:12-17; John 6:5-14). More field specific teaching was given to those sent out to serve in ministry such as the seventy (Luke 10:1-17). On the day of Pentecost, the group of believers numbered around 120 (Acts 1:15-26). Likely, most of these disciples spent time with Jesus and witnessed many of his miracles prior to his arrest, crucifixion, and resurrection. They were witnesses to the resurrection appearances of Jesus and served as the core for the community of faith under development (Davis 32). The Gospel accounts of Jesus' ministry indicate that large groups of people heard his teaching, experienced his miracles, and, on occasion, even served in ways that sought to accomplish Jesus' redemptive mission.

In spite of this mass appeal of Jesus' teaching and miracle ministry, a majority of Jesus' training occurred with the twelve disciples and on some occasions with an inner circle of three (Matt. 16:18-19; 17:1-8; 26:37; Mark 5:37-43; 13:3). Through this intimate relationship of experiencing life together, Jesus prepared the disciples to continue the

redemptive mission leading to the development of the early Church (Coleman 26; Krallman 13).

The practice of training a small cadre of students, *talmids*, who follow a teacher, *rabbi*, was common in the educational practice of Judaism in Jesus' time. It was based upon the methodology of a more learned teacher experiencing life together with his disciples. The focus of rabbinic teaching enabled the disciple to learn specific information, experience character formation, serve as a reliable witness to the teaching and practice of the rabbi, develop a life of true piety, and multiply the number of disciples for imitation (Barclay 14, 47; Davis 33-34; Krallman 50-55, 60; Robbins 88).

While Jesus' methodology was similar to the rabbinic practice of his day, notable differences exist. The student who studied under the Rabbi was primarily focused on learning the written and oral Torah. Study typically involved the sacred writings and discussing the various interpretations of difficult passages. Often the student received faith training in the home and the synagogue prior to seeking out a distinguished rabbi for more intensive training in the Torah. Training with a distinguished rabbi was the process of pursuing levels of higher education at that time (Barclay 14-35; Daniel-Rops 109-13; Ott 37; Robbins 101).

Jesus modified this practice at several strategic points. He taught based upon his own authority and application of the Torah, which Matthew notes was unlike the teachers of that time (Matt. 7:29). Instead of simply reviewing the standard interpretations of Torah, he directed the focus upon practical application of the Torah to everyday life and ministry (Manson 239-40; Ott 35-36). In addition to the authority and practical application Jesus brought to his teaching of the Torah, Jesus also diverted from rabbinic

practice in his selection of students. Rather than those who desired to excel in Torah studies seeking to learn from Jesus, he sought out those whom he discerned were ready to follow him (Robbins 103). Many of his students were unlearned, common individuals drawn to Jesus' mission and methodology. The invitation to become a follower of Jesus involved not only the opportunity of learning the faith as interpreted by Jesus but engaging in the mission of multiplying disciples (Matt. 4:19; 9:9; 16:24; 19:21; Mark 1:17; 8:34; Luke 5:27; 9:23; 14:27; John 1:43). Jesus model of discipling involved not simply communicating a body of knowledge, but developing the character of his followers, and providing skill development in a field apprenticeship for future ministry.

Central to Jesus' methodology of leadership development was the personal relationship between himself and the twelve. Gunter Krallmann identifies this pedagogy of experiencing life together as "consociation." He draws it from the Latin *con* which means *together* and *socius* meaning "joined with, expressing intimate union of persons; fellowship; alliance; companionship; association" (53). Consociation with Jesus was one of the key requisites for being a disciple, so much so that Jesus spoke of the twelve in terms of endearment, such as his "brothers" (Matt. 12:49; 28:10; John 20:17), "children" (Mark 10:24; John 21:5), and "friends" (Luke 12:4; John 15:13-15) rather than the more formal term, *disciple*. On only two occasions does the term *disciple* refer specifically to the twelve (John 13:35; 15:8; Davis 34-35; Krallman 53).

As a result of this modified form of rabbinic training, Jesus' disciples were presented with the opportunity to learn not only by hearing but also by observation (Luke 9:18; 11:1; John 13:34; 1 John 1:1-3; 3:16; 1 Pet. 2:21-23), and by engaging in ministry with appropriate follow-up debriefing (Matt. 10:5-8; Mark 6:30-31; 39-43; 9:14-29;

14:12-16; Luke 9:10-11; 10:17-24; John 4:2). Jesus' teaching provided for more than a classroom experience in theological education. It resulted in an apprenticeship to ministry preparing them for effective leadership in the Church (Krallman 64; Ott 43-51). The end result was not simply indoctrination into theological truth but a development of ministry skills, personal character formation, and multiplication of believers in the community of faith (Davis 36).

An example of Jesus' methodology of training his disciples is evident in the Gospel of Matthew. Matthew provides the most complete collection of Jesus' teaching, exhortations, prophecies, and parables of any book of the New Testament (Wilkins 34). Five major discourses serve as the framework of Jesus' leadership training in Matthew (5:1-7:28; 10:1-11:1; 12:48-13:53; 18:1-19:1; 24:1-26:1). These key teaching passages are distinguished by two common characteristics: Each passage is preceded by a statement of Jesus indicating that he was teaching his disciples (Matt. 5:1; 10:1-5; 12:48-13:3; 18:1; 24:1) and each passage concludes with a statement regarding Jesus' completion of his teaching (Matt. 7:28; 11:1; 13:53; 19:1; 26:1; *Life Application Study Bible* 1439; Wilkins 34). While the teaching passages always included the disciples, on some occasions the audience was much broader.

Matthew describes the beginning of Jesus' ministry following his baptism by John with the announcement of Jesus' primary mission. He had come to call people to "repent for the kingdom of heaven is near" (Matt. 4:17). Jesus followed up this general invitation to unite with the kingdom of heaven by inviting his first disciples—Simon Peter, Andrew, James, and John—to follow him. In the process they engaged in the practice of becoming "fishers of men" (Matt. 4:19). From the beginning of Jesus' ministry, he was

not simply interested in gathering students to indoctrinate them in the theological traditions of Judaism. He was recruiting trainees to continue the mission of inviting others to align with the values and practices characteristic of the kingdom of God. With the mission clearly identified, Jesus embarked in the process of preparing them to be the future leaders who would continue the redemptive mission after his ascension. The ultimate goal of learning under Jesus is clearly stated in his final commissioning of the disciples:

All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have command you. And surely I am with you always, to the very end of the age. (Matt. 28:18b-20)

Continuing the redemptive mission of Christ was a key component of the leadership expectations Jesus placed on his followers.

A broad view of the five key discourses reveals a sequential nature to the teaching. The first teaching in Matthew 5:1-7:28, commonly referred to as the Sermon on the Mount, deals with issues related to character development. The second teaching section in Matthew 10:1-42 provided instruction in doing ministry prior to Jesus sending the disciples out to serve. Matthew 13:1-52 follows up the field experience with further definition of the kingdom of God through several parables in the third key teaching section. The fourth section addresses issues related to potential conflict within the community of faith in Matthew 18:1-35. The final section talks about the future of God's kingdom in the eschaton and the importance of engaging in the mission of disciple making in preparation for the end times in Matthew 24:1-25:46. Through these teaching segments, Jesus instructed the disciples in character formation, ministry engagement,

theological understanding of the nature of God's kingdom, conflict management, and the rationale for continuing the mission until the eschaton.

Examining each of these key teaching sections more closely reveals several key methods Jesus used that distinguish his pedagogy. One key aspect of Jesus' teaching is the emphasis on character development. In Matthew 5:1-7:28 he contrasted the teaching of the Scribes, teachers of the law, and Pharisees with his own. The distinction is often introduced with the statement, "You have heard it said, but I say unto you..." (5:21, 27, 31-32, 33-34, 38-39, 43-44; *Life Application Study Bible* 1449). He challenged his followers to a level of spiritual faith and practice that rises above that of the religious leaders of his time (Matt. 5:20) and strives for the level of kingdom perfection as modeled in Jesus (Matt. 5:48). He examined several different aspects of life including ethical, religious, marital, emotional, and economic dimensions (Wilkins 35). Jesus focused on character development before he began training the disciples in the theology and practice of ministry. His aim was to inculcate the values of God's kingdom into the character of the disciples through instruction and contagion. They learned these principles not only through exhortation but also through exposure. They learned as much from watching Jesus live the values as they did from listening to his teaching. This practice of instruction and modeling was characteristic of Jesus' methodology (Krallman 745).

Matthew 10 includes Jesus' instructions to the disciples, preparing them to go to the field as "apprentice missionaries" (A. Bruce 100; Krallman 69). His preparation included authorization to do the very things they witnessed Jesus doing in his ministry (Matt. 8:1-4, 5-13, 14-17, 23-27, 28-34; 9:1-8, 18-26, 27-34). This authorization included driving out evil spirits and healing every disease and sickness (10:1, 7-8). It also involved

focusing on those who were spiritually sick rather than those who perceived themselves as righteous (Matt. 9:9-13). Jesus reinforced, as well, the importance of the mission by reminding them of the great need for prayer for harvesters to bring in the Lord's harvest (Matt. 9:35-38). The opportunity to see Jesus at work doing ministry preceded the sending of the disciples out to engage in ministry.

As one reads the continuing story of Jesus' redemptive ministry through the ministry of the disciples in the book of Acts, the training Jesus provided was generalized to different applications and maintained for ongoing effectiveness. On the day of Pentecost, Peter preached to the crowds with the same call to repent announced by Jesus (Acts 2:38). The disciples were instrumental in continuing ministries of healing (Acts 3:1-10; 5:12-16). Peter and John were noted for their courage when called before the Sanhedrin. The members of the Sanhedrin observed that these men had not been schooled in the traditional rabbinic schooling, but they had been with Jesus (Acts 4:13). In Acts 6:1-7 seven leaders are selected to oversee the distribution to the widows as a means of enabling the disciples to keep their focus on the missional practices of prayer and teaching the Word (6:2-4). The result was a continued expansion of the word of God and many disciples added to the faith (6:7). The training provided by Jesus to the disciples described in Matthew 10 established the priorities for the early church as the disciples continued the disciple-making mission.

The impact of Jesus' training his disciples is not limited to accounts from Matthew's Gospel and the book of Acts. Luke 10:1-16 describes an occasion when Jesus sent people to neighboring towns and villages to do ministry. Seventy-two were commissioned for ministry similar to the way the twelve were commissioned in Matthew

10. This time however, the seventy-two report on their experience. Jesus took advantage of the opportunity to provide debriefing and course corrections. He celebrated the fact that spiritual victories were won but cautions them regarding keeping priorities straight. What matters most is having one's name "written in heaven", not power over spiritual authorities (Luke 10:20).

Character development and engagement in ministry are not the only topics Jesus taught his disciples. Matthew 13 includes several parables around the theme of the nature of God's kingdom. Since Jesus directed the disciples to preach the need for repentance in the light of God's kingdom coming near, the disciples must understand the basic principles by which that kingdom operated.

He shared the story of a farmer sowing seed on different kinds of soil. Only the good soil produced the crop, concluding the lesson with the cryptic words, "He who has ears, let him hear" (Matt. 13:9) The disciples questioned Jesus, "Why do you speak to the people in parables?" (13:10). Jesus further explained that the nature of God's kingdom was hidden from the crowd at large but made plain to the disciples (Matt. 13:11-17). The eschatological secrecy of God's kingdom revealed only to those on the inside is a common motif in Scripture (Dan. 2:18-19; Job 15:8; Ps. 25:14; Prov. 3:32; Amos 3:7).

The nature of the power of God's kingdom is another aspect revealed through parables. Instead of God's kingdom being a dominating, forceful kingdom in the present world, it is an internal kingdom that provides an anticipated prophetic hope (Wilkins 530). God's kingdom works from within to bring about change, such as yeast within bread (Matt. 13:33), rather than using external, coercive force. The seed produces spiritual fruit in the good soil (Matt. 13:8, 23) but fails to produce lasting fruit in the other

soils. The seed of the kingdom continues to grow even in the presence of evil much as weeds grow alongside plants produced by the good seed (13:24-30). As a result of the undercover nature of God's kingdom, the disciples needed to live as agents of that kingdom, seeking to produce fruit in a world that doesn't fully understand nor accept the reality of God's kingdom. While the end of the age will reveal the truth of God's kingdom, the present age requires living by a different value system and according to a different lifestyle as the disciples continued the mission of Christ in inviting others to become a part of that kingdom (Wilkins 41-43, 49-50). This awareness of the operational nature of God's Kingdom proved critical for the disciples as they preached the message of God's kingdom and engaged in the redemptive mission of Christ.

Character formation, the practice of ministry, and the operational nature of God's Kingdom are not the only issues Jesus addressed in training the disciples for their future role as leaders. Jesus also dealt with issues related to conflict resolution among believers in the community of faith (Matt. 18:1-35). The disciples raised the question of greatness in God's kingdom. Jesus defined how kingdom life is to be characterized by humility, responsibility, purity, accountability, discipline, forgiveness, reconciliation, and restoration.

Jesus expanded the disciples' understanding of the values of God's kingdom by using a child to illustrate the importance of humility (18:4). He contrasted the ego's drive for greatness often typical of values contrary to those of God's kingdom by warning the disciples against looking down on the little ones (18:10). The ultimate value of God's kingdom is not striving for greatness but searching out those who are outside of the fold of God's kingdom and welcoming them back. The parable of the sheep owner searching

diligently for the one lost sheep demonstrates the importance God places upon reaching those outside of God's kingdom (18:10-14).

Jesus also instructed the disciples in the process of handling disagreements. He advocated for dealing with the individual directly prior to involving other believers and eventually the church in helping settle the dispute (18:15-17). Disciples who align with the values of God's kingdom will not only eschew notoriety for the greater good of reaching the lost but will also extend grace, mercy, and compassion in the manner in which they deal with disagreements within the community of faith and forgive those who have wronged them. The parable of the forgiving servant is a radical expression of the extensive nature of grace in God's kingdom that goes well beyond the rabbinical practice (18:21-35).

The Olivet discourse in Matthew 24:1-25:46 is another example of Jesus' leadership development methodology in practice. Jesus used a trip to the temple with all of its magnificent architecture to teach the disciples about the future events related to the kingdom of God. They were shocked to hear Jesus' prediction that not "one stone here will be left on another" (24:2). Immediately the disciples desired to know more. Jesus provided an extensive teaching on the various events leading to the eschaton (24:4-51). The point of Jesus' teaching was to challenge the disciples to expect that Jesus could return at any time yet responsibly plan as though he would not return for an extended period of time (Wilkins 36-37). Having challenged the disciples to the dual focus of expectancy and kingdom focused industriousness, Jesus shared three parables reinforcing the need to work diligently in preparation for Jesus' return. The parable of the ten virgins (25:1-13) encouraged preparedness. The disciples really had no idea as to when the end

would come. The parable of the talents (25:14-30) challenged the disciples to be investing in activities that would bring a return for their Master, as at the end they will be held accountable for the results of their service. The parable of the sheep and the goats (25:31-46) challenged the disciples to faithfulness in serving the “least of these” (25:40, 45).

Jesus’ model of leadership training was similar to the rabbinic model of training common in his day. A rabbi would allow students to follow him and learn through a dialectic conversation regarding the Torah and its various traditions. The student not only gained knowledge of the Torah and its various interpretations but also was schooled in the practice of rabbinic teaching and debate that characterized one of the roles of the rabbi in Jewish faith.

Jesus adapted this model in several respects. He sought out those who would be a part of the twelve, his closest followers. Rather than identifying potential students based upon academic acumen, he chose persons willing to engage passionately in the redemptive mission that defined Jesus’ purpose. He experienced life together with them and used the teachable moments encountered in everyday life as a springboard to train the disciples regarding principles of the kingdom of God, the practice of ministry, and the character of one who professed to be a follower of Christ. Jesus frequently challenged the disciples to count the cost of following him as they aligned their lives with the values of God’s kingdom rather than the values typical of the indigenous culture.

Several different training methodologies were employed as Jesus prepared the disciples for their future mission. He taught extensively regarding principles and values of kingdom life, frequently using parables that served to enlighten those who are a part of

God's kingdom but contained an eschatological secret for those who are on the outside. Jesus modeled the values of holy living, reaching the lost, and serving the needs of people in the process of inviting them to align with God's kingdom. He gave instruction to the disciples in the practice of ministry and provided opportunity for debriefing and clarification of what was most important for continuing the disciple-making mission.

Jesus' methodology of leadership training ultimately challenged his followers to do more than just learn about the Torah and the related theological arguments. He challenged his followers to experience character formation and engage in the redemptive mission of inviting people to become participants in God's kingdom. He effectively enabled his followers to transfer the training they have received through modeling the kind of missional living he challenged them to engage.

Paul. One of the most influential leaders in the development of the early Church and its expansion beyond the Jewish community in Palestine was the Apostle Paul. His letters provide a significant portion of material included in the New Testament canon as well as provide the foundation for much of Christian theology overall. Paul's influence on the Christian faith extends well beyond his writings, however. He was also instrumental in developing several leaders who went on to engage in missionary service and serve as key leaders of the Church in the first and into the second centuries following the ministry of Christ.

Eckhard J. Schnabel suggests that while the New Testament does not provide an express statement regarding Paul's surrounding himself with a cadre of potential leaders he was developing for future ministry, leadership training may have occurred as he traveled and lived life with many who served as future leaders of the church. Likely they

were involved in similar ministry responsibilities as they traveled with Paul. Schnabel notes, “Of the approximately one hundred names that are connected with Paul in the book of Acts and in the Pauline letters, thirty-eight are coworkers of the apostle” (248-49). Clearly Paul was influential in developing many leaders who served the early church in continuing the redemptive mission of Christ.

Paul’s methodology in leadership training practices is difficult to ascertain with any degree of certainty for a number of reasons. While Paul writes extensively in the New Testament little explanation defines how he trained leaders. One can conclude from the numerous letters that gave direction to his coworkers in dealing with ministry situations that such training occurred, but no clear pedagogical method for leadership training is evident. His itinerant ministry meant he was not located in a single geographic location for an extended period of time thus limiting his abilities to develop a training system fully. Both Hebrew and Hellenistic cultures heavily influenced his background, yet he chose not to use the common pedagogical methods of either culture. He described himself as a Jew, raised in Tarsus, who studied under the noted rabbi Gamaliel (Acts 22:3; 21:39; Farrar 15; *Life Application Study Bible* 1689). He further described himself as a “Hebrew of Hebrews” and a zealous Pharisee (Acts 23:6; Phil 3:5-6). His educational experience made him quite familiar with the rabbinic model of training in the Torah, yet in his development of leaders and churches, he did not use this model as the method of discipleship or leadership training (Ott 63).

Paul was familiar with the Greek culture as well, using his Roman citizenship on occasion when dealing with Roman leaders and institutions (Acts 16:37; 21:39; 25:10-12). He demonstrated a familiarity with Greek thinking and literature as evidenced by his

speech in Athens (Acts 17:16-34; Kuist 43-48; Ott 61). However, Paul did not use the rhetorical method of Greek education common at the time nor did he regularly use the common Greek educational terms of *paideia* and *gymnasia* to describe the content of his training (Judge 11; Ott 63). He clearly seemed to distance his practice from the common educational models used to train leaders in both the Hebrew and Hellenistic cultures.

A reason for his choice in methodologies of leadership training may well have been based upon his own experience in coming to the faith. While he was well trained in the Torah under a rabbinic model, one of the key influences in his spiritual development would have been the mentoring relationship with Barnabas shortly after his conversion to Christianity. Barnabas not only introduced Paul to the leaders of the early church but also served in ministry with him for a year in Antioch (Acts 9:27; 11:25-26). They were traveling companions on the first missionary journey (Acts 13:4-14:28). Barnabas was one of the unsung heroes of leadership development in the New Testament. He had influence not only in Paul's life but also in the life and ministry of John Mark (Acts 15:36-40) as well as in the lives of many other leaders within the early church. Steven L. Ogne and Tim Roehl believe that few people had more influence in affirming and developing leaders in the early church than Barnabas (61).

In spite of the few explicit indicators of Paul's method of training leaders in the Scriptures, Paul had a major influence in training several leaders in the early Church. One of the key elements of Paul's training was the relational dimension of shared life and ministry similar to that of Jesus. He invested himself in key individuals through an ongoing ministry relationship. The nature of this partnership in ministry is evident in the many different terms Paul uses for those who worked alongside him. Schnabel identifies

nine different designations describing these coworkers: apostle (*apostolos*), companion/partner (*koinonos*), worker (*o kopion*), coworker (*sunergos*), soldier or fellow-soldier (*stratiotes, sustratiotes*), fellow prisoner (*sunaixmalotos*), servant (*diakonos*), slave/fellow-slave (*doulos, sundoulos*), and brother (*adelphos*; Davis 43; Schnabel 249). Paul also described Timothy as his son (*teknon*) reflecting the close relationship, they had as mentor and protégé (1 Cor. 4:17; 1 Tim. 1:2, 18; 2 Tim. 1:2; 2:1; Davis 61).

Paul's goal in leadership training was reproducing mature Christian leaders able to reproduce more mature Christian leaders. This goal is evident in his directions to the Ephesian elders regarding the purpose of the Spirit's gifting of people for ministry so that the "body of Christ is built up" and "we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ." (Eph. 4:12-13). Paul outlined the ideal of training leaders who reproduce themselves in other leaders in his direction to Timothy regarding passing on the training he received from Paul to "reliable men who will also be qualified to teach others" (2 Tim. 2:2).

Paul facilitated the goal of producing mature, reproducing Christian leaders by challenging them to imitate his life and example as he followed the model of Christ (1 Cor. 4:6; 11:1; Gal. 4:12; Phil. 3:17; 1 Thess. 1:6; 2:14; 2 Thess. 3:7, 9; *Life Application Study Bible* 1929). A close, personal relationship between Paul and his trainees provided the opportunity for them to observe Paul at work. Through the numerous missionary trips shared with various men and women who would become leaders in the emerging church, Paul provided a kind of "mobile school" (Coleman 71) for leadership training.

Timothy joined Paul in the second missionary journey working with Paul and Silas (Acts 16:3-4). While on this journey, Timothy experienced several teachable moments through which key values and practices of ministry were clearly demonstrated. On this journey, Paul likely explained the importance of the decision made in Jerusalem regarding expectations of Gentile disciples (Acts 15), and Timothy witnessed Paul's response of the vision of the man from Macedonia requesting the team come minister there (Acts 16:6-10). Clearly the diversity of the salvation message as extending beyond Israel is apparent. While in Macedonia, Timothy and Silas observed the conversion of Lydia (Acts 16:11-15) and the Macedonian jailor and his family (Acts 16:16-34; Davis 62; Schnabel 251-52; Shenk and Stutzman 152). While Timothy was not with Paul in Athens when he spoke at the Aeropagas (Acts 17:15-18:5), Paul likely discussed his experience to provide training in the use of key cultural values as a bridge to sharing the message of Christ. While at Corinth, Timothy and Silas had the opportunity to work alongside of Paul for a year and a half. Here Paul joined Priscila and Aquila who spent time with him in Corinth (Acts 18:8). Through these extended periods of time, engaging in ministry with Paul in the field, Timothy and other future leaders of the church learned the skills and theological principles essential for ministry (Schnabel 248-55).

In addition to learning ministry principles through observation, several of Paul's protégés had the opportunity to learn ministry as Paul assigned ministry responsibilities that served as a part of their ongoing leadership development. When Paul and his team arrived in Ephesus, Priscila and Aquila are entrusted with the leadership of the church there as Paul traveled back to Caesarea and Antioch (Acts 18:19-22; 1 Cor. 16:9; Davis 45). Priscila and Aquila served at Ephesus for three years (Acts 20:31). While in

Ephesus, they met and trained Apollos (Acts 18:24-29) who provided leadership in Ephesus and Corinth (Acts 18:27-19:1; 1 Cor. 6:12). Meanwhile Priscilla and Aquila returned to Rome to lead a church there (Rom. 16:3-5).

Timothy experienced fruitful ministry as Paul released him to serve in his own right. Paul left Silas and Timothy at Berea while he moved on to Athens (Acts 17:14-15). Paul instructed Timothy to take Erastus and return to the churches in Macedonia while he remained in the province of Asia (Acts 19:22). Various references in the letters of Paul reveal that Timothy served churches in Thessalonica (1 Thess. 3:2, 6), Corinth (1 Cor. 4:17) and Ephesus (1 Tim. 1:3; Davis 63). The influence of leaders trained by Paul is so significant that when John wrote his letters to the churches of Asia Minor, no less than six of the seven churches identified were most likely begun through a student of Paul (Davis 51; F. Bruce 366). Paul's influence extended far beyond the churches he was able personally to serve in ministry.

Paul had a major influence in the development of the early church through the leaders he impacted while serving in ministry. Paul's practice of engaging in a close personal relationship through which observation of ministry in the field takes place was critical to the effectiveness of his leadership training. In addition, his willingness to send those he trained out in ministry to continue serving as they had witnessed Paul serve was a crucial element in the expansion of the early church.

Paul's leadership training was not limited to learning through observation and then being released to continue in ministry. He also engaged in ongoing encouragement, coaching, and supervisory follow-up with his trainees primarily through letters that comprise a significant portion of the New Testament. A quick review of the topics

covered in Paul's letters to Timothy and Titus illustrate the extensive manner in which Paul continued his tutelage. In these letters Paul addressed such issues as:

- Maintaining one's effectiveness for ministry through utilizing one's giftedness (1 Tim. 1:18-19; 4:12-14; 2 Tim. 5-7);
- Protecting the community of faith against false teachers (1 Tim. 1:3-7; 4:1-5; 2 Tim. 2:16-20; 3:1-9; 4:3-5; Tit. 1:10-16);
- Challenging faithfulness in the face of hardship (2 Tim. 1:8-2:13; 3:10-13);
- Providing appropriate standards for selecting leaders (1 Tim. 3:1-15; 5:17-22; Tit. 1:5-9);
- Maintaining personal standards (1 Tim. 4:7-8, 7-8, 15-16; 5:22; 6:11-16, 20-21; 2 Tim. 2:20-26);
- Dealing with the diversity of people within the community of faith (1 Tim. 5:1-20; Tit. 2:1-15); and
- Addressing key leadership issues such as maintaining propriety in worship, reading the Scriptures, reminding the community of the need for hope in the living God, and maintaining a correct understanding of the use of money (1 Tim. 2:1-15; 4:13-14; 4:9-11; 6:3-10, 17-19; 2 Tim. 2:14-19; 3:14-4:2; Tit. 3:1-11).

This review of topics addressed by Paul with two of his mentees demonstrates the extensive level of leadership training he provided.

Paul utilized a mentoring model of leadership training much like Jesus. He engaged in a close personal relationship while he and his protégés traveled, served in ministry, and lived life together. His tutelage included training in theological truths regarding the faith while addressing practical situations in the field. Paul's training

methods included observation, verbal and written encouragement and correction, and release to engage in the practice of ministry that ultimately reproduces itself through training of additional leaders. Paul's influence was significant not only in the number of churches he launched but also in the expanded ministry that resulted through the leaders he trained.

Ministerial Training in Church History

The model of leadership training frequently used in the Scriptures utilized an older, more experienced mentor training an apprentice. The trainee received the necessary knowledge, skills, and opportunity to transfer training while serving alongside of and experiencing life with the mentor. Once the trainee developed a level of mastery in the skills, he or she was released and empowered to serve independent of the mentor. As the trainee gained experience, he or she would transition to the role of mentor for future trainees.

The process of ministerial training throughout the history of the Church has transitioned from the model of on-the-job apprenticeship demonstrated in the Scriptures to a more sophisticated level that includes academic training, often involving an undergraduate degree and three years of seminary education. Following academic training future ministers are appointed to a place of service from one to two years under the supervision of a more experienced pastor or a judicatory oversight committee prior to ordination. The process of transition has been influenced by many factors within the church and society as a whole (Ellington 8). In this section several of these factors will be reviewed.

Ministerial training from the time of Jesus and Paul through the early years prior to the Middle Ages frequently followed the model of apprenticeship described in the Scriptures. Future ministers learned their trade while working alongside a more experienced minister in the field. The focus of training was on character development. This model has been referred to as *Paideia*, based upon the Greek understanding of being educated to become an ideal member of the polis (Ellington 9). Instead of training in the polis of Greek culture, however, they were trained in the character development characteristic of a follower of God one finds in the Hebrew and Christian Scriptures (Kelsey 6). The goal of *paideia* was preparing the person for an inward, spiritual transformation that aligned with the teachings and practices of Christ. The trainer in this model served as a kind of midwife who helped the trainee give birth to the *paideia* of *theologia* resulting in a kind of Christian habitus in the person's life (Farley 107). The more one knew about God resulting in deepening the faith relationship, the more one would understand how to be Christian. Those who excelled in the understanding and practice of being Christian were often tapped to serve in roles of leadership within the church, including that of the clergy (Ellington 11; Kelsey 10). The ideal of ministry training was focused on character development and deep faith in God rather than upon practical matters of ministerial service. Character formation was the primary goal of ministerial training rather than the development of professional skills through a separate track of study as a part of a ministerial training process (Campbell and Neuhaus 23, 54; Farley 107).

During the time of the monasteries in 500-1300 BCE and the rise of the universities in 1200-1800 BCE ministerial training began moving away from an

apprentice mentorship that takes place within the life of the church and community to a more specialized form of training. During the period of the monasteries, monks would separate from the community at large to cloister in the monastery where they would devote themselves to the study and copying of Scripture along with the daily routines that were a part of their cloistered fellowship. With the rise of the universities, scholars taught young men dogmatic theology in addition to the Scriptures. Here again, the goal was character formation of the individual and correct understanding of the orthodox dogma of the Church. Little effort was put forth to train ministers in the practice of the ministry within the local parish.

Theological training underwent a radical change with the influence of Schleiermacher and the University of Berlin. At Berlin, theology was considered an additional discipline to be studied, utilizing the same critical, research practices used in the disciplines of science, mathematics, and history (Ellington 12). This shift had a major impact in two critical ways. It used historical, critical methods of inquiry in the study of Scripture and theology. The study of theology moved from the realm of learning the practice of one's faith in developing Christian character to a series of academic disciplines now open to scientific scrutiny. Another significant impact was that Scripture was no longer considered the highest arbiter of knowledge and understanding regarding life and faith. Reason became the final method of defining all questions of truth. In a sense, theology moved from the realm of revelation from God to become another area of study that must submit to the scrutiny of scientific reasoning (Campbell and Neuhaus 113; Ellington 12; Farley 43).

A consequence of the shift away from Scripture as the *a priori* authority of faith and practice was the segregation of the various dimensions of theological study into separate disciplines subject to the principles of scientific study and human reasoning for validation (Farley 65). No longer were Scripture and theology the center of truth and the pathway through which a person experienced formation of character in accordance with Christian values while learning to serve the church in the vocation of ministry. Theology was introduced as a kind of theological science with several different areas of study. Those training for ministry began studying various disciplines as a part of their preparation. Furthermore, the need to train individuals to practice the profession of ministry became the validating reason for inclusion of ministerial training in the curriculum of the university. This shift became a watershed moment in the history of theological training, often identified as the Berlin model. This is contrasted with the *paideia* model which continued to focus on character development as the key aim of training.

Theological training since that time has wrestled with balancing the need for both scientific and academic credibility fostered in the Berlin model, with character formation which is at the center of the *Paideia* model (Ellington 8; Farley 103; Kelsey 6-18). This discussion between critical, scientific inquiry and character formation continues to be at the center of debate regarding the focus of theological education to the present.

The earliest forms of theological education in the United States were based upon the European model of university training. It included training in the language arts, abstract thought, and reasoning. With the development of Harvard and Yale, theological training was institutionalized as a postgraduate track of study following the completion of

an undergraduate degree (Ellington 15). In this model students learned the academic disciplines of Bible, church history, dogma, and practical theology before apprenticing with a more experienced minister for service in the field. Emphasis upon character formation was coupled with a strong emphasis upon academic preparation.

The coming of the Great Awakening between 1730 and 1770 resulted in an explosion of new converts and the need for additional clergy to lead the churches growing out of this spiritual awakening. The rapid increase in new converts led to some significant changes in ministerial training. In the face of the great need for ministers, churches used ministers who declared a sense of call from God to ministry and would begin their ministerial training under the tutelage of a more experienced pastor often without pursuing academic training. The result was a training model that provided on-the-job training with a mentor while meeting together for short-term academic study.

An example was the Log Cabin model developed by Gilbert Tennant. Students studied in divinity classes for several weeks before being sent to the field to apply what they learned under the watchful eye of their mentor (Fraser 6). The early Methodists developed similar systems of training involving a more experienced supervising pastor mentoring circuit-riding preachers serving churches in the field. Later the Methodists would develop "Preachers Institutes" that consisted of one to two weeks of intensive training in the classroom followed by an apprenticeship with a more experienced minister (Ellington 17-18; Fraser 3-15; Mohler and Hart 47-54). This combination of a mentor training an apprentice serving in the field coupled with short-term classroom intensives was used widely by several denominations seeking to spread the gospel to the frontier. It

served to meet the need for ministers to serve the growing numbers of converts and congregations.

Following the Second Great Awakening, the development of seminaries began in the United States with the founding of Andover Theological Seminary in 1908 (Fraser 31). Many denominations moved to the model of requiring their ministers complete four years of undergraduate work resulting in a college degree before continuing their studies with three years of seminary training, leading to an advanced degree in theology. This change was driven in large part by changes in society that required a more educated clergy to serve in suburban and city parishes. Pastoral training evolved from the model of training one to be an educated Christian gentleman to training the pastor to be the pastoral director of the local congregation.

Pastors had to develop additional skills beyond preaching and theological competence, including administrative management of the congregation, planning for growth, facility management, personnel management, and many other areas of responsibility. Field education and theological clinics were developed to train pastors for competency in the practical skills needed to do ministry in the parish. Sometimes the training in pastoral ministry skills overshadowed the training in character formation, Scripture, and theology. Knowing how to do ministry becomes the primary focus of training for ministry (Ellington 23; Mohler and Hart 54-62; Shelley 42-44). The earlier model of integrating the theoretical disciplines of Bible, church history, and dogma with practical theology gradually shifted with the emphasis on training in practical theology occupying more and more of the focus of ministerial training.

The training of pastors has frequently made the pendulum swing between individualized training through a mentor to the more institutionalized model requiring multiple years of schooling before serving in the field. In seasons when a need for many ministers to serve a growing number of converts and churches exists, the emphasis upon the more extended formal schooling subsided. The more efficient models of class intensives and tutelage through a more experienced pastor with less time spent in the classroom resulted in the ability to train and deploy ministers quickly to the field (Mohler and Hart 89). At other seasons in the history of the church, the perceived need was for ministers who were academically trained in the classical disciplines of theological education who would serve a single parish. The result was an expansion of the level of academic training required prior to serving in the field (Fraser 126). Both approaches to training were determined in large part by the needs of the churches served.

Training transfer under the different methodologies required significantly different approaches. Trainees learning to do ministry under mentors while serving in the field had a natural opportunity to transfer training. The events in the field often defined the scope of the training. Some argued in favor of this approach as being more relevant to training pastors in serving the church and developing pastors who were more passionate regarding ministry (Mohler and Hart 50). The minister's passion for the Lord had not been dampened by years of academic study.

Formal seminary training and the division into different academic disciplines as a part of the educational curriculum for ministers required a different approach to training transfer to the local parish. In this model, ministers would engage in a probationary period of training with more experienced ministers in which the application of training to

the field was supervised. This model of training received support from those who desired ministers with a higher level of education and more formal training in the professional practices of ministry (Mohler and Hart 60).

The church has continued to wrestle with addressing the challenge of training ministers who are theologically grounded and academically qualified to serve in ministry. At the center of the debate is the challenge of providing the necessary theoretical background of Scripture, church history, and theology while training ministers with the ability to apply their training to ministry situations within the local church. In the meantime, the hope was that the academic training would not quench the passion of ministers for continuing the redemptive mission of Christ.

Transfer of Training

Maximizing vocational training into effective practice in the work place is a challenge not simply for seminaries, pastors, and churches. It is a common challenge in the corporate world as well. Estimates in recent years reflect the importance that U.S. businesses, organizations, and community groups place on training the workforce as more than \$100 billion is spent annually on employee training and development. Over \$1,000 per employee was spent in 2006 with an average of thirty-five hours of formal training provided (Coultas et al. 490; Grossman and Salas 103; Paradise 60; Salas and Stagl 490). Estimates evaluating the effectiveness of this training range from a low of approximately 10 percent of principles learned being transferred into the workplace to as high as 40-50 percent who actually achieve the desired behavioral changes (Burke and Hutchins 264; Merriam and Leahy 1).

Businesses and organizations realize the value in increasing the effectiveness of their training practices as they can potentially increase the bottom line. More effective training transfer results in a more productive workforce and a reduction of injuries and deaths on the job (Blume et al. 1066; Grossman and Salas 104; Salas and Stagl 490-91). Identifying the key principles that result in the positive transfer of theoretical information learned in the classroom into practical applications in the field has developed into a burgeoning area of study in the fields of psychology and personnel resource development (Grossman and Salas 103; Salas and Stagl 490).

Many of the principles that have proven effective in the nonprofit and corporate world may also provide helpful principles that are relevant to the training of adults in a variety of learning contexts (Merriam and Leahy 2). These principles can also address the training transfer challenges that emerging ministers face as they leave the classroom to begin their vocation in a ministry setting. These principles can provide beneficial information for those who oversee ministerial training as well.

Definition of Transfer of Training

Several different definitions are used to describe transfer of training. They share key principles. Effective training transfer occurs as the trainee increases his or her knowledge, skills, and abilities to the extent to which he or she can then apply the training to the workplace or organization. The result is a more effective and productive application of training over the long term (Baldwin, Ford, and Blume 47; Broad 2; Merriam and Leahy 3). Transfer of training takes into account many different factors potentially impacting the training and transfer process, such as pretraining assessment to

identify the need for training and the readiness of the trainee for training, as well as the various ways in which the training setting can enhance or detract from training.

Trainee characteristics are another factor that potentially impacts training and positive transfer. More highly motivated trainees with the relevant skills are more likely to transfer training positively. Transfer of training also considers the extent to which the training received is generalized and maintained in the workplace or organization over a period of time as it considers the environmental factors affecting potential application (Baldwin, Ford, and Blume 41-43; Blume et al. 1066; Burke and Hutchins 265; Ford and Weissbein 22-4; Goldstein and Ford 22; Grossman and Salas 104).

The failure to move training into the work or organizational environment such that it is generalized and utilized over a period of time is often referred to as the “transfer problem.” Researchers and practitioners address this problem as they study transfer of training (Blume et al. 1067; Salas and Stagl 491; Yamnill and McLean 195). This problem occurs in many different environments in which theoretical skills must be effectively transferred to practical application, including the training of ministers.

As researchers examine the various factors influencing the positive transfer of training they often consider the motivational factors of the adult learner. Some adults are motivated by the expectancy theory. They believe that applying the training will lead to some form of desirable outcomes. These desirable outcomes may be in the form of intrinsic motivators, such as an increase in knowledge or ability, or the sense that one can perform his or her job more effectively, or they may include extrinsic motivational factors such as an increase in pay or a promised promotion.

Another factor motivating adult learning and transfer is the understanding that the training will provide a greater sense of equity with fellow employees in the area of pay or some other sought after reward. This factor is referred to as the equity theory of transfer. The desire for equality in the workplace or organization spurs the trainee forward in pursuing training and positive transfer (Yamnill and McLean 198-99).

The goal-setting theory is the third major motivator for adult trainees. Adults will engage in training as it empowers them to meet a goal. Once the hard task is accepted, the only logical thing is to pursue the goal through to its fulfillment, change the goal, or choose to abandon the goal (Yamnill and McLean 198-99). Accomplishing the goal becomes the primary motivator for effective training transfer.

The motivation of the adult learner is just one issue to be considered in transfer training. Another factor is the kind of training to be transferred. Simple tasks performed on the job much as they were in the training setting are referred to as near transfer, while more complex levels of training requiring a higher degree of adaption and generalization to a variety of field applications are termed far transfer. The ability to adapt training to new or changing situations reflects a more significant level of learning and generalization and is often more difficult to accomplish (Baldwin, Ford, and Blume 51; Blume et al. 1068).

The ability to utilize a skill over a broad set of applications having a similar level of complexity is referred to as lateral transfer while vertical transfer reflects the need for the trainee to acquire additional skills in the process of training transfer of KSAs learned in training (Blume et al. 1068; Yamnill and McLean 201-02). Training transfer for pastors frequently involves far transfer principles that must be applied to a variety of

ministerial settings while at the same time being expected to achieve vertical transfer as they acquire additional skills to perform effectively on the field. The pastor may be proficient in the procedural rules of chairing a congregational meeting but discovers that he or she must also know how to work with people, handle conflict, and manage the various personalities in applying the procedural principles learned.

A third way of distinguishing the kinds of skills to be learned in the training transfer process is to distinguish closed skills from open skills. Closed skills require exact performance according to a defined set of rules implemented in a specific fashion. The pastor who is expected to fulfill many administrative tasks that have a clearly defined process to be followed is using closed skills. An open skill allows the trainee a much greater degree of freedom in performing the task. The trainee is taught general principles that apply to the situation and is left to develop his or her own application (Baldwin, Ford, and Blume 51; Blume et al. 1069-70). A pastor may be instructed in the principles of preparing a message but must learn additional factors such as the needs of the audience, the style of sermon expected, as well as effective methods of communication in order to effectively transfer training.

Transfer of Training Process

Factors impacting the transfer of training are frequently identified in a framework that includes various inputs divided into the three categories of trainee characteristics, training design, and work environment. These input factors produce learned and behavioral change defined as training outputs. Training inputs and outputs affect the conditions of transfer that impact the effectiveness of the long-term application of the training (Baldwin and Ford 64-65; Grossman and Salas 105-06). Researchers frequently

use graphical design to illustrate the interconnectedness of these various factors. Several different examples will be provided to show the scope of perspectives on the interrelationships of these factors.

Baldwin and Ford's model provides a basic framework for the transfer process that considers the training inputs, training outputs, and conditions of transfer in three different columns (Baldwin and Ford 65; Grossman and Salas 106). In this model a clear linear approach to the various inputs is provided (see Figure 2.1). The interconnectedness is illustrated through the lines.

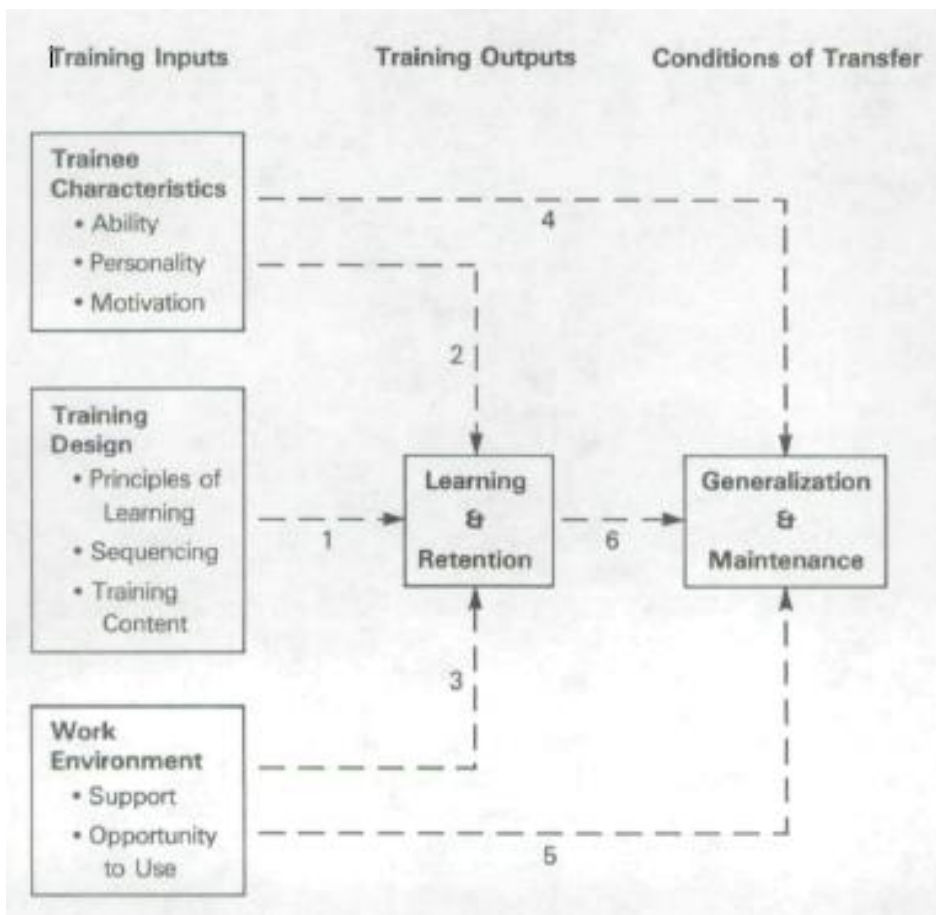


Figure 2.1. Baldwin and Ford transfer of training model.

Lisa A. Burke and Holly M. Hutchins show the interaction among the trainee, trainer, organization, and the training itself in a more multifaceted fashion. In this model the person desiring to experience positive transfer is challenged to examine how all of the various factors interact with and impact each other (Coultas et al. 492). This model provides for a more fluid approach of inputs to various aspects of the training process (see Figure 2.2).

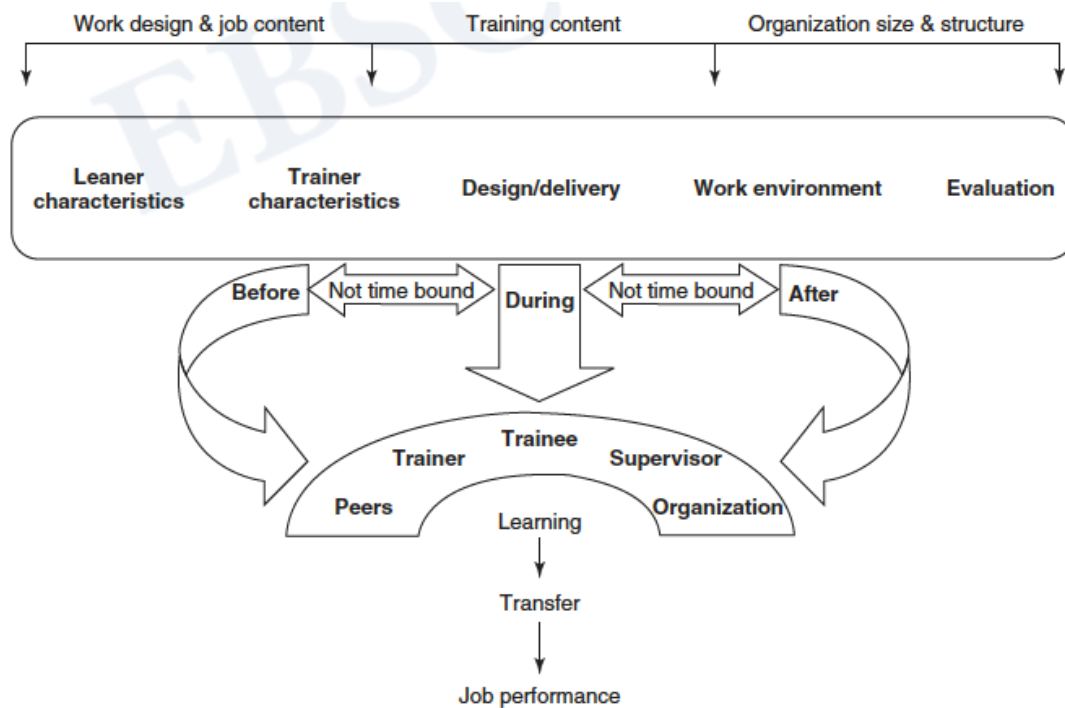


Figure 2.2. Burke and Hutchins transfer of training model.

A model that more fully develops the impact of the individual characteristics on the training transfer process is that of Bell and Kozlowski (see Figure 2.3). This model focuses on the various aspects involved in enabling the trainee to acquire the knowledge needed in a positive transfer and ways that knowledge is transferred to the workplace. It tends to exclude some of the aspects of the training experience such as organizational characteristics that impact positive transfer (Coultas et al. 492-93).

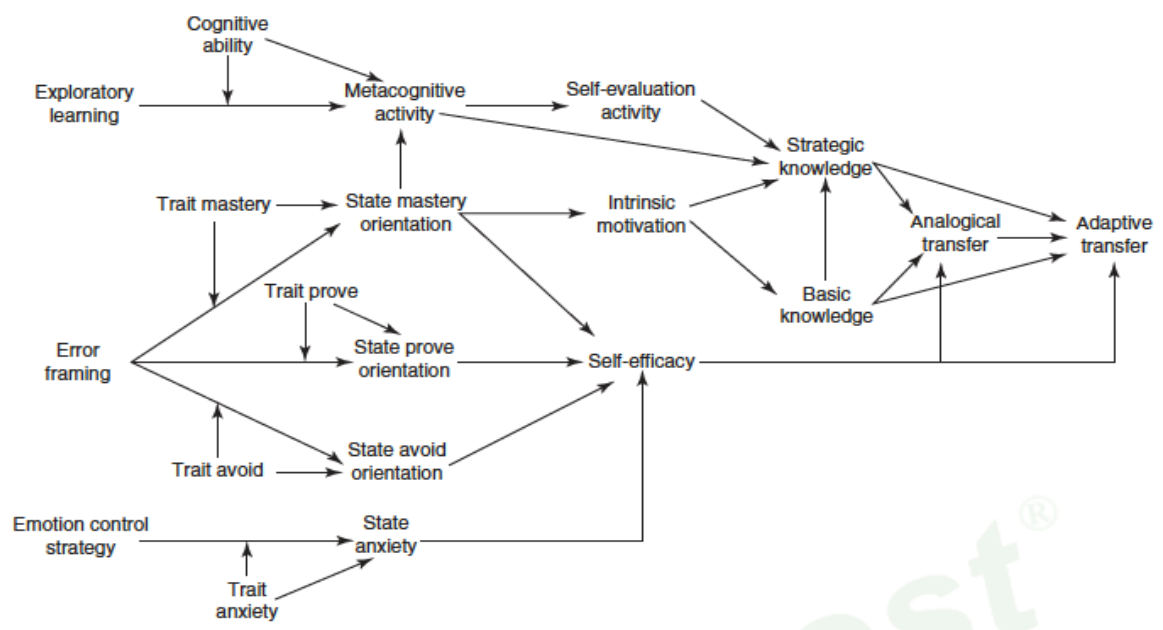


Figure 2.3. Bell and Kozlowski transfer of training model.

Tannenbaum's model (see Figure 2.4) illustrates the various interacting facets as it more fully develops the longitudinal, process-oriented nature of the transfer process. The model by Tannenbaum and others emphasizes some of the vital actions that ensure training success, beginning with a need analysis (Coultas et al. 492-93). This model also reveals the rather complex factors to be addressed in effective training transfer.

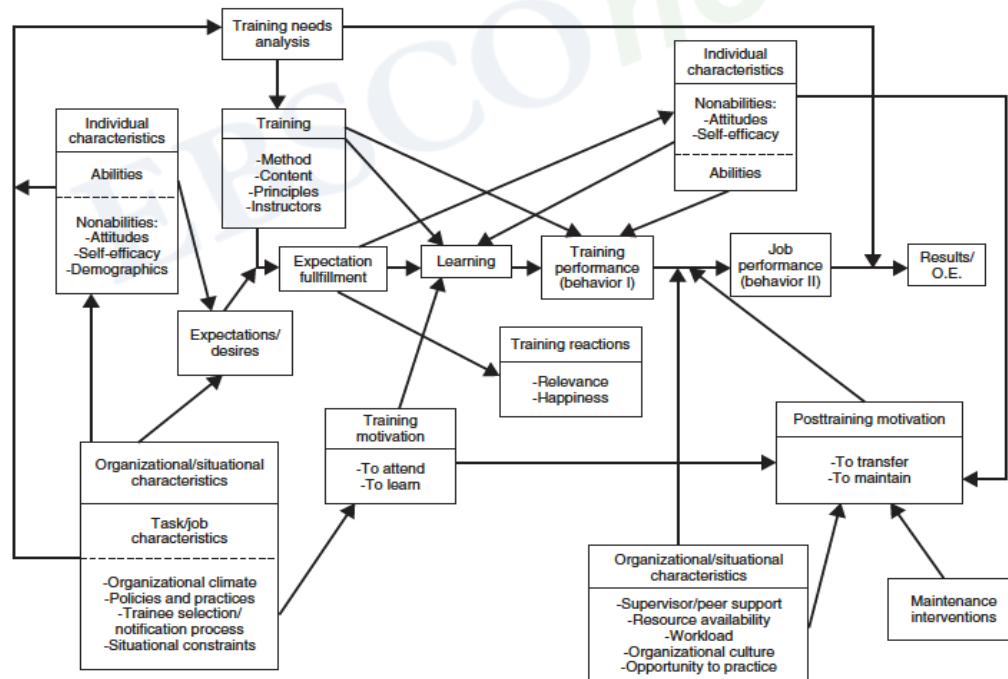


Figure 2.4. Tannenbaum transfer of training model.

The model presented by Matthieu and Tezlek (see Figure 2.5) reflects the combined influences of various organizational levels upon the transfer training process. In this model the lateral and vertical influences of transfer factors are reflected through both bottom-up and top-down influences on the training process (Coultais et al. 492-94). This model illustrates the necessity of including inputs from all levels in the process of developing an effective transfer training process.

	Focal Level of Influences	
	Specific Training Program	HRM system
Individual	<p>Micro approach</p> <p>Influence of specific training program on targeted employee KSAOs</p>	<p>Cross-level approach</p> <p>Impact of unit or organizational factors on effectiveness of individual level training outcomes</p> <p><i>"Regional" illustration</i></p> <ul style="list-style-type: none"> • Senior executive support • Organizational structure and systems • Organizational culture • Situational constrains <p style="text-align: center;"><i>Top-down influences</i></p> <p>Influences on participants' pretraining conditions (e.g., motivation, self-efficacy), learning, and transfer</p>
Organizational	<p>Compilation Approach</p> <p>Combined influence of training and other HR systems on organizational outcomes</p> <p><i>"Regional" illustration</i></p> <p>Influences on human capital, social capital, organizational capital outcomes</p> <p style="text-align: center;"><i>Bottom-up influences</i></p> <ul style="list-style-type: none"> • Accounting for different forms of HR capital • Vertical fit • Horizontal fit • Differentiation of HRM activities 	<p>Macro Approach</p> <p>Relative influence of training system on organizational outcomes</p>

Figure 2.5. Matthieu and Tezlek transfer of training model.

The variety of models presented clearly demonstrate that affecting positive transfer is a multifaceted process. It must be addressed on several levels and at various times throughout the training and implementation process. Learning transfer is best understood and developed through examining the more complex system of influences that affect that process (Seyler et al. 550).

Training Inputs

For the purposes of this literature review, the model presented by Ford and Baldwin, which has been widely accepted by researchers and practitioners alike, will be used to provide a basic framework from which to examine some of the more compelling factors impacting the training input process. The training inputs considered will include trainee characteristics, training design, and work environment. Within each category of training input, several of the more effective methods will be identified and explained relative to their overall impact upon positive transfer of training.

Trainee characteristics. One of the key aspects impacting the transfer process is the characteristics of the individual who will receive the training and is expected to transfer it positively to the work or organizational setting. These individual characteristics must be considered in the design of a training program and in the organizational climate in which the training will be applied. Several different characteristics will be discussed as having the potential to impact the training transfer process.

Research indicates that general mental ability can have a clear and strong impact upon the outcomes of training. *Cognitive ability* not only increases the trainee's ability to acquire new knowledge but also the level to which trainees are able to generalize and apply training in a variety of situations. Several studies identify cognitive ability as one of the most significant predictors of training transfer (Baldwin and Ford 91; Blume et al. 1079; Burke and Hutchins 266; Colquitt, LePine, and Noe 680; Coultas et al. 498; Grossman and Salas 108; Holladay and Quiñones 1102; Kanfer and Ackerman 685; Velada et al. 285). Burke and Hutchins cite research conducted by Jason A. Colquitt, Jeffrey A. LePine, and Raymond A. Noe that identified a "corrected correlation

coefficient between cognitive ability and transfer of training is moderately high at .43” (266; Colquitt, LePine, and Noe 690). Training design that expands cognitive ability in relation to the KSAs needed for more effective job performances paves the way for increased transfer of training.

Individuals high in cognitive ability not only are more likely to increase KSAs in the training environment but they have a greater likelihood of positively transferring training. They also are more motivated to look for solutions to the problems faced in generalizing and maintaining training in the field, thus increasing cognitive ability while supplementing training received with additional information leading to positive transfer (Burke and Hutchins 266; Chiaburu and Lindsay 200-01; Chiaburu and Marinova 113; Coultas et al. 498; Velada et al. 287-89). One of the potential consequences for those who limit training to teaching the practical applications without providing the broad theoretical principles behind the application is the failure to leverage the training input of cognitive ability for increased generalization and long-term maintenance of training. Cognitive ability is one of the key training transfer inputs used in this research project through a variety of methods in the guided mentoring process.

Self-efficacy is the individual’s confidence in his or her ability to learn and apply training. It is another key characteristic that research demonstrates has a significant impact on the training transfer process (Bandura, “Self-Efficacy Mechanism” 122; Holladay and Quiñones 1094). Positive self-efficacy is a generative capability in which a person combines cognitive, social, emotional, and behavioral skills in order to take an appropriate course of action even in difficult circumstances. Even though people may be aware of the steps involved in effectively performing an activity, they often fail to

perform optimally out of a reduced sense of self-efficacy (Bandura, *Self-Efficacy* 36-37, 424). Trainees base their perception of self-efficacy on the four primary sources of previous attainments, vicarious experiences of observing the behaviors in others, encouragement from others that one has the desired ability to perform the behaviors, and the individual's physiological response to training. This last factor measures the extent to which the trainees experience a sense of arousal over feeling threatened by the training or their ability to apply the training, or whether they are calm and have a sense of being in control while engaged in the training and process of transfer (Bandura, *Self-Efficacy* 79; "Self-Efficacy Mechanism" 126).

Albert Bandura discovered that a positive self-efficacy not only influences thought patterns and actions but also serves to moderate the level of emotional arousal. The individual with a higher level of self-efficacy is frequently able to cope more effectively with changes, manage the stressors involved in applying the training in the diverse environment of the field, as well as to self-regulate their behavior more effectively (Bandura, "Self-Efficacy Mechanism" 122). Interestingly enough, those with a positive level of self-efficacy frequently find that self-efficacy increases as the training is successfully applied in the field (Holladay and Quiñones 1094). Those with a lower level of self-efficacy are more prone to reduce or discontinue the efforts to apply training when confronting difficulties in the transfer process while those with a higher level of self-efficacy are frequently more resilient and tend to exert additional effort to change their performance in order to transfer training more effectively. Bandura discovered that the influence of self-efficacy serves as a better predictor of subsequent behavior than actual performance success (Bandura, "Self-Efficacy Mechanism" 123-25). A positive

self-efficacy also impacts the trainee's motivation in engaging in the training process with those who demonstrate a higher level of self-efficacy frequently demonstrating a higher level of engagement in training and anticipation of its potential for positive impact (Brinkerhoff and Montesino 266; Carlson et al. 284-85; Chiaburu and Lindsay 199; Chiaburu and Marinova 118; Colquitt, LePine, and Noe 680; Ford et al. 228; Grossman and Salas 109; Holladay and Quiñones 1094; Warr and Bunce 354).

Jeffrey B. Vancouver and Laura N. Kendall did discover a downside for those with a positive self-efficacy. When the individual perceives the training to be unnecessary, or they think themselves more fully prepared than future performance would indicate, they are less inclined to be motivated to learn and apply the additional knowledge and skills offered through training (1146). When the employee fails to see the connection between training and increased job performance either because they have overestimated their abilities or are serving in a more menial position that does not require the full use of their capabilities, those with higher levels of self-efficacy will be less motivated to engage in the training.

The evidence supporting the impact of self-efficacy on the effective training transfer process has significant implications for supervisors and trainers. Training should be explained and designed in such a way as to be motivational for individuals with varying degrees of self-efficacy, recognizing that those with the highest levels may not be motivated to learn and apply if the training is perceived as inconsequential or redundant (Chiaburu and Lindsay 204; Gist, Stevens, and Bavetta 974; Vancouver and Kendall 1150-52). When students are provided the opportunity to adapt to changing views of preparedness, the trainees with higher levels of self-efficacy will be motivated to prepare

more fully. In addition, a key component of the training process should include exercises and encouragement designed to elevate the trainee's level of self-efficacy. These exercises will provide additional motivation to train and transfer training more effectively (Vancouver and Kendall 1150-52). Several opportunities for encouraging the development of self-efficacy in the participants in the guided mentoring process were used given the proven effectiveness of this input.

The *motivation* of the trainee to learn and transfer is another characteristic demonstrated to have a significant impact upon the training transfer process (Coultas et al. 499; Facticeau et al. 17-18; Grossman and Salas 106). In many respects motivation is interrelated with the characteristic of self-efficacy. Motivation not only increases the level of self-efficacy, but a higher level of self-efficacy contributes to an increased motivation to train and positively transfer (Tziner et al. 172). Trainee motivation considers the trainee's direction, intention, effort, and persistence in the process of training and application in the field. It examines attitudes and behavior that takes place prior to the training, during the training, and subsequent to the training as the KSAs are applied to the workplace or organization (Coultas et al. 499). The trainee's motivation to learn impacts not only the acquisition and retention of knowledge but also the willingness to participate in training (Cheng and Ho 107-08; Chiaburu and Marinova 118; Coultas et al. 499; Tesluk et al. 626; Tziner et al. 167-68).

Trainee motivation also impacts the trainee's goals in positively transferring the training. Level of motivation impacts the distal motivational processes in determining the kind of performance required, the level of effort needed, and the additional resources to be acquired in achieving training transfer. Proximal motivational processes comprise the

self-regulatory activity that monitors the effort needed to transfer training in competition with other demands that may or may not be related to the performance of the task. Trainee motivation significantly influences the development and achievement of proximal goals (Kanfer and Ackerman 661-62).

Motivation also has a complementary impact on cognitive ability. Highly motivated trainees frequently experience a higher level of cognitive increase in the training and transfer process, and those with a higher level of cognitive ability also frequently demonstrate a higher level of motivation for learning (Burke and Hutchins 266; Kanfer and Ackerman 657; Velada et al. 290). Trainee motivation not only has a complementary influence upon self-efficacy and cognitive ability but also on the next trainee characteristic discussed—goal-orientation. Specific steps designed to increase motivation were not included in the guided mentoring process. Opportunities for increasing motivation were encouraged on the part of DBMD mentors and supervisors.

Chris W. Coultas, et al. define *goal orientation* as “the mental framework that determines behavior in different goal-oriented environments” (499). Goal orientation is also referred to in the literature as meta-cognition. Goal-orientation involves the planning, monitoring, and revising of goal-appropriate behavior (Flavell 909). Persons with higher metacognitive skills learn and positively transfer to a greater extent than others as a result of their ability to monitor their progress and make the necessary course corrections to achieve their goals (Ford et al. 220).

Goal orientation is often divided into two types of goals. The learning goal orientation, also referred to as the mastery goal orientation, seeks challenging tasks that provide the opportunity to acquire and master new skills and competencies. The person

operating from a learning goal orientation is primarily motivated by the opportunity to grow and improve oneself. Those motivated by a performance goal orientation operate out of a mindset that seeks to demonstrate a high level of competency in order to impress others and attain recognition for accomplishments (Coultras et al. 499; Ford et al. 299; Tziner et al. 167-68). While one might expect those motivated by a performance goal orientation would be valued more highly by their supervisors, the opposite has been demonstrated to be the case. Often the trainee who has truly mastered the training rates more highly than the one who is achieving for the sake of impressing the supervisor (Tziner et al. 172).

While goal orientation may not explicitly be determined to have a more significant impact upon the training and transfer process than some of the other characteristics previously discussed, it serves in a complementary role with characteristics such as cognitive ability, self-efficacy, and motivation. Trainees with a higher level of metacognitive skills who have a learning goal orientation frequently increase their level of cognitive ability through learning and transfer, resulting in a higher level of self-efficacy and increased motivation (Chiaburu and Lindsay 200; Ford et al. 220; Lim and Johnson 42; Tziner et al. 167). Goal orientation was accomplished in the guided mentoring process as one of the steps involved in developing self-management skills.

The efficacy of the training to transfer process is often impacted by the *perceived value of the training*. Trainees who perceive a higher value in the training are more likely to transfer training positively. The perceived value of training is also a characteristic communicated in the work environment through the supervisor and management of the

organization. Training is perceived to be of high value when a connection to application is provided to the trainee and he or she believes that applying the training will result in a valued outcome (Chiaburu and Lindsay 203; Grossman and Salas 110; Tziner et al. 167-68). Other factors that increase the value of training include the trainee's ability to effectively transfer training, the ease with which the training can be transferred, and the potential for increased value to the trainee as a result of positive transfer (Burke and Hutchins 271; Chiaburu and Lindsay 204; Grossman and Salas 110; Velada et al. 284-85).

The research in the area of perceived value of training clearly demonstrates that a significant step forward for trainers and organizations who desire to increase training transfer is to communicate the value of the training. In addition, the more that supervisors and organizations can provide a clear path among training, application, and benefit to the trainee, the greater the likelihood of increasing the perceived value of training on the part of trainees.

A somewhat surprising result from the research into trainee characteristics and their impact upon positive transfer is that the five personality factors seemed to produce mixed results, or the research has been inadequate in determining the extent to which they impact training transfer (Bandura, *Self-Efficacy* 160; Barrick and Mount 1; Colquitt, LePine, and Noe 679). The five personality factors include extraversion, agreeableness, conscientiousness, neuroticism, and openness/intellect (John, Robins, and Pervin 105). While the five personality factors certainly have an impact in the way an individual construes or reacts to environmental, situational, or relational factors, their

interconnectedness with other factors in the environment makes it very difficult to use them as predictors for transfer potential (141).

Of the five characteristics, conscientiousness is the only personality characteristic to demonstrate a positive influence on training transfer as well as to be a valid predictor for successful performance (Tziner et al. 167-68). People high in conscientiousness typically have a higher degree of impulse control, enabling them to perform task, and goal-directed behavior, which includes “thinking before acting, delaying gratification, following norms and rules, and planning, organizing and prioritizing tasks” (John, Robins, and Pervin 120). Conscientiousness is one of the big five personality factors that has the potential to identify individuals who are more likely to transfer training effectively.

Some studies also indicate extraversion and openness to experience/intellect can lead to some positive transfer in certain environments especially those that involve a high degree of social interaction, such as sales or management, or involve the need for a highly developed level of critical thinking skills, such as a career in academia (John, Robins, and Pervin 142). A negative correlation to transfer is found in trainees who score high on the anxiety scale. Overall the introversion/extroversion characteristic has little impact upon whether trainees are more apt to transfer training positively (Blume et al. 1069; Burke and Hutchins 268-69). One should not disregard the importance of the big five personality characteristics because they are not effective in predicting the potential for positive transfer of training. Positive change in personality characteristics can have a complementary role in increasing self-efficacy and self-management practices

contributing to increased effectiveness of the trainee in the work environment (John, Robins, and Pervin 143).

In summary, training is more effective as it considers the various trainee characteristics that are most likely to enhance positive transfer. Training that increases cognitive ability enhances trainee self-efficacy and demonstrates a clear value of the training to the trainee will help to increase the motivational level of the trainee in the training transfer process. Recruitment for training that more closely aligns with and appeals to these same trainee characteristics will also serve to increase trainee motivation and potentially lead to more positive transfer (Ford et al. 230; Grossman and Salas 116).

Training design. The design of training plays a major role in impacting the potential for positive training transfer, resulting in a higher degree of generalization and maintenance in the workplace. Trainee characteristics as well as organizational characteristics must be factored in training design. Considering these factors in training design maximizes effectiveness and provides for the possibility of optimum generalization and maintenance of KSAs learned through training.

Four basic guidelines should be considered in training design. First of all, training should include the information and concepts to be presented in the training. Second, training must demonstrate the KSAs that are applicable to the training transfer environment. Third, training should be matched with the job requirements, providing opportunities for practice, ideally in both the classroom and simulated field experiences. Finally, effective training allows for debriefing and evaluating during and after training for the trainees (Coultas et al. 501; Velada et al. 285).

Several key training practices have proven effective in training transfer. They include behavior model training, error training, a realistic training environment, and collaborative learning through team training (Burke and Hutchins 279; Coultas et al. 569; Grossman and Salas 111; Taylor, Russ-Eft, and Chan 692). Many other kinds of training experiences have been suggested in the literature. Coultas et al. have a list of more than twenty different training practices grouped into three categories of technology-based strategies, team-based strategies, and international-based strategies (502-04).

Behavior model training involves clearly explaining the behaviors to be learned, providing a modeling of the behavior and allowing the trainee the opportunity to practice the behavior with appropriate feedback. These practices provide for a social reinforcement of the training. The combination of observation, practice, and constructive debriefing serves to reinforce the training received (Taylor, Russ-Eft, and Chan 692; Blume et al. 1070; Bandura, *Self-Efficacy* 440-41).

The effectiveness of behavior model training is enhanced in several ways. Utilizing both positive and negative models of the proposed behavior helps to provide clarity to the behavior desired in the training. Trainees are able not only to understand the correct behavior but also to debrief incorrect performance. Allowing trainees to develop their own scenarios for practicing the learned behavior serves to increase the motivational level of the training in the learning process.

Behavior model training is also enhanced through the use of goals. The rewards and sanctions for positive or negative goal achievement serves to reinforce the training. Defining distal and proximal goals also allows for developing action steps that lead to a more effective achievement of the goals.

Another aspect of behavior model training beneficial to positive transfer was engaging the supervisors in the training. When supervisors underwent training, they had an increased awareness of what was involved in completing the job. The increased awareness improved their ability to supervise trainees more effectively in the transfer process (Grossman and Salas 111; Taylor, Russ-Eft, and Chan 704-05).

Trainees must also have sufficient opportunity to practice newly acquired skills in order for the behavior modeling to transfer for the long-term. The extended successful practice of the newly acquired skills not only reinforces the learned behavior but develops the trainee's self-efficacy related to the ability to accomplish the task, further reinforcing positive transfer (Bandura, *Self-Efficacy* 444).

Error training provides the trainee with the opportunity to make errors or discuss potential errors and then devise an appropriate solution with trainers, peers, or supervisors. It is a proven methodology for enhancing positive transfer (Coultas et al. 502). This training method empowers training on two levels. First, it challenges the trainee to anticipate what can go wrong and begin generalizing solutions from training. Second, it provides motivation for the trainee through identifying potential uses for the training in the workplace or organization. The trainee not only engages in a solution-oriented way, but also experiences an increase in motivation for training and positive transfer.

Error training is also effective in posttraining supervision in the field. In the field setting, error training should include both positive and negative rewards related to transfer of trained behaviors. The trainee's motivation to continue to identify errors and make course corrections that generalize and maintain the training increases (Burke and

Hutchins 279; Grossman and Salas 111). Error training, referred to as error management, was used as a training transfer input in the guided mentoring process of this research project. Licensed ministers were encouraged to practice error training in the development of their MAP and through dialogue with DBMD mentors, supervisors, and peer-mentoring groups.

The use of *realistic training environments* enhances positive training transfer through several different training practices, such as simulated training, training settings that mirror the application environment, stimulus and conditions of practice variability, realistic practice scenarios, as well as on-the-job training. The more the training environment mirrors the actual conditions of the field, the more effective it becomes in providing for positive transfer. Similar to behavior model training and error-based training, realistic training must provide opportunities for trainees to practice and apply the skills learned through training, enabling a more effective transfer as the skills can be generalized and maintained in the field setting (Burke and Hutchins 276-77; Coultas et al. 501; Grossman and Salas 111; Kraiger 181). The licensed ministers engaged in a form of realistic training environments as they identified KSAs from the modified ERRP and incorporated them into their MAPs.

Team training is a relatively new methodology in the field of workplace training as a result of the increasing complexity and use of technology in today's training environment. Team training allows for teams to coordinate their efforts with their peers, as well as to learn from one another in the training process. Often team members are more effective at training their peers in the workplace environment than a trainer would be in a training setting. Teams not only train each other, but they can solve problems and

develop self-correcting behavior. Teams also benefit from distributed team training in which teams learn from one another and synchronously develop competencies that optimize teamwork. Team training provides an optimum blend of appealing to motivational factors of trainee characteristics while deepening the workplace environment that enhances positive transfer (Coultas et al. 502-03; Kraiger 176-77; Salas and Stagl 77-78). In the guided mentoring process used in this research project, the licensed ministers experienced some of the benefits of collaborative learning through team training as they met together in peer-mentoring groups.

The choice of training methods is an important decision affecting the overall training transfer process. Methods that provide for the greatest similarity to the field application and allow for the trainee to be actively involved in the application of the training have proven to be the most effective at increasing positive transfer. Research indicates that the more the trainer considers the trainee characteristics and environment of the field in which the training is transferred the greater the likelihood of positive transfer.

Work environment. The goal of effective training is positive transfer leading to generalization and maintenance of training in the field. A key component impacting this process is the work environment where the training is applied (Coultas et al. 491-92; Facticeau et al. 2; Michalak 25; Rouiller and Goldstein 388). Several work environment factors can enhance the training transfer process, including transfer climate, support, opportunity to use training, and follow-up (Burke and Hutchins 283; Cheng and Ho 109-10; Grossman and Salas 112; Tziner et al. 168). The extent to which the trainee's supervisor and the organization or workplace can enhance the environment in which the training is applied will influence the likelihood of positive transfer.

Creating a positive *transfer climate* for effective training involves several different activities on the part of the workplace or organization. Trainees who perceive the KSAs received in training are welcome on the job and can be applied are often, more likely to transfer. A number of different methods have been used in creating a positive transfer climate. Aligning trainee goals with those of the supervisor, utilizing peer support, and providing the opportunity to practice new skills are some examples. The failure to provide a climate in which transfer can take place, often results in trainees hesitant to try new skills either out of fear of reprimand or lack of opportunity (Burke and Hutchins 283; Clarke 153-54; Coultas et al. 518; Grossman and Salas 114). Positive transfer of training does not happen when the environment is apathetic or hostile to such transfer. A positive transfer climate is fostered through the guided mentoring process by encouraging licensed ministers, mentors, and supervisors to look for ways to use the KSAs related to the experiences of the modified ERRP in their ministry context.

Positive transfer in the work environment is most effective when *support* for training and transfer is provided prior to training and continued after training (Cromwell and Kolb 465-66; Michalak 26). Businesses or organizations providing training should develop an idea of how the new training will be applied to the field setting as they are defining the need for training. Such planning will provide helpful information for the pre- and posttraining processes as well as in the design of the training program (Michalak 28).

Support is also increased when intentional steps are taken to include management, supervisors, and employees in the training and problem solving processes. Collaboration in defining the problems and developing solutions develops a climate that fosters cooperation. Another method increasing support involves using training design practices

such as the development of goals and the use of error management techniques. Trainees have the opportunity to help the business or organization achieve its bottom line more effectively raising the level of support for training transfer (Coulter et al. 518; Kanfer and Ackerman 678; Lim and Johnson 43; Michalak 24).

Burke and Hutchins identified support from supervisors as being one of the more effective methods of reinforcing training resulting in positive transfer (281). Involving the supervisor in more than a performance review role is a key component to developing the climate that encourages positive transfer. As the supervisor invests time, energy, and resources in helping the trainee generalize and maintain the KSAs acquired in training, the trainee is more motivated to maintain the behavior and find solutions around the obstacles that hinder positive transfer (Michalak 25-26). The work of the supervisors was a key part of the guided mentoring process used in this research project. While supervisors were not able to participate in the actual training, they were provided training resources to encourage them to assist the licensed ministers in using the training transfer inputs for more positive training transfer.

Another effective methodology for increasing work environment support is coaching. Coaches can encourage trainees to utilize knowledge received in training and debrief the training transfer in the workplace. The coach provides a safe place for providing feedback, raising concerns, and receiving direction for further learning. Additionally, coaches are often perceived in a more favorable light than supervisors from the standpoint that raising questions regarding the training or failure in performance does not result in negative consequences (Olivero, Bane, and Kopelman 461). The DMBD

mentors used aspects of a coaching approach as they worked with licensed ministers during the guided mentoring process.

Support from peers has also demonstrated a high degree of effectiveness in enhancing positive transfer, exceeding that of supervisory support. Involving peers in creating an environment in which the trained behaviors are modeled and peers serve to provide the motivation and necessary critiquing for greater effectiveness has proven essential to encouraging positive transfer. While peer support has demonstrated a higher degree of effectiveness than supervisor support, the most effective method would involve providing support at both levels. The combined support would create a healthy workplace environment that fosters ongoing generalization and maintenance of KSAs developed in training (Burke and Hutchins 281-82; Chiaburu and Marinova 112-13; Grossman and Salas 112-14; Rouiller and Goldstein 388-89). The peer-mentoring groups developed during the guided mentoring process of this research project provided the support from peers that was intended to assist the licensed ministers in more positive training transfer.

Debriefing training through discussion of ways the training can be applied in the workplace or organization and providing posttraining *follow-up* help in creating conditions conducive to positive transfer. The follow-up process becomes more effective through the use of multiple practices. These include the use of job aids that provide additional information regarding the application of training, procedural information that guides decision making and processes for effective training transfer, and evaluation that examines not only the performance of the trainee but also various aspects of the process used to provide for training and transfer. While organizations may be hesitant to provide this level of support due to the costs associated with such labor-intensive follow-up, the

consequences of such decisions are often relapse into previous patterns of behavior or a failure to maintain the training over time (Coultas et al. 514). Follow-up was a key component of the guided mentoring process as DMBD mentors, supervisors, and peer-mentoring groups assisted the licensed ministers in debriefing experiences, celebrating successes, and making course corrections in the accomplishment of their goals.

The research cited indicates that the work environment plays a crucial role in effective training transfer. Those organizations that provide for a work environment that fosters ongoing training throughout the entire process beginning in the pretraining phase and continuing through to posttraining application and follow-up are more likely to see a greater level of positive transfer by their trainees. The costs associated with creating an environment that encourages positive transfer will most likely be recouped through increased effectiveness and productivity.

A highly trained, competent workforce is a valuable resource, contributing significantly to the bottom line of any workplace or organization. Increased competency is the result of several different factors working together. The true test of the effectiveness of any employee training program is the extent to which trainees are able to generalize the training to the field setting and maintain more effective practice over time.

Several different characteristics work together in creating a highly trained, competent workforce. These characteristics can be identified in three different categories of factors that serve as inputs to the trainee. These categories include trainee characteristics, training design, and work environment.

Trainee characteristics include those factors exhibited in the trainee that serve to enhance training and transfer. These include factors such as cognitive ability, self-

efficacy, motivation, goal-orientation, and perceived value of training. As those who provide training and supervision find more effective ways to leverage these trainee characteristics, the potential for positive transfer is significantly increased.

Training design characteristics include practices such as behavior model training, error training, utilizing a realistic training environment, and collaborative learning through team training. These training methodologies have demonstrated a higher degree of efficacy at engaging the trainees in the training process and motivating them to transfer training to the field.

Utilizing the most effective training practices with trainees who exhibit the best in trainee characteristics will have a reduced impact if the field environment where training transfer occurs is not conducive to such transfer. Business and organizations can significantly increase the likelihood of positive transfer by giving consideration to factors such as the transfer climate, support provided for transfer by peers and supervisors, the opportunity to use training in the field, as well as effective follow-up. A field environment conducive to training transfer serves to reinforce positive transfer and provide opportunity for course correction for ineffective application.

As has been demonstrated in the research, several of the qualities in each input category overlap and serve to enhance the effectiveness of methodologies used in other categories. The key to enhancing positive transfer is to provide a comprehensive approach that examines all of the various facets involved in the transfer training process. An effective training transfer process will take advantage of the more effective methodologies within each different category as a part of the pretraining, training, and posttraining processes. Organizations that choose to look at their training with a more

comprehensive view will not only enjoy the benefit of a more fulfilled and productive workforce but will likely realize a significant return on investment for training dollars spent. The end result will be a better-trained and more competent workforce. In most organizations the workforce is the most valuable asset to be developed, providing the greatest potential for accomplishing the goals of the business or organization.

Evaluating Training Transfer

In addition to the complex nature of the various components impacting the training transfer process, the challenge of developing an effective training methodology is made even more challenging by the difficulties in measuring training effectiveness as it relates to transfer application. Kaye Alvarez, Eduardo Salas, and Christina M. Garofano define training evaluation as “the measurement of a training program’s success or failure with regard to content and design, changes in learners, and organizational payoffs” (388). A comprehensive measurement of training evaluates not only the training itself, but the impact of that training on the trainees and the bottom line of the organization.

A commonly used basis for evaluating training effectiveness is the four major indicators of trainee evaluation developed by Donald Kirkpatrick. The indicators represent a sequence of ways to evaluate results with each level impacting the next through the training transfer process. Level 1 is the trainee’s reaction to the training. Trainee reaction might be thought of in terms of customer satisfaction. Level 2 reflects the trainee’s learning that measures the extent to which the knowledge, skills, and attitudes were positively impacted. Level 3 is the trainee’s behavior. Change in practices of the trainee during training and later on the job as a result of the training received are key indicators of training effectiveness. Level 4 in Kirkpatrick’s paradigm examines the

results of the transferred behaviors to the workplace (Goldstein and Ford 152-61; Kirkpatrick and Kirkpatrick 21-26).

In order for behavior to change, these four criteria must be met. The person must desire to make the needed changes, have the appropriate knowledge necessary for knowing what to do and how to do it, work in a climate that is conducive to the change, and receive the appropriate rewards for changing behavior. Some have added a fifth indicator identified as return on investment. This indicator has not experienced wide acceptance as a result of the challenges of measuring the true costs of training and return (Cheng and Hampson 327-28).

In this research project the reaction of the trainees to the training provided was assessed through responses in the licensed ministers' retreat and written responses in the GMIA. DBMD mentors served to monitor responses indirectly as they encouraged licensed ministers in achieving their goals and action steps and defining expectations of supervisors. The level of KSAs learned relative to the experiences in the modified ERRP were discussed in the development of the MAP. DBMD mentors and supervisors assisted the licensed ministers in identifying additional KSAs needed to achieve goals and action plan steps. Providing a workplace conducive to the transfer of training was encouraged through training for DBMD mentors and supervisors. The effectiveness of this level was measured in the GMIA. The actual transfer of training to the workplace, which is Level 4 in Kirkpatrick's paradigm, was measured in the changes between the PMA and PMFA used in this research project.

Not only must researchers identify the various aspects related to the process of training transfer as well as account for the challenges related to the kinds of

measurements used, they also face the challenge of determining the extent to which the methods used in the research and other intervening variables possibly contributed to the changes observed. The consideration of intervening variables potentially affecting this research project will include identifying factors related to criterion relevancy, criterion deficiency, criterion contamination, and criterion reliability (Goldstein and Ford 141-46).

Criterion relevancy considers the extent to which the training provides the trainee with the necessary KSAs to perform the job effectively. The KSAs are frequently identified through a needs assessment prior to training. Through a process of evaluating the level of KSAs present prior to training and then comparing the level of KSAs subsequent to training, one can define a basis for evaluating whether the training program is relevant to the desired changes in the workplace. The fundamental criterion for evaluation is the relevancy of the training to job performance through providing the necessary training in the required KSAs (Goldstein and Ford 145-48).

The failure to provide the appropriate relevant training criteria results in criterion deficiency. Criterion deficiency can occur when an important KSA is identified in the needs analysis prior to training but is not provided in the criterion or the training itself. For example, churches may expect those trained to be pastors to be competent in providing employee evaluations as a part of their pastoral responsibilities. However, training may only provide general ideas as to what is expected of church employees without providing the necessary steps that are a part of an effective personnel management policy. As a consequence, a criterion deficiency exists between the training provided and the results expected.

Training criterion may also be deficient when an effective manner of measuring the transfer of KSAs to the workplace is not provided. Pastors are expected to provide employee evaluations but are not provided the criteria of what constitutes an effective employee evaluation. The result is a deficiency in the absence of an established process and applicable metrics for evaluating performance. Evaluating training effectiveness is significantly more complex as one realizes that identifying the criterion deficiencies is as important as identifying the relevant criteria for positive transfer (Goldstein and Ford 148-49).

Criterion contamination occurs when various elements extraneous to the criteria affect the measurement resulting in inaccuracies. The presence of criterion contamination can lead to the wrong conclusions regarding the effectiveness of a training program or a series of moderating factors designed to affect positive transfer. Criterion contamination may occur as a result of opportunity bias in which certain trainees received assignments that were more conducive to positive transfer. Criterion contamination may be the result of group-characteristic bias in which conditions in the transfer setting do not allow for a person to perform at the level to which he or she has been trained. Whether the change observed is the result of the training and moderating factors or the conditions in the transfer setting when criterion contamination is present is difficult to ascertain. The opportunity for more valid results increase when criterion contamination can be accounted for through control management (Goldstein and Ford 149-50).

Another factor that significantly affects the interpretation of results is criterion reliability. The reliability of the research can be questioned as a result of several different factors. The criteria may be deemed unreliable when the method of measuring the criteria

has potentially corrupting influences on the integrity of the data. Two of the more common issues in this category would include method variance and use of the same source to provide an evaluation of the training and its effectiveness at the same time, often referred to as the same source and same-measurement-context (Blume et al. 1071). Accounting for these potential issues in the planning of research can guard against the challenge of criterion reliability.

Method variance results when different standards of measure are used in evaluating the results of the moderating influences. Unfortunately, no standard taxonomy of characteristics or standards of measurement exist as a basis from which to evaluate research results. The researcher must account for the method variance that potentially occurs in the process of training, transfer, and evaluation.

Method variance can be the result of different individuals being asked to evaluate the same criteria. To the extent to which those doing the evaluation bring subjective differences to their evaluations, the criteria will be unreliable. In addition, when the same individual reports differing performance scores at differing times without a change in training or moderating influences, the inconsistency in reporting reflects unreliable results that call into question the criteria used for evaluation. The reliability of the results of research is questioned, if a discrepancy in the factors being measured or the standards used in measurement exists (Blume et al. 1072; Goldstein and Ford 150-51).

Another factor challenging researchers in evaluating the effectiveness of training transfer processes is the impact of the same-source and same-measurement-context problem. When researchers utilize the responses of the trainee at the time of the training as the basis for determining the effectiveness of training transfer, they fail to provide a

clear picture of the impact of the training. One is not able to capture the extent to which the training has been generalized and maintained over time. Using the same source to measure the effectiveness of training without looking to other sources for validation can result in an unreliable criterion source. A more effective method of measurement includes evaluations from several different sources in different time segments as they relate to training (i.e. pre-, during, post-, time-elapsd after posttraining). More accurate measurements of the true generalization and maintenance of KSAs acquired during training are realized (Blume et al. 1072; Goldstein and Ford 186-93).

Unreliable results in the evaluation of research projects may also be the result of failing to design the research and evaluation process to account for internal and external validity factors. Internal validity asks the question, “What difference did the treatment make in this context?” External validity asks the question, “Are the results generalizable?” In other words, can one expect to receive similar data utilizing the same research processes with different groups of people at different times and in different settings. The extent to which the results are generalizable significantly increases the potential significance of the research (Goldstein and Ford 181-82).

Several different factors can potentially affect the internal validity of the research. These include major historical events occurring during the research process, the effect of testing, utilization of different testing measures for pre- and posttest evaluation, statistical regression, differential selection of participants, and experimental mortality. The effect of these various factors can often be accounted for in the design of the research. Other internal threats present a greater challenge. For example, the attitude of the participants can significantly affect the evaluation process if they perceive unequal treatment, enter

into competition with those in the control group, or become demoralized as a result of not being included in the experimental group (Creswell 304-05; Goldstein and Ford 181-84;).

The external threats to validity typically involve the reaction of those participating in the project. This threat includes the impact of pretesting in sensitizing participants to factors being evaluated. It also may represent the characteristics of the group selected for the experimental treatment accounting for the results rather than the treatment itself. A potential threat to external validity exists when participants realize they are being evaluated and behave differently than if they were not a part of the experiment (Creswell 305-06; Goldstein and Ford 184-85).

Accounting for all of the various factors that may affect the reliability of the data compiled during the training, transfer, and evaluation process, may not be practical. The extent to which the factors affecting the validity of the results can be minimized or accounted for greatly increases the reliability of the research. Reliable research results in information that more accurately determines the true causes leading to behavioral change or the lack thereof. Ultimately the end result of reliable research is the ability of the employer or organization to develop training programs that more effectively meet the need of providing skilled workers and effective procedures for the workplace.

Research Design

The primary research method used in this project was an explanatory sequential mixed-methods design (Creswell 542). This research design involved a two-phase process. The first phase included collecting quantitative data using a pre- and posttest with an experimental and control group. The second phase included collecting data that further explained and informed the reasons behind the changes observed in phase one of

the research by examining the perceived effectiveness of the methods used in the guided mentoring research process in achieving the changes identified in the purpose statement.

The project met several of the key criteria for an explanatory, sequential, mixed-methods design. Quantitative data was collected through asking specific, narrow questions to obtain measurable and observable data. The data was obtained through several instruments that allowed for the measurement, observation, and documentation of data that was then analyzed using statistical procedures to determine the potential effect of the research methodology using an experimental and control group. Qualitative data was then collected to measure, observe, document and analyze the results which helped to explain more fully how the guided mentoring process helped achieve the results observed (Creswell 542-43).

More specifically, the research project used an experimental design between two groups to measure the effectiveness of the moderating interventions provided to the experimental group. The project allowed the participants to self-select into either the experimental or control group. The research involved the use of a cluster sample, which is defined as a “naturally occurring sample” (Salkind 1297). The basis for this naturally occurring sample was the judicatory structure of the Wesleyan Church in which licensed ministers are provided oversight at the district level, which provides for a natural sample. The self-selection of participants into the control or experimental groups represented a convenience sample. A convenience sample is based on who is available to participate in the research at the time the research was conducted. Demographic data accounted for potential threats related to sampling.

Comparison of demographic factors reflecting similarities between the experimental and control group provide data that accounted for the internal validity threats of history, maturation, regression, selection, and mortality (Creswell 308) as well as for the potential effect of criterion relevancy, deficiency, contamination, and reliability. The project utilized a pre- and posttest to compare net scores as they related to the participants' training transfer in the field setting. The use of two tests interjected the potential threats of testing, instrumentation, and regression. It did, however, provide validation to the overall effectiveness of the moderating factors with the experimental group (309). Using the same pre- and posttests with the control and experimental groups served to control for the effects of testing, regression, and mortality as both experimental and control groups completed the same tests and were similar with regards to key demographic factors representing intervening variables. Thus, the potential for these internal threats would have been equalized between the two groups.

The collection of demographic data in the PMA served to identify potential intervening variables that may have impacted the internal validity of the study as a result of moderating influences in the field not under the control of the research project. Utilizing the demographic data for group participants served to account for these intervening variables. An additional benefit of the demographic data was to provide the opportunity for observations as to the potential effect of various intervening variables on the results of the study. Demographic data also provided information useful in identifying potential areas for future research.

The use of the GMIA with those in the experimental group provided further quantitative and qualitative data regarding the perceived effectiveness of the various

moderating influences used in the guided mentoring process. While the primary purpose of the research project was to ascertain the potential effectiveness of the guided mentoring process as a whole, the addition of the more specific data will serve to enhance the potential generalizability of the individual moderating factors in future research and field applications. The analysis of frequency of words and phrases in the responses to the open-ended research questions in the GMIA provided further evidence of relative effectiveness of moderating influences as well as potential data for future research and field application.

Summary

Effectively integrating theoretical training into field application for the person entering vocational ministry requires a multifaceted approach. Most congregations desire a minister who is proficient not only in the theoretical areas of Bible, dogma, and church history, but also in the practical areas of administration, counseling, church management, leadership development, and programming. With the wide diversity of ministry environments and the multitude of factors to be considered in the training process, some form of integrating theoretical classroom with practical ministry experience under appropriate supervision is essential. Novice pastors frequently express frustration when they encounter numerous situations in their first ministry appointment in which they think they have not been adequately prepared to provide competent ministry.

The training process frequently used to train leaders as described in the scriptures and utilized in the early years of church history frequently used an apprenticeship mentor model. Key to the effectiveness of this model was the relationship between the more experienced mentor and the leader in training. Application of the theoretical training into

the practice of ministry occurred naturally as mentor and apprentice worked in ministry while in the process of training. The theoretical aspects of leadership training were intertwined with the practical aspects of training while working together in the field. This model of vocational training was commonly practiced among many different vocations throughout history.

Ministerial training since the time of the Enlightenment has experienced some significant changes frequently defined by the needs of the church and the influence of the culture. The shift from Scripture as the final arbiter of truth to the use of human reason in the pursuit of scientific disciplines was a watershed moment in education as a whole and theological education specifically. Instead of ministers becoming experts of Scripture from which their *theologia* of life and ministry would be defined, ministerial training is perceived as a profession. Inclusion of training for ministry within the curriculum of the university is based upon how it prepares one for the profession of ministry. The various disciplines of training, including Bible, dogma, church history, and practical theology are studied as separate disciplines and must come under the scrutiny of science and human reasoning for validation.

Major revivals such as the Great Awakenings provided numerous converts and an increased need for ministers to serve churches on the frontiers. The increased need for ministers also had a major impact upon the method of training ministers. A faster and more efficient method of training was required. Frequently, ministers were appointed to churches in the field under the tutelage of a mentor while providing for their academic training in short-term class intensives.

As a consequence of cultural shifts in facing the challenges of providing ministers to meet the growing number of congregations versus providing ministers who were highly educated and competently trained in the scientific disciplines related to ministerial education, the training of ministers often vacillated between two different approaches. One model looked for those with a passion for ministry and a call from God. Practical training was provided as they were immediately appointed to service in the field. Theoretical training came through conversations with the mentor and classroom intensives. While this model provided for the immediate need for ministers, it often resulted in ministers receiving training that was not thoroughly grounded in the biblical, theological, and historical tenants of the faith. The other model of training required significant academic engagement through an undergraduate degree and seminary training prior to serving in the field. This model frequently provided for a highly educated clergy with a solid foundation of Bible, dogma, and church history, but lacking the passion and experience to apply this learning in the field. Both models sought to address the challenge of integrating the theoretical with the practical utilizing different approaches. What was missing from the training methodologies is a clear understanding of how training is effectively transferred into practice.

The discipline of transfer of training in the area of human resource development has conducted extensive research into the factors that affect the training of individuals in helping them to perform effectively in the workplace. The research has demonstrated that the process leading to positive training transfer is a multifaceted one that must be addressed on several different levels. Training transfer is often impacted by the characteristics of the trainee, the design of the training, and the environment in which the

trainee is expected to transfer training. The aim of training transfer research is identifying the effectiveness of various moderating factors that serve to increase positive training transfer.

The research conducted in this research project was an attempt to discover the potential effectiveness of utilizing several of the training transfer characteristics from the field of transfer of training with new ministers who are just beginning in their field of service. The research utilized a variety of moderating influences to evaluate the potential effectiveness of increasing cognitive ability, raising self-efficacy, directing towards more effective self-management through error management and goal orientation, and encouraging work environment support from supervisors, DBMD mentors, and peers while serving in the field. The aim of this research was to discover the potential effectiveness of utilizing these moderating methods in guiding novice ministers to transfer training more effectively. The impact of this research may provide direction for future judicatory teams who are responsible for overseeing the training of ministers and encourage a more comprehensive model of eliciting positive transfer.

CHAPTER 3

METHODOLOGY

Problem and Purpose

The purpose of this research project was to evaluate the changes in cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the ERRP among those who participated in a three-month guided mentoring process in the West Michigan District of the Wesleyan Church. The project was birthed out of the frustrations expressed by many novice pastors and noted by many different educators and judicatory agencies that pastors are insufficiently trained to meet the variety of expectations they face in parish ministry. The guided mentoring process used the selected practices of cognitive understanding, self-efficacy, self-management through goal orientation and error management, and support from both supervisors and peers as a means of increasing the practices of the licensed ministers related to the experiences of the modified ERRP. This research project may provide a model for the field training of pastors and the role of the DBMD in serving as an integrative force between the theoretical and practical for novice ministers as they engage in their chosen vocation.

Research Questions

Four research questions identified the focus of the research project as well as the criteria to be measured in determining the effectiveness of the guided mentoring process. An experimental and control group model was used with a pretest and posttest to provide data to measure the effectiveness of the guided mentoring process. The questions also sought data to evaluate the perceived effectiveness of the various components used in the guided mentoring process among participants in the experimental group.

Research Question #1

How did the ERRP characterize the licensed ministers' cognitive understanding, self-efficacy, self-management, and practices before participation in the guided mentoring process?

In order to measure the effectiveness of the experimental interventions of the guided mentoring process a baseline for measuring the practices identified in the modified ERRP was needed. Participants in both the experimental and control groups completed the PMA prior to the beginning of the guided mentoring process. This provided the data for developing a baseline of current cognitive understanding, self-efficacy, use of self-management practices of goal orientation and error management, and practice related to the experiences identified in the modified ERRP.

The ERRP was developed by the Department of Education and Clergy Development of the Wesleyan Church. It listed 114 different experiences that a resident pastor in a parish ministry is likely to experience in the first two years of ministry after completing the educational requirements for ordination in the Wesleyan Church. The list of practices was developed through a two-year process of receiving comments from more than five hundred ministers and laypersons regarding the practices of an effective minister. The list was further refined by the Department of Education and Clergy Development to identify the ideal experiences of a resident pastor in his or her first two years of mentored ministry, with a more experienced pastor, following completion of the academic requirements for ordination (ERRP). The list of practices included several experiences that would happen on an occasional basis in ministry. The occasional nature of some of the experiences made it unlikely that a measurement of change would occur

among a significant number of the participants during the three-month timeframe of the guided mentoring process. Therefore, the ERRP was further refined through surveying ten ordained clergy serving in the West Michigan District in categories of appointment similar to those for which licensed minister participants were appointed. The ten clergy were surveyed using a digital format through Google Forms which asked each participant to rate the various criteria identified in the ERRP based upon frequency of practice in their ministry. Three criteria were used by these ten clergy in rating the practices of the ERRP which included weekly, monthly, or occasionally (representing less than once a month). The criteria of the ERRP was then modified to include only those criteria identified by more than 50 percent of the ten clergy participants occurring weekly or monthly in their ministry. This modified ERRP provided the criteria for measurement based upon practice and use of training inputs in the PMA and the PMFA.

The PMA also included demographic data provided by the participants. The demographic data was used to demonstrate similarities and dissimilarities between the research sample and the population of licensed ministers in West Michigan as well as to account for the potential effect of intervening variables on the results of the study. This information included gender, age, tenure of appointment as a licensed minister, level of education, format of education, whether the appointment was a full-time or part-time appointment, whether the appointment was paid or unpaid, and the category of appointment. Each instrument used in the study included the names of the participants. The demographic information collected in the PMA provided the opportunity for transcribing the information to the PMFA and GMIA to account for various intervening variables. Once all of the demographic information was transcribed, the names and e-mail

addresses of the participants were then deleted from the data in the PMA, PMFA, and GMIA prior to analysis, providing for anonymity of the participants in the analysis of data and discovery of findings in the study.

These demographic factors allowed for observations concerning the potential effect of the intervening variables of level of education, tenure of appointment, and category of appointment on the results of the study. Statistically valid findings based upon the specific demographic factors was not possible due to the small population size within the various demographics.

Research Question #2

What changes occurred in the licensed ministers' cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the ERRP among students in the experimental group after participation in the guided mentoring process?

Answers to this question were identified in comparing the changes in responses of the licensed ministers in the experimental group between the PMA and the PMFA. The criteria measured in both instruments were identical. A comparison of the results provided the data for measuring the self-assessed perceived changes in participants in the experimental group following the three months of the guided mentoring process.

The demographic information was used to demonstrate the similarities and dissimilarities among the experimental group, control group, and population of licensed ministers in the West Michigan District. It also provided data for making general observations related to the potential effect of the independent variables of level of education, tenure of appointment, and category of appointment. This information was not

used as a basis for drawing statistically valid conclusions from the data due to the relatively small number of participants in each of these different demographic groups.

Research Question #3

What changes occurred in the licensed ministers' cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the modified ERRP among members of the control group not participating in the guided mentoring process?

The participants in the control group completed the PMA and PMFA as well. This information provided a basis for identifying changes in the participants after the three-month-time period of the research project that occurred without the effects of the guided mentoring process. A comparison of results with those in the experimental group provided the data needed for findings regarding the potential effectiveness of the guided mentoring process.

Again, the demographic information was used to show similarities and dissimilarities between sample groups and the population of licensed ministers as well as to provide general observations related to the independent variables of level of education, tenure of appointment, and category of appointment. This information was not used as a basis for drawing statistically valid conclusions from the data due to the relatively small number of participants in each of these different demographic groups.

Research Question #4

What aspects of the guided mentoring process were most effective at assisting licensed ministers in increasing their cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the modified ERRP?

The data provided in the GMIA as completed by the participants in the experimental group measured the relative impact of the various components used in the guided mentoring process. This instrument provided opportunity for participants to self-report perceived effectiveness of each of the components of the guided mentoring process based upon their effectiveness at increasing the training inputs and practice corresponding to the experiences in the modified ERRP. In addition, open-ended written responses provided opportunity for further data regarding the effectiveness of each of the individual components. The information was analyzed by looking for recurring words and themes related to the context of the specific questions. The information was collected in a digital format. Information gathered in response to this question will be useful in designing future practices for overseeing licensed ministers through the DBMD as they begin their field appointments.

Participants

The participants included twenty-two licensed ministers who ranged in experience from newly appointed to two years or more of experience. Five of the licensed ministers were solo, lead, or senior pastors. Seven of the licensed ministers were staff pastors of churches with average attendance of five hundred or more in the main worship services. Eight of the licensed ministers served as staff pastors in churches with less than five hundred in average attendance in the main worship services. The remaining two licensed ministers were appointed to various categories of ministry that did not immediately serve in the context of a local church. Chapter 4 provides data concerning the similarities and dissimilarities of the licensed ministers participating in the guided mentoring research

project compared to the population of licensed ministers in the West Michigan District in the category of appointment.

Licensed ministers were invited to participate in the guided mentoring research project through a letter indicating the purpose of the study, the potential value to participants, and the expectations of those who participated in the process. Licensed ministers were allowed to self-select whether they desired to participate in the research project. Participation was voluntary but was incentivized through the provision of a Panera or Starbucks gift card to all participants who completed the PMA and PMFA. The letter of invitation informed potential participants that participants would be included in either an experimental group or a control group. Licensed ministers self-selected participation in the control group or experimental group based upon interest and availability for participation in the guided mentoring process. Eight licensed ministers selected participation in the control group and fourteen in the experimental group.

The PMA collected demographic data that was used to show the similarities and dissimilarities of the sample populations of the participants in the research project and the population of licensed ministers in the West Michigan District. In addition, the demographic information showed similarities and dissimilarities between the experimental and control groups. This demographic data served to account for the intervening variables of the research project as well as to provide the basis for generalizability through general observations.

Students were advised that at the completion of the research project, if they were in the control group they would have the opportunity to participate in the guided mentoring process at a future date. This assurance addressed the potential threat to

validity that might occur as a result of nonparticipation in the guided mentoring process. An informed consent release, which included a participation covenant, was included in the letter and returned prior to the licensed ministers' retreat. The participation covenant obtained a commitment from each participant to engage in all aspects of the project. It also informed participants that they were free to discontinue participation in the research project at any time by simply contacting me and indicating their desire to discontinue. They did not need to provide a reason for making this choice. Participants serving under appointment as a licensed minister in the West Michigan District of the Wesleyan Church represented a variety of appointment contexts, including pastors, various categories of staff pastors, district ministry, and institutional service. The single licensed minister appointed to missionary service was not included in the research project as he was out of the country and unavailable to participate. All persons meeting these criteria received invitations to participate.

Design of the Study

The research project used an explanatory, sequential, mixed-methods research design (Creswell 532). The quantitative design aspect sought to explain the extent to which the guided mentoring process affected the cognitive understanding, self-efficacy, self-management through goal orientation and error management, and practices of the licensed ministers related to the experiences of the modified ERRP. The use of an experimental and a control group provided the opportunity to determine the effectiveness of the guided mentoring process by comparing the results of both groups. The research project utilized a pre- and posttest format to compare the differences in scores of those in the experimental and control groups. The qualitative design of the research project sought

to further explain the effectiveness of the methods used in the guided mentoring process in assisting the licensed minister to increase practice and use of training transfer inputs measured in the study related to the experiences identified in the modified ERRP.

Several transfer of training inputs were used in the guided mentoring process. These included cognitive ability, self-efficacy, and self-management through goal orientation and error management, supervisor support, and peer support. The effect of these inputs was to increase the practice of the participants in relation to the experiences in the modified ERRP. In addition, the training inputs learned through the guided mentoring process could be generalized to other areas of ministry practice as well. These transfer of training inputs were selected based upon their demonstrated effectiveness at facilitating positive training transfer in the research as well as their suitability for use in the various components of the guided mentoring process.

Cognitive ability is identified in the research as one of the most significant predictors of training transfer (Baldwin and Ford 91; Burke and Hutchins 266; Blume et al. 1079; Colquitt, LePine, and Noe 680; Coultas et al. 498; Grossman and Salas 108; Holladay and Quiñones 1102; Kanfer and Ackerman 685; Velada et al. 285). Those with higher cognitive ability are more likely to increase KSAs and look for solutions to problems faced in generalization and maintaining practice in the field (Burke and Hutchins 266; Chiaburu and Lindsay 200-01; Chiaburu and Marinova 113; Coultas et al. 498; Velada et al. 287-89). The term cognitive understanding is used in place of cognitive ability in this study in order to be more readily understood by participants in the research project. Participants were encouraged to increase cognitive ability through identifying needed KSAs related to their specific job assignments, developing strategies for

increasing KSAs through the action steps developed in their ministry action plan, and discussing the application of KSAs to ministry experiences with DBMD mentors, supervisors, and in their peer-mentoring groups. Each of these methods used in the guided mentoring process worked together in providing the opportunity for an increase in cognitive understanding.

Self-efficacy is proven to affect training transfer as well (Bandura, “Self-Efficacy Mechanism” 122; Coultas et al. 498; Holladay and Quiñones 1094). Individuals with a positive sense of self-efficacy are more confident they can achieve the desired outcomes in transferring training in the field, are better able to manage their emotions, can cope more effectively with changes, are more capable of handling stressors as they apply the training in the field, and demonstrate a greater ability to self-regulate their behavior more effectively. In addition, persons with a higher level of self-efficacy discover their self-efficacy increasing as they successfully apply training in meeting desired outcomes in the field. Opportunity for increasing self-efficacy in the guided mentoring process was provided by interacting with DBMD mentors, supervisors, and peer-mentoring groups; identifying action steps needed to attain goals; evaluating perceived ability on the part of the participant to complete the action steps successfully; and celebrating successful goal accomplishment.

Several inputs served to increase self-management practices. These included goal orientation, error management, supervisory support, and peer support. These specific inputs were selected based upon their ability to provide for positive transfer of training, complement other transfer of training inputs, and provide opportunities for others to assist the participant in training transfer.

The research indicates that individuals who approach training transfer from the perspective of acquiring and practicing new skills (i.e. mastery goal orientation) are frequently more successful at generalizing and maintaining transfer than those who approach training transfer from the perspective of demonstrating a high level of competency to impress others and attain recognition for accomplishments (i.e., performance goal orientation; Coultas et al. 499; Ford et al. 299; Tziner et al. 167-68).

Goal orientation serves in a complementary role with other transfer of training inputs to increase cognitive ability, self-efficacy, and motivation (Chiaburu and Lindsay 200; Ford et al. 220; Lim and Johnson 42; Tziner et al. 167). In the guided mentoring process, participants were challenged to set goals based upon a mastery goal orientation rather than a performance goal orientation. Participant's identified KSAs received from their training corresponding to the experiences identified in the modified ERRP and the participants' ministry responsibilities. The focus of the mentoring and supervision provided additional encouragement to acquire and practice skill mastery as it related to the KSAs.

Error management (or error training) is a transfer training input that is effective at helping trainees generalize principles to the field, find solutions to problems that would impede generalization, and to maintain training over time. Error management includes the opportunity to identify and discuss potential errors with mentors, supervisors, and peers while searching for more effective solutions at applying training to the field. Motivation and self-efficacy increase as the trainee anticipates what can go wrong and identifies potential solutions. Error management also provides opportunity for course corrections, leading to the potential for more successful accomplishment of goals and

action steps (Burke and Hutchins 279; Grossman and Salas 111). Error management was included in the self-management methods utilized in the guided mentoring process through the MAP, as well as by the mentoring provided by the DBMD mentors, supervisors, and peer-mentoring groups.

Supervisory support provides for a work environment that is more conducive to positive transfer. The role of the supervisor in helping to identify potential uses for training in the field, identify problems and potential solutions, provide input in setting goals for accomplishing desired results, and give both positive and negative rewards for performance results in an effective method of reinforcing transfer (Burke and Hutchins 281; Coultas et al. 518; Kanfer and Ackerman 678; Lim and Johnson 43; Michalak 24). Coaching and mentoring provide an additional benefit in the area related to work place support as the trainee has a safe place for giving feedback, raising concerns, and receiving direction without the perceived threat of negative consequences from the supervisor (Olivero, Bane, and Kopelman 461). This research project used both support from supervisors as well as coaching and mentoring provided by DBMD mentors and through peer-mentor groups.

Peer support is another transfer of training input that has demonstrated a high degree of effectiveness in positive transfer, exceeding that of supervisory support. Peers serve to provide motivation for performance, brainstorm ideas to solve problems, and add to the cognitive understanding of the individual as they work together. Peers can also serve to critique one another without the added threat of negative consequences from a supervisor (Burke and Hutchins 281-82; Chiaburu and Marinova 112-13; Grossman and

Salas 112-14; Rouiller and Goldstein 388-89). Peer support was provided through the peer-mentoring groups that met during the guided mentoring process.

The guided mentoring process used several different methods in providing for the training inputs. The methods included a licensed ministers' retreat, developing a MAP, and ongoing support through DBMD mentors, supervisors, and peer-mentoring groups. Each of these methods focused on one or more of the transfer of training inputs as their primary method of intervention in the guided mentoring process.

The licensed minister retreat involved a one-day session at a local church with lunch provided. All licensed ministers in the experimental group were required to be in attendance at the retreat, along with selected DBMD members serving as mentors. Supervisors did not attend the retreat but were provided explanation of the process through a phone call training session provided by me as well as written materials to be used by supervisors with licensed ministers in the experimental group during the research project. The retreat provided opportunity for an overview of the guided mentoring process. Training explained how the MAP, DBMD mentors, supervisors, and peer-mentoring groups would assist participants in increasing cognitive understanding, self-efficacy, and self-management through goal orientation and error management, which was intended to increase practices related to experiences of the modified ERRP. One session of training focused on developing the MAP. Another session provided information regarding the role of DBMD mentors and supervisors. Peer-mentoring groups of four or five licensed ministers were assigned during the retreat based upon similarity of context of appointment and geographic proximity. The expectations of licensed minister participants, DBMD mentors, supervisors, and peer-mentoring groups

were explained. Licensed ministers reviewed their MAP with DBMD mentors, supervisors, and peer-mentoring groups either during or immediately following the retreat. In addition, time was provided at the retreat for calendaring peer-mentoring group and DBMD mentor sessions. Opportunity for networking with various participants was provided during lunch times and breaks included in the retreat. The retreat concluded with a time of prayer for one another that God would guide and direct each participant as he or she engaged in the guided mentoring process.

The licensed minister retreat provided opportunities for participants to increase cognitive understanding and self-efficacy as they became aware of expectations and worked with DBMD mentors and peer-mentor groups in identifying goals for their MAP. The retreat also introduced the various self-management practices that would be used by the participants. An overview of the licensed minister retreat including format, goals, and schedule is provided in Appendix E.

Participants practiced self-management through goal orientation in developing their MAP. The MAP included the development of three to four distal goals related to a participant's ministry assignment and the experiences in the modified ERRP. One goal was to focus on an area of spiritual development and two to three goals were to be related to the participant's job assignment. Participants were instructed to develop goals from a mastery goal orientation in which key KSAs needed in performing the experiences in the modified ERRP were identified. Participants identified gaps in training that might exist for which additional training would be needed, thus potentially increasing cognitive understanding. The participant's DBMD mentor, supervisor, and peer-mentoring group reviewed his or her MAP to provide additional insights regarding potential problems in

applying training, adding information to increase cognitive understanding and encourage self-efficacy in the completion of goals. Participants were instructed not only to identify the three or four major distal goals and the KSAs related to these goals but to develop several proximal goals related to each distal goal that would serve as incremental steps in the process of meeting the distal goal. Participants also identified potential results in the field that were anticipated through the accomplishment of the distal and proximal goals. The supervisor and DBMD mentor assisted each participant in assuring that the distal goals related to the job of the participant and that the anticipated results fit the expectations of the supervisor. An outline of the format, goals, and instructions for completing the MAP is included in Appendix F.

Four DBMD members, including me, from the West Michigan District DBMD served as mentors for the fourteen participants in the guided mentoring process. Each DBMD mentor was assigned four or five participants in the guided mentoring process with the exception of one. One DBMD mentor served two colead pastors who, as a result of geographic distance and unique circumstances in their job assignments, needed additional mentoring. The DBMD mentors attended the licensed minister retreat and received training with the participants in the goals of the guided mentoring process and the use of the various methods, including developing the MAP and working with their DBMD mentor, supervisor, and peer-mentoring group. DBMD mentors reviewed the MAP with each student assigned. The DBMD mentor's review role involved asking questions to encourage the participant to align distal goals, action steps, and supervisor expectations. In addition, DBMD mentors guided students in identifying key practices from the modified ERRP related to each distal goal, discussing potential challenges and

possible solutions related to accomplishing distal goals, reviewing proximal steps identified in meeting distal goals, celebrating successes in achieving distal and proximal goals, and encouraging the student towards a high degree of self-efficacy in achieving the goals defined in the MAP. DBMD mentors were encouraged to perceive their role as guiding the student from a mastery goal orientation with a positive valence of approaching success rather than a negative valence of avoiding failure (Chiaburu and Marinova 113). During the retreat, DBMD mentors scheduled three monthly meetings of one-hour duration with each of the licensed minister participants assigned. The monthly meetings could be conducted by phone, video conference, or in person. DBMD mentors were also encouraged to be available as needed, for additional encouragement and counsel as participants faced life situations or encountered challenges in their field assignment. DBMD mentors received reports from the supervisors and peer-mentoring groups regarding participation of each licensed minister in supervisory meetings and peer-mentoring groups. DBMD mentors reported monthly as to the level of reported involvement of assigned participants in DBMD mentor meetings, supervisor meetings, and peer-mentoring group meetings. DBMD mentors maintained confidentiality related to the issues addressed during their mentor meetings with participants. A copy of the DBMD mentor instructions, including format of meetings, goals, and questions to be reviewed is included in Appendix G.

Supervisors served in a crucial role in assisting the participants in utilizing the training inputs as they transferred training to ministry assignments and the practices identified in the modified ERRP. Training for the supervisor included a phone call or video conference prior to the beginning of the guided mentoring process as well as

written materials. For participants in the guided mentoring process serving as solo, lead, or senior pastors, additional directions were provided to the lay person serving as the supervisor for the licensed minister. Additional instructions to the lay supervisor was needed due to the unique relationship between the licensed minister participant who frequently served in the role of the pastor of the one serving as his or her supervisor. The lay supervisor was encouraged to be more active in working with the solo, lead, or senior pastor to identify agreed-upon results for the distal and proximal goals as well as to develop an agreed-upon format for supervisory review of performance. Supervisors assisted licensed ministers in identifying appropriate job-related results expected in accomplishing the distal and proximal goals for the guided mentoring process.

Supervisors and licensed ministers were encouraged to meet weekly during the guided mentoring process to review goals, discuss challenges, brainstorm ideas in the process of error management, encourage the student in increasing cognitive ability and self-efficacy as it related to job performance, and provide positive rewards for goal accomplishment identifying appropriate course corrections that may be needed, or provide negative rewards for ineffective performance, if warranted. Supervisors were also encouraged to approach their supervisory role from a mastery goal orientation with a positive valence towards approaching success rather than a negative valence of avoiding failure.

Supervisors provided a monthly report to DBMD mentors regarding participation in weekly supervisory meetings. Supervisors were also encouraged to discuss with the DBMD mentor any issues or suggestions that would help the participant increase cognitive understanding, self-efficacy, or self-management practices related to performance in the field. The DBMD mentor and supervisors were encouraged to work

together in guiding the licensed minister towards accomplishment of distal and proximal goals identified in the MAP. A copy of the supervisor instructions, including format of meetings, goals, and questions to be reviewed is included in Appendix G.

Licensed ministers were networked into peer-mentoring groups of four or five that met during the guided mentoring groups. Assignments were based upon geographic proximity and similarity of context of appointment. The two copastors who were assigned to a DBMD mentor served as a peer-mentoring group with the DBMD mentor. The peer-mentoring groups provided opportunity for increased self-management by licensed ministers through peer support. They reviewed each member's MAP during the retreat. The review provided opportunity for additional insights regarding KSAs related to their ministry assignment and the experiences in the modified ERRP that would help participants to accomplish distal and proximal goals. Peer-mentoring group reviews of the MAP also provided opportunity to increase cognitive understanding and self-efficacy as participants identified additional ideas for meeting distal and proximal goals as well as potential challenges that may be faced in the field. Peer-mentoring groups were instructed to calendar their meetings for the remainder of the guided mentoring process while at the retreat. Peer-mentoring groups were encouraged to meet in person for approximately sixty to ninety minutes on a biweekly basis. During the group meetings, the participants were encouraged to create an environment in which members spoke freely regarding their field experience, brainstormed potential solutions to challenges faced, celebrated accomplishments of distal and proximal goals, and provided ongoing encouragement and support for group members related to personal, family, and work-related experiences. Groups were encouraged to challenge members to approach goals from a mastery goal

orientation with a positive valance towards achieving success. The peer-mentoring groups were intended to provide opportunity for peer support that encouraged increased cognitive understanding, self-efficacy, and self-management. Individual participants provided a report of peer-mentoring group participation to the DBMD mentor on a monthly basis. Peer-mentoring groups were encouraged to maintain confidentiality among members. Meeting guidelines stated the format of the meetings, the goals of the peer-mentoring component, and questions for discussion. A copy of the peer-mentoring guidelines is provided in Appendix H.

The various methods used in the guided mentoring process were designed to guide licensed ministers, DBMD mentors, supervisors, and peer-mentoring groups in applying the designated transfer of training inputs which provided the tools for increasing the licensed ministers' cognitive understanding, self-efficacy, and self-management practices of goal orientation and error management related to the experiences in the modified ERRP. The effectiveness of the transfer of training inputs was demonstrated through the data collected in the PMA, PMFA, and GMIA.

Instrumentation

Three different researcher-designed instruments were used in the research project. Data from all three instruments was collected digitally using an online survey format. Participants were instructed to complete surveys in a single setting. The PMA was administered to all participants in both the control and experimental groups prior to the beginning of the guided mentoring process. The PMFA was administered to all participants in both the control and experimental groups within two weeks following the completion of the guided mentoring process. The GMIA was administered to all

participants in the experimental group within two weeks following the completion of the guided mentoring process. The differences between scores in the PMA (pretest) and PMFA (posttest) was used as a basis for evaluating the overall effectiveness of the guided mentoring process by comparing results of the control and experimental groups. The GMIA provided a self-report by participants in the guided mentoring process regarding the perceived effectiveness of the various components used.

The results of the PMA served as a baseline from which to measure the changes that occurred during the timeframe of the guided mentoring process. The PMA also collected demographic information, including name, gender, age, tenure of appointment, level of education, format of education, whether appointment was full-time or part-time, paid or unpaid, and context of appointment. The demographic information was transposed into the other instruments used in the study corresponding to the participant's name. Once all demographic information was transposed, the identifying information of name and e-mail address was deleted to protect the confidentiality of participants.

The PMA and PMFA included identical criteria drawn from the modified ERRP. Participants provided a self-report for each experience of the modified ERRP, reflecting current practice as well as application of the transfer of training inputs of cognitive understanding, self-efficacy, and self-management through goal orientation and error management. Participants evaluated criteria using a five-point Likert scale that was assigned numerical values that included 5—strongly agree, 4—agree, 3—neutral, 2—disagree, 1—strongly disagree. This same scale was used in all of the instruments in the research project. The statements for which the participants provided responses regarding each of the various experiences in the modified ERRP included

- Principles learned in my ministerial training adequately prepared me for this behavior.
- I have a high degree of self-confidence that I can perform this behavior with satisfactory results.
- I have set goals with the intent of achieving a higher level of skill mastery in accomplishing this behavior.
- I regularly critique my performance of this behavior identifying areas of success and areas needing improvement.
- I regularly practice this behavior in performing the responsibilities of ministry.

The GMIA evaluated the effectiveness of the methods used in the guided mentoring process in increasing the cognitive understanding, self-efficacy, self-management through goal orientation and error management, and practice (see Appendix D). Participants reported their responses on the five-point Likert scale to various statements reflecting the potential effectiveness of methods in providing for increasing practice and use of transfer of training inputs. The methods of the guided mentoring process that were evaluated included the licensed minister Retreat, MAP, DBMD mentor, supervisor, and peer-mentoring groups. The participants provided responses to the following statements:

- The (specific method, i.e. licensed minister retreat, ministry action plan, DBMD mentor, supervisor, peer-mentoring group) was helpful in increasing my cognitive understanding of the skills in the modified ERRP that I practiced during the guided mentoring process.

- The (specific method) helped me attain a higher level of self-confidence in my ability to perform the skills in the modified ERRP that I practiced during the guided mentoring process.
- The (specific method) was effective in helping me develop goals for more effective practice of the skills in the modified ERRP that I practiced during the guided mentoring process.
- The (specific method) was effective in helping me to identify successes and make course corrections related to the skills in the modified ERRP that I practiced during the guided mentoring process.
- The (specific method) enabled me to more effectively increase my level of performance overall of the skills in the modified ERRP that I practiced during the guided mentoring process.

The GMIA also included interview style questions requiring a written response. The responses were analyzed to identify recurring key words and phrases that provided additional data related to the effectiveness of various methods used in the light of the context of the individual questions.

Variables

The results of the PMA and PMFA provided data for the dependent variables that was analyzed and used to evaluate the effectiveness of the guided mentoring process among the participants in the experimental group compared to the control group. These variables demonstrated the increase in cognitive understanding, self-efficacy, self-management through goal orientation and error management and practice related to the criteria provided in the modified ERRP.

The independent variable was the guided mentoring process. The process involved several different methods including a licensed minister retreat, MAP, DBMD mentors, supervisors, and peer-mentoring groups. The overall effectiveness of the guided mentoring process was demonstrated through the analysis of the differences between data collected in the PMA and PMFA. The relative effectiveness of the individual components of the guided mentoring process was demonstrated through analysis of the data collected in the GMIA.

Several intervening variables and threats to validity potentially affected the guided mentoring process and the findings of the research project. The intervening variables can be grouped based upon the categories of criterion relevancy, criterion deficiency, criterion contamination, and criterion reliability. In addition, threats to validity included internal threats that challenged the effectiveness of the treatment and external threats that challenged the generalizability of the conclusions (Creswell 304-06; Goldstein and Ford 181-82).

The fact that the control and experimental groups were not of equal size, were self-selected, and were not equally distributed based on the demographic factors of level of education, tenure of service, and category of appointment represents a criterion reliability variable to the research. As discussed in Chapter 1, the level of education, tenure of service, and category of appointment represent variables that could have contributed to the results of the research. This variable is accounted for to a degree through the collection of demographic data that demonstrated the similarities and dissimilarities among the population of the control group, experimental group, and the West Michigan District licensed ministers. The close similarities of percentages of

licensed ministers in the control group, experimental group, and population as a whole related to the intervening variables of level of education, tenure of appointment, and category of appointment addresses the effect of these variables. The influence of each variable would have been represented similarly in each group.

The research represented an introductory study of a cluster sample of licensed ministers in the West Michigan District (Salkind 1297). Allowing the licensed ministers to self-select participation in either the control or experimental group was based upon availability of licensed ministers for participation in the guided mentoring process. This would be typical of a convenience sample. Several licensed ministers who agreed to participate in the research project were unavailable during the time when the guided mentoring process occurred. As a result random sampling for the control and experimental groups among the volunteer participants was impossible.

The education of the participants in the skills and practices identified in the modified ERRP provided several different intervening variables of criterion relevancy. Research has not been conducted to demonstrate that the education provides the necessary KSAs to perform the experiences identified in the modified ERRP. This variable was accounted for in that the curriculum used to train the participants was developed and taught by practitioners of ministry and was given oversight by the Department of Education and Clergy Development. It has a general sense of applicability to the practice of pastoral ministry as it has been designed to prepare individuals for that vocation.

The level of education of the licensed minister is an intervening variable affecting criterion deficiency. If the population sizes in the control group or experimental group

were significantly different from one another in this demographic then the level of education could potentially provide an explanation for the findings of the study. In addition, if the population size of the experimental group compared to the population of the West Michigan District licensed ministers was significantly different then this would represent the possibility of an intervening variable that could have resulted in the findings made in the research project. Participants were differentiated at three levels of training, including those completing a minimum of six core courses and up to five additional courses, those completing a minimum of twelve courses, and those completing the academic requirements for ordination. The percentage of participants at each level were identified in the control group, experimental group, and the population of licensed ministers in West Michigan to account for this intervening variable.

The format through which the education was received was an intervening variable potentially impacting criterion deficiency. Those receiving education through the traditional format of college or seminary may have received a different level of education than those receiving their education through nontraditional formats such as FLAME, correspondence, cross-training, and extension classes. If the education provided by the different formats served to train for the skills and practices in the modified ERRP differently, this difference in training would potentially be a factor accounting for the changes observed in the research project. This factor was accounted for by the fact that persons of similar training and experience teach in both the traditional and nontraditional formats. In fact, several who teach in the traditional format also teach classes in the nontraditional format. In addition, the objectives of the various classes included in the curriculum are developed under the direction of the Department of Education and Clergy

Development and would have similarities based upon course content rather than format in which the class is taught. This variable would be accounted for through the similarity of training personnel and oversight of training of the various methods used.

The experiences identified in the modified ERRP were an intervening variable that potentially led to criterion deficiency. Research has not been conducted to demonstrate that the experiences identified in the ERRP demonstrate the most important experiences for licensed ministers in their early years of ministry to experience as they are transferring training to ministry in their category of appointment. The comprehensive listing of 114 practices in the original ERRP would reflect a significant level of skills and practices to be transferred. Research has not demonstrated a consistent level of metrics for evaluating these practices, and the KSAs needed for performing these practices satisfactorily are included in training.

In addition, the practices are more applicable to categories of appointment that serve directly in the local church, including pastors and staff pastors. The skills and practices may not be as applicable to other categories of licensed minister appointment that serve outside the context of the local church. This variable represents a potential limitation of this study as the results may not present the most important skills to be developed in the first two years of ministry or they may not be generalizable to all categories of licensed ministry appointment. The variable is accounted for to the extent that the sources used to gather the criteria included in the ERRP were ordained ministers, trainers of ministers, and laypersons who are recipients of the ministry. In addition, the modification of the ERRP through the input of ten ordained ministers serving in the various categories of appointment represented by the participants in the study allowed for

limiting the field of potential experiences to those deemed most frequently used by experienced practitioners in categories of appointment similar to those of the licensed minister participants. An additional method of accounting for this variable was that the same list of experiences was used in both the control and experimental groups.

Several intervening factors potentially impacted the effectiveness of the guided mentoring process components used in the research project. These would have represented factors that were threats to internal validity as they represented other explanations for the changes observed or they may have represented criterion contamination due to method variance. These factors included the context of ministry in which licensed ministers served as well as the level of mentoring and supervising ability of the DBMD mentors, supervisors, and peer-mentoring groups.

The context of appointment is a significant intervening variable as it represents the greatest potential for outside factors potentially affecting the changes observed. Licensed ministers serving as staff members of churches with average attendance of five hundred or more in the main worship service would be more likely to receive additional training, supervision, and access to resources that would enhance the positive transfer of training than those serving as staff members in churches with less than five hundred in average attendance in the main worship service. Licensed ministers serving as solo, lead, or senior pastors are most likely to receive supervision from a layperson from within the congregation. This specific context represents the potential for a different level of supervision than those serving as staff members of a church where supervision is likely provided by a person or team of persons trained for ministry. In addition, the licensed minister serving as the pastor would be responsible for providing spiritual oversight and

direction to the one who serves as supervisor. The supervisory role reflects a different relational dynamic than for those appointed in a category on the staff of a church. Those serving in a category of appointment that did not serve the local church directly, such as district or denominational service, would have different roles and expectations to be fulfilled in their respective places of ministry which may or may not be represented equally in the experiences identified in the ERRP.

This intervening variable was accounted for by differentiating the participants in both the control and experimental groups based upon four different levels of context including (1) solo, lead, or senior pastors; (2) staff members of churches of less than five hundred; (3) staff members of churches of five hundred or larger; and, (4) other categories of appointment. Through comparison of the percentages of licensed ministers in each of these groups who were part of the control group, experimental group, and population of the district licensed ministers provided some accounting for the potential effect of this intervening variable.

The differences in mentoring and supervising skills represented by having several different DBMD mentors, supervisors, and peer-mentoring groups in the research project provided the potential for method variance in applying the different components of the guided mentoring process. These factors were accounted for through the use of training and protocols for each of the various groups. Licensed ministers from both the control and experimental groups reporting to the same supervisor represented a potential criterion contamination. The supervisor would potentially use a different kind of supervision with persons in the control group as a result of training received for supervising a person in the experimental group. This intervening variable was accounted for in that a single

supervisor did not supervise licensed ministers in both the control group and experimental group.

The level of participation by students in the guided mentoring process represented an internal threat to the validity of the study. Licensed ministers more actively engaged would likely receive greater benefits than those less actively engaged. This variable was accounted for through the use of a participant covenant that encouraged full participation of each student. Reports were also received from DBMD mentors, supervisors, and participants regarding level of participation in the DBMD monthly mentoring, weekly supervision meeting, and peer-mentoring groups.

Another internal threat to the validity of the study included the effect of testing. Using different tests or testing for different criteria during the research project would interject the potential for method variance. This variable was accounted for through the use of the same criteria and standards of measurement in both the PMA and the PMFA. An additional step to account for this variable was to test for the same transfer of training inputs in the GMIA that were tested for in the PMA and PMFA. The PMA and PMFA tested the changes in the transfer of training inputs related to the criteria in the modified ERRP. The GMIA tested the changes in the transfer of training inputs to measure the effectiveness of the individual components of the guided mentoring process. Each test used in the research project measured the factors of cognitive understanding, self-efficacy, self-management through goal orientation and error management, and practices related to the experiences in the modified ERRP. The differences between the PMA and PMFA demonstrated the overall changes of these practices. The GMIA demonstrated the

perceived effect of the various components of the guided mentoring process in contributing to these changes.

The use of a pretest provided the possibility of an external threat to validity as participants were potentially sensitized to the factors being studied. Participants in the control group would become aware of the various skills and practices observed in the study and possibly change their behavior as a result. This variable was accounted for in using the same tests for both the control and experimental groups as well as by using a digital format in which the data was collected. Participants in the control group did not have copies of the criteria evaluated in the PMA for ongoing use in their appointment context.

The possibility of a major historical event interrupting the study represented an intervening variable that potentially threatened internal validity. This variable was accounted for through an abbreviated time period of three months during which the study was completed and selecting participants from a limited geographic area to be included in the study. An equal number of participants in the control and experimental groups would experience the same historical event thus minimizing its potential effect.

The potential for participant reaction to not participating in the experimental group for the study represented a potential internal threat due to unequal treatment. This variable was accounted for by allowing participants to self-select participation in either the control group or experimental group. In addition, students selecting to be in the control group were assured the opportunity to participate in a future guided mentoring process should they desire to do so.

Other external threats representing intervening variables included the fact that the participants were members of the West Michigan District. Some potential benefits of church size, church resources, and additional mentoring and training opportunities exist that may not be available to all licensed ministers within other districts of the denomination. While the same level of effectiveness may not be generalized to other districts and students, the overall results of the research project are generalizable.

Reliability and Validity

The validity and reliability of the research project was maintained through the use of commonly accepted practices in the field of research. The use of an experimental design with participants in either the experimental or control group accounted for the potential internal validity threats of history, maturation, regression, and mortality. The use of the same pre- and posttest with both the control and experimental groups accounted for the potential threats of testing, instrumentation, and regression (Creswell 308-09). The collection of demographic data in the PMA accounted for the potential intervening variables that might have impacted the validity of the results. A field reflection team and an institutional review board reviewed the entire research project for validation and reliability.

Data Collection

All data from participants in the research project was collected digitally using an online survey. The PMA survey was administered to all participants prior to the beginning of the guided mentoring process. The PMFA was administered to all participants at the conclusion of the research project. The GMIA was administered to participants in the experimental group at the conclusion of the research project. Open-

ended written responses were analyzed for recurring words and phrases through SurveyMonkey analysis tools and researcher observation.

Data was collected using three different instruments including the PMA, PMFA, and GMIA. The PMA collected demographic data used for comparison of percentages of participants in the control group, experimental group, and population of the West Michigan District licensed ministers. Demographic data collected provided opportunity for general observations regarding the data and effect of potential intervening variables but was not used for statistical analysis to identify findings as the sampling size was too small to provide for adequate generalization of results.

The PMA and PMFA collected data digitally based upon a five-point Likert scale providing a baseline for a comparison of the responses of PMA compared to the PMFA. The data was used to identify changes in the cognitive understanding, self-efficacy, self-management through goal orientation and error management, and practice of the participants related to the experiences in the modified ERRP. The responses were given numerical values allowing for analysis of the information. Comparing the differences of the individual responses of members in the control group and the experimental group in the PMA and PMFA provided the data for analysis of the effect of the guided mentoring process in achieving the purpose of the research project.

The GMIA collected data digitally based upon a five-point Likert scale measuring the perceived effect of the various methods used in the guided mentoring process. The various methods were evaluated by the participants based upon their effectiveness at helping the participant to experience changes in cognitive understanding, self-efficacy, self-management through goal orientation and error management, and practice relative to

the experiences in the modified ERRP. The responses were given numerical values allowing for an analysis of the data. Participants rated the effectiveness of each of the various methods of the guided mentoring process, including the licensed minister retreat, development of a MAP, and support provided by DBMD mentor, supervisor, and peer-mentoring groups. In addition, interview style questions were included in the GMIA that required a written response. An analysis of recurring key words and phrases provided the data for additional conclusions regarding the perceived effectiveness of the guided mentoring process methods based upon the context of the questions. The data obtained from the GMIA provided further information helping to explain the effectiveness of the methodologies used in achieving the purpose of the research project.

Data Analysis

Analysis of the data was completed through compilation of demographic data, assigning numerical values to the Likert responses and analyzing frequency of key word and phrases. The demographic data was used to account for potential intervening variables. The PMA, PMFA, and GMIA data collected through the Likert response questions provided numerical values for analysis. On the basis of a mathematical analysis of the responses, conclusions were drawn concerning the effectiveness of the guided mentoring process on the experimental group compared to the control group. In addition, conclusions were made concerning the comparative effectiveness of various components used in the guided mentoring process. The open-ended, written responses were analyzed using key word and phrase comparisons looking for recurring words or themes in the context of the questions asked, which demonstrated the perceived effectiveness of each of the components used in the guided mentoring process. This data provided further

validation of the effect of the methods used in the guided mentoring process as well as trends impacting the overall conclusions drawn from the research.

Ethical Procedures

All participants in the research project were provided the opportunity to self-select participation in the project. Written permission was obtained for conducting the research project from the participants themselves, as well as from the district superintendent of the West Michigan District in which the research project was conducted. DBMD mentors, supervisors, and peer-mentoring groups were instructed to maintain strict confidentiality, and all reports provided by these groups were destroyed upon the completion of the project. All information collected as a part of the research project was maintained anonymously after transcribing key demographic information used for accounting for intervening variables. The PMA, PMFA, and GMIA data was compiled in two stages. Stage one included review of the demographic data with the students' names and e-mails and transcribing demographic data from the PMA to the PMFA and GMIA. Stage two involved removal of the individual's name and e-mail address prior to analysis of the data to protect the confidentiality of the participant. All responses provided by individuals in the process of conducting research was destroyed upon the completion of the research project. The entire research project was submitted for review to the dissertation reflection team, the institution review board, and the DMIN. project advisor and was screened by the appropriate oversight committee of Asbury Theological Seminary.

CHAPTER 4

FINDINGS

Problem and Purpose

Developing proficiency in ministerial training, like many other professions, involves not only learning KSAs relevant to the job but learning how to generalize and maintain classroom training to a variety of field experiences. In many instances the classroom environment is far different from what one encounters in the field. Effective training transfer utilizes methods that not only enhance the theoretical training in the classroom but the effective application in the field, as well. In ministry, this process is further complicated by the differing expectations of constituents, educators, and judicatory leaders. What one group may consider competent ministerial performance another group may find deficient or even irrelevant. Balancing the expectations of these various groups while utilizing newly learned KSAs and maintaining a healthy level of self-confidence proves challenging for many experienced ministers let alone those who are just beginning their first appointment. The DBMD, which is charged with the responsibility of overseeing ministerial preparation, has the opportunity to guide the novice minister in learning to balance these expectations.

The literature in the field of transfer of training identifies several key training inputs that can have a major effect on the trainee's ability to generalize and maintain training in the work environment. These inputs are categorized into three broad groups: characteristics of the trainee, training design, and work environment. Effective training transfer occurs as appropriate planning and oversight is provided through the application of relevant training inputs in each of these three areas.

This research project used a guided mentoring process among fifteen licensed ministers in the West Michigan District of the Wesleyan Church. Selected transfer of training inputs were used in assisting the licensed ministers in training transfer related to eighty-four experiences identified in the modified ERRP. The focus of the guided mentoring process was to increase the licensed ministers' practice of ministry KSAs identified in the modified ERRP through methods intended to increase cognitive ability, self-efficacy, and self-management through goal orientation, and error management. The purpose of the research project was to evaluate the changes in cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the ERRP among those who participated in a three-month guided mentoring process in the West Michigan District of the Wesleyan Church.

Participants

Participants in the research project were invited from the licensed ministers appointed to ministry in the West Michigan District at the time of District Conference on 22 July 2015. This group included thirty-three licensed ministers appointed to a variety of different categories of ministry, ranging from solo, senior, or lead pastor to staff pastors of churches of various sizes, as well as to categories of ministry that did not serve directly in a local church context. Twenty-two licensed ministers self-selected participation in the research study. This number represented 66.7 percent of the group of licensed ministers in the West Michigan District choosing to participate in the research project, a significant percentage of the total population of licensed ministers in the West Michigan District. Therefore, the results speak for a large segment of the population of licensed ministers in West Michigan.

The twenty-two participants completed the PMA at the end of January 2016. Fourteen (42.4 percent of West Michigan licensed minister population) of the participants self-selected participation in the experimental group which participated in the guided mentoring process. Eight (24.2 percent) of the participants self-selected participation in the control group which did not participate in the guided mentoring process.

At the end of April 2016, the twenty-two participants were asked to complete the PMFA which was identical to the PMA. Seventeen participants chose to complete at least a portion of the PMFA, which included six from the control group and eleven from the experimental group. The respondents in the PMFA represented 51.5 percent of the total population of licensed ministers in the West Michigan District. Of the seventeen who completed at least a portion of the PMFA; fifteen of the responses were used in analysis of the results of the PMFA. One from the control group and one from the experimental group provided an insufficient level of responses to be satisfactorily measured with the same level of statistical significance as the fifteen respondents. This level of participation represented 45.5 percent of the total population of licensed ministers in the West Michigan District who completed both the PMA and PMFA; and their results were used for comparison in the study. Participants in the guided mentoring process also completed the GMIA. Fourteen from the experimental group completed the GMIA. The fourteen represented 42.4 percent of the total population of licensed ministers in the West Michigan District. In each of the instruments used in the research project a minimum of 42.4 percent of the total population of licensed ministers in the West Michigan District was represented.

Several demographic characteristics were accounted for in the PMA to address potential intervening variables. Appendix I shows the demographics for the respondents; including numbers completing each instrument used. Three of the characteristics that posed the greatest potential for effecting the results of the research as intervening variables were education completed, tenure of appointment, and category of appointment.

Education completed was assigned three different levels: *Six core courses and six additional courses needed for ordination but have not completed all of the academic requirements (6+6)*, *completed all of the academic requirements for ordination (All)*, and *six core courses and up to five additional courses needed for ordination requirements (6)*. For the population of licensed ministers in West Michigan the percentages of students at each of the different levels were as follows: 78.8 percent (6+6), 9.1 percent (All), and 12.1 percent (6). In comparing the level of education among respondents to the PMA, PMFA, and GMIA, a fairly close agreement of percentages exists (see Figure 4.1 and Appendix I). Respondents in the PMFA represent the largest deviation from the West Michigan district with 3.6 percent difference in 6+6, 2.7 percent difference in All, and 7.7 percent difference in 6. With similar percentages of licensed ministers at each of the three levels in the population as a whole, and in the control, and experimental groups independently the intervening variable of level of education would affect all three groups to a similar extent. Figure 4.1 shows the percentage of participants by education completed. The x-axis represents the level of education. The y-axis shows the population for the West Michigan district and total participants in each of the instruments, as well as a breakdown by control group and experimental group for participants in each of the instruments in the research project. The similarities between the West Michigan

population of licensed ministers and those participating in the research project as indicated by completing the PMA was very similar as evidenced by WMD and PMA columns. The greatest difference between percentages of participants in the control and experimental groups combined in level of education comparing the instruments used and the population of West Michigan was 6.2 percent in the PMA (see also Appendix I).

The differences in levels of education between the control and experimental groups in the various instruments used were as follows: PMA was 2.6 percent for 6+6, 5.4 percent for All, and 1.8 percent for 6. For the PMFA it was 34.2 percent, 7.6 percent, and 16.7 percent respectively. Again, the similarities of percentages reflect close alignment between the populations of each group. This close alignment accounts to some degree for the effect of this variable.

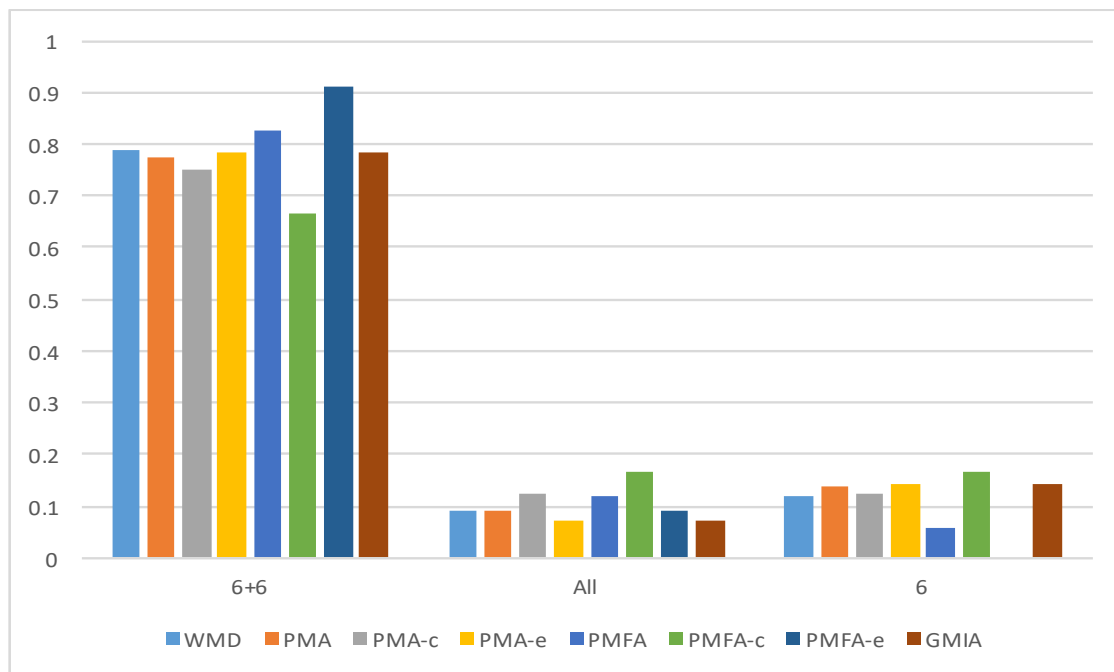


Figure 4.1. Demographic of education completed for WMD and sample groups by instrument.

Tenure of appointment was divided into two levels. One level included those who served less than one year of appointment. The second level included those who served one year or more appointed as a licensed minister. Again, a fairly close agreement of percentages between the population of licensed ministers in West Michigan and those participating in the research study exists. In Figure 4.2 the x-axis reflects the tenure of appointment and the y-axis reflects the percentage of participants. The PMFA represented the largest difference (8.2 percent) between the population of West Michigan licensed ministers and the licensed ministers completing this assessment (see also Appendix I).

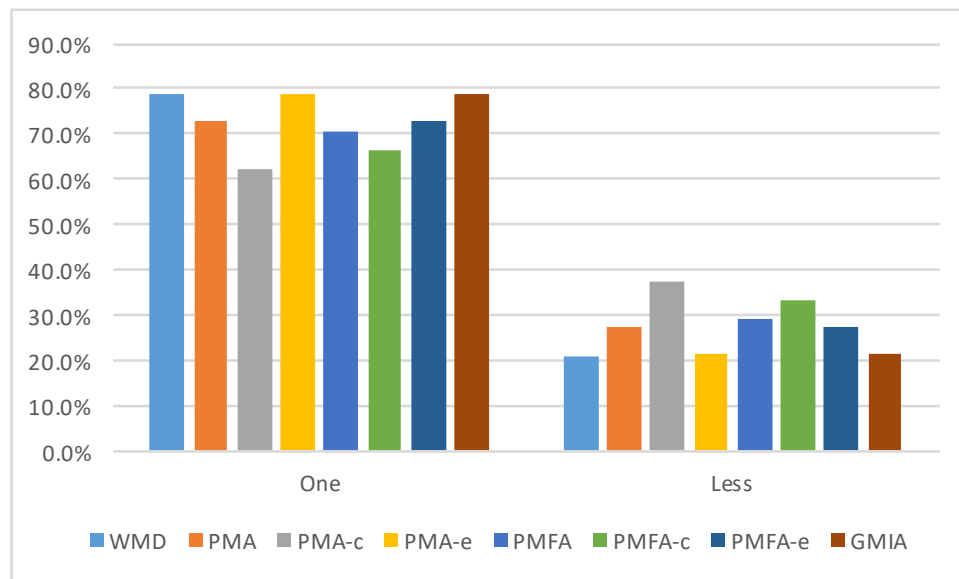


Figure 4.2. Demographic of tenure of appointment for WMD and sample groups by instrument.

In the category of appointment demographic, a larger variance among participants in the various assessments is evident when compared to the percentages among licensed

ministers in WMD (see Figure 4.3). Categories of appointment were divided into four different levels; *appointed as a solo, senior, or lead pastor* (senior/solo/lead Pastor); *appointed as a staff pastor of a church with five hundred or more in average attendance in the main worship service/s* (Staff>499); *appointed as a staff pastor of a church with less than five hundred in average attendance in the main worship service/s* (Staff<500); and *appointed to a category of service other than the above, i.e., chaplain, missionary, district service, denominational service, inter-church service, special service, educator* (Other). Again the PMFA participants were the most divergent from the averages of the WMD as a whole, with a 9.4 percent difference in senior pastor, an 8 percent difference in Staff>499, a 7.7 percent difference in Staff<500, and a 12.1 percent difference in Other. In addition, the GMIA participants in category of Staff<500 were 17.7 percent different from the WMD (see also Appendix I).

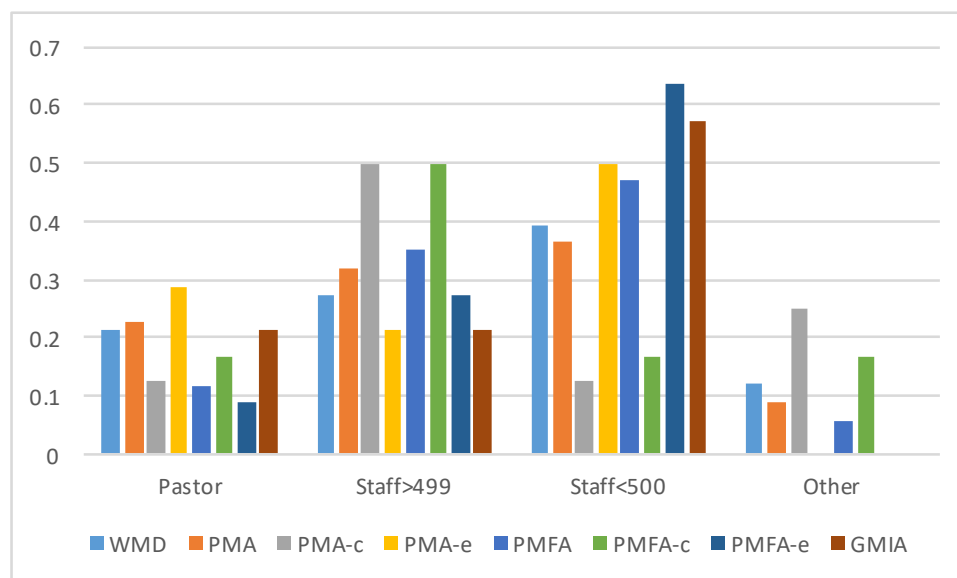


Figure 4.3. Demographic of category of appointment for WMD and sample groups by instrument.

In reviewing the demographics, a significant percentage of the population of licensed ministers participated in the research project. Therefore, the results speak for a large percentage of that population. The analysis of results by the demographic factors of level of education, tenure of appointment, and category of appointment are less generalizable to similar demographics in the population of West Michigan. Additional research is needed before providing statistically valid findings based upon these demographic factors.

Research Question #1

A control group and experimental group were used to measure the potential changes of participating in the guided mentoring process. A baseline of current practice and use of the training inputs was established through the PMA. The PMA used eighty-four of the experiences identified in the modified ERRP.

Each participant was asked to self-evaluate current practice of the training inputs on a five-point Likert scale. The range of responses with numerical values assigned were 1—strongly disagree, 2—disagree, 3—neutral/neither agree or disagree, 4—agree, and 5—strongly agree. This Likert scale and numerical scoring was used in all of the instruments of the research project.

Participants self-assessed current practice of each of the eighty-four experiences in the modified ERRP as well as their current use of the four transfer of training inputs of cognitive ability, error management, goal orientation, and self-efficacy for each of the eighty-four experiences based on the Likert scale. A score of five on the question related to the experience, “I have established an accountability partner and we meet regularly,”

would indicate the licensed minister strongly agreed that he or she currently practiced the experience. A score of five in cognitive ability related to this same experience would indicate that the licensed minister strongly agreed with the statement, “I have the knowledge and training necessary for successfully achieving this experience.”

Data from the PMA provided answers to the first research question, “How did the ERRP characterize the licensed minister’s cognitive understanding, self-efficacy, self-management, and practice before participation in the guided mentoring process?” In reviewing the data of the PMA, the licensed ministers provided responses on the higher side of the scale. The data was analyzed based on the mean average score of participants for the eighty-four characteristics differentiated by practice and training input.

Mean scores of the participants as a whole in the areas of cognitive ability and self-efficacy related to the eighty-four experiences in the ERRP were 4.1 for each category, indicating participants rated themselves as agreeing that they had the knowledge, understanding, and confidence to perform the eighty-four experiences. The mean score for practice was somewhat lower at 3.9. Mean scores for error management and goals were the lowest at 3.7 each.

The range of mean average scores of the participants for each of the eighty-four experiences in the modified ERRP is provided in Figure 4.4. The x-axis reflects the range of numerical values of the scores provided for the experiences divided into .5 increments. The y-axis reflects the number of respondents providing the mean score in the range indicated for each specific training input. The figure graphically demonstrates the disproportionate self-assessment by participants with scores of 3.0 or higher.

Another way to illustrate the distribution of scores by participants on the PMA is to sum the number of times when a participant scored a 1, 2, 3, 4, or 5 for each experience by training input. The distribution of scores reveals that the average is based upon similar responses rather than averaging divergent responses. Figure 4.5 shows the total count of scores by experience for participants differentiated by practice and training input. The x-axis reflects the score provided, the y-axis reflects the number of times respondents provided that score in the PMA. The total count of possible scores was 1,848 (i.e., 22 licensed ministers x 84 experiences in modified ERRP). The percentage of responses provided for disagree and strongly disagree by input was less than 13 percent (cognitive ability, 4.0 percent; error management, 12.3 percent; goals, 12.9 percent; practice, 10 percent; self-efficacy, 4.8 percent). The relatively low numbers of scores in the strongly disagree and disagree ranges indicate that participants more often self-assessed with either a neutral, agree or strongly agree response. Respondents completing the PMA rated themselves more often than not as practicing the experiences identified in the modified ERRP as well as in using the various training transfer inputs measured in the research study.

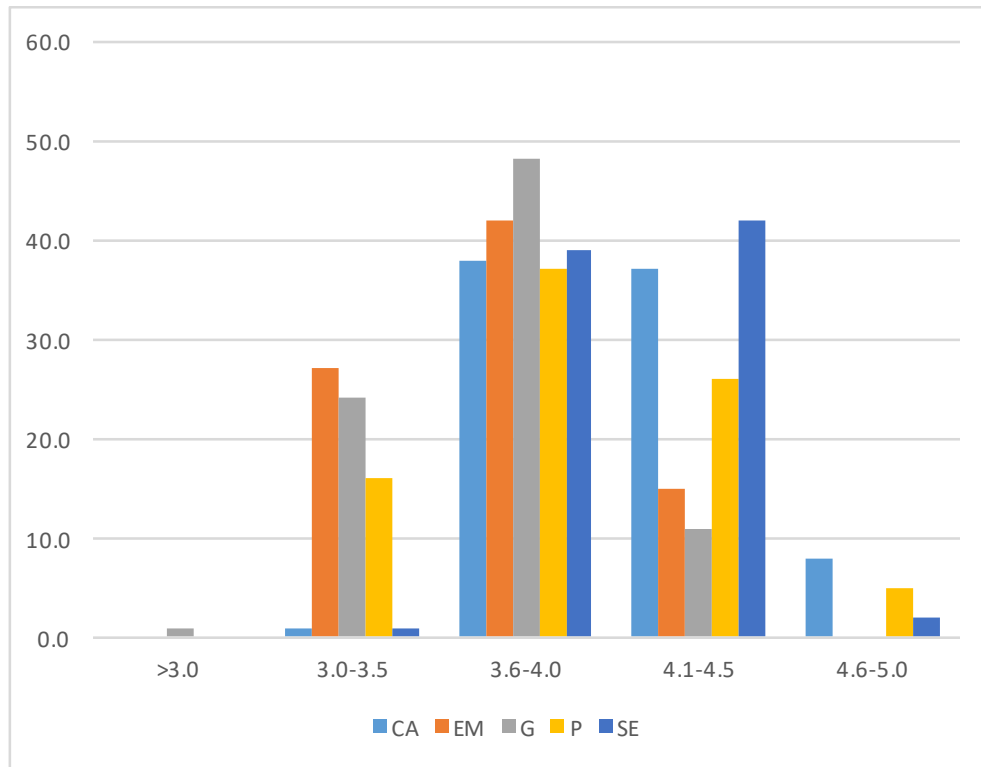


Figure 4.4. Range of average mean scores of participants in PMA by practice and training inputs in PMA.

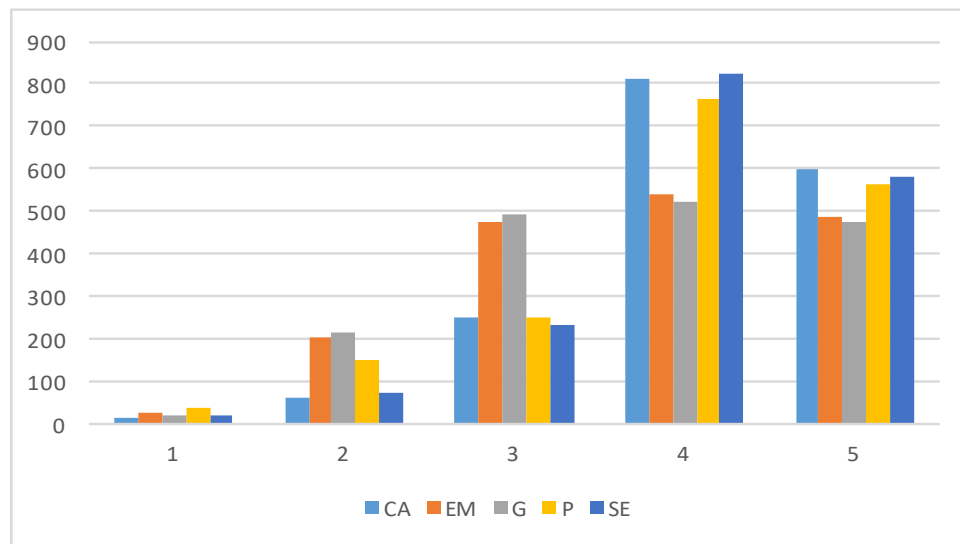


Figure 4.5. Count of actual scores in PMA provided by participants for practice and training inputs.

A comparison of mean average scores between the control and experimental groups indicated close alignment. Scores for the control group and experimental group were the same in practice (4.1) and cognitive ability (3.9). The experimental group had higher scores in error management (3.8 vs 3.5), goals (3.8 vs 3.5), and self-efficacy (4.1 vs 4.0; see Figure 4.6). The x-axis reflects the category of practice or training input and the y-axis reflects the average mean score. The data reveals a close correlation in baseline scores for the PMA between the experimental and control groups.

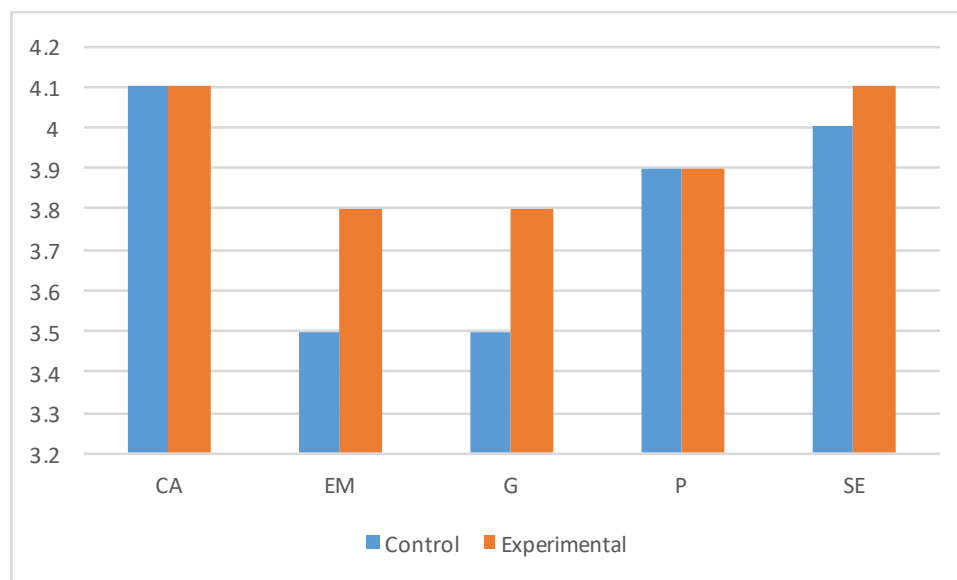


Figure 4.6. Comparison of mean scores for control group and experimental group in PMA for practice and training inputs.

Figures 4.7-4.11 demonstrate the distribution of average mean scores by practice and training input in the modified ERRP for all participants in the PMA. The x-axis reflects the total number of times a participant provided a mean average score for one of

the experiences in the modified ERRP in the range indicated on the y-axis. The y-axis identifies the range of scores in .5 increments as well as differentiating between the control and experimental groups.

Noteworthy is the similarity between mean scores and distribution of scores for the control and experimental groups in the areas of practice and cognitive ability (see Figures 4.4, 4.7, and 4.10). When the mean scores were different between the control and experimental groups as in error management and goals (see Figure 4.4), the distribution of scores reflected a similar difference (see Figures 4.8 and 4.9).

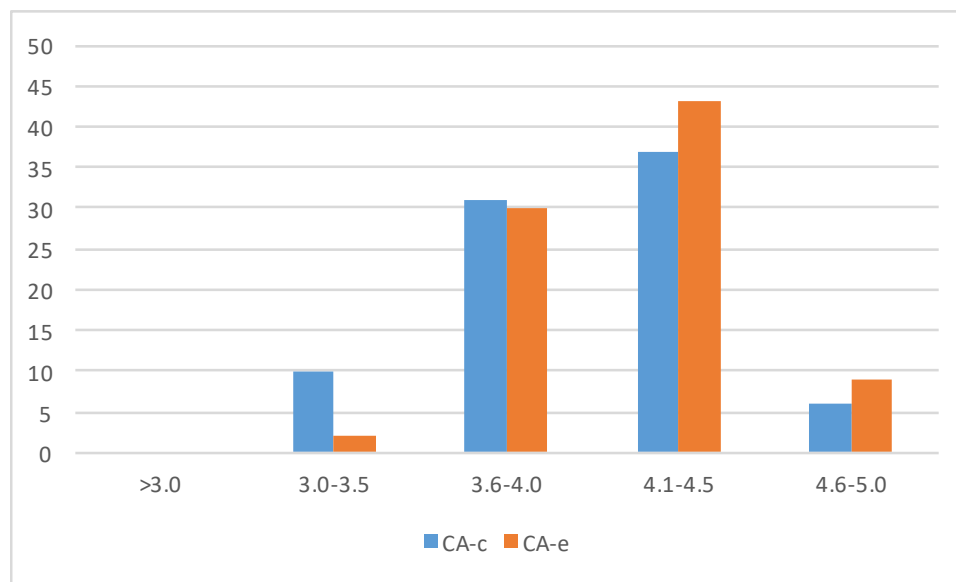


Figure 4.7. Control group vs experimental group in cognitive ability in PMA.

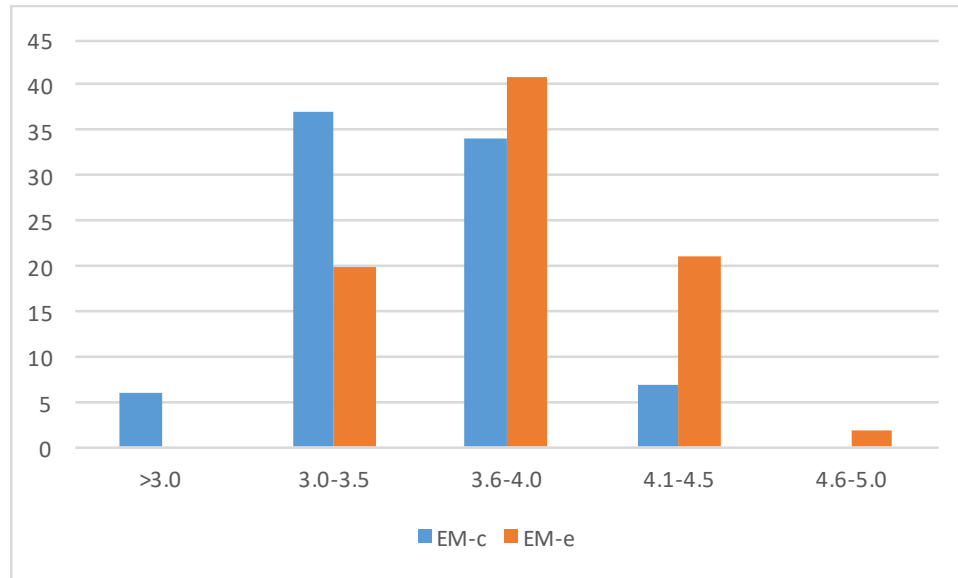


Figure 4.8. Control group vs experimental group in error management in PMA.

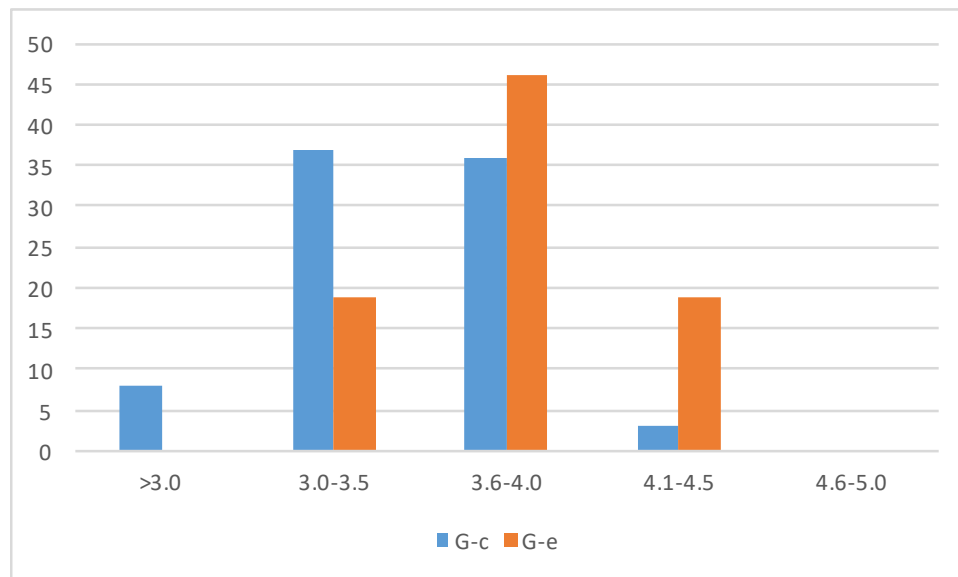


Figure 4.9. Control group vs experimental group in goals in PMA.

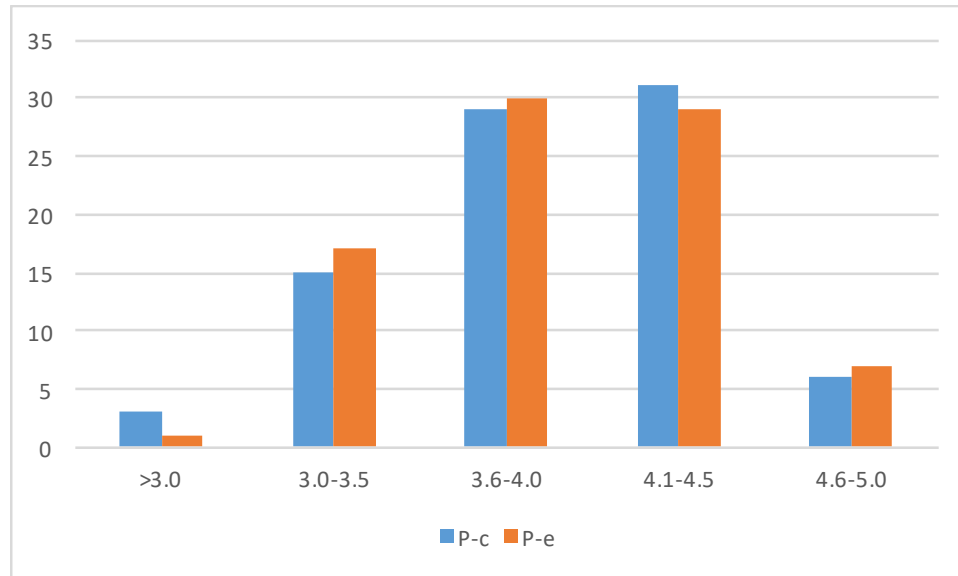


Figure 4.10. Control group vs experimental group in practice in PMA.

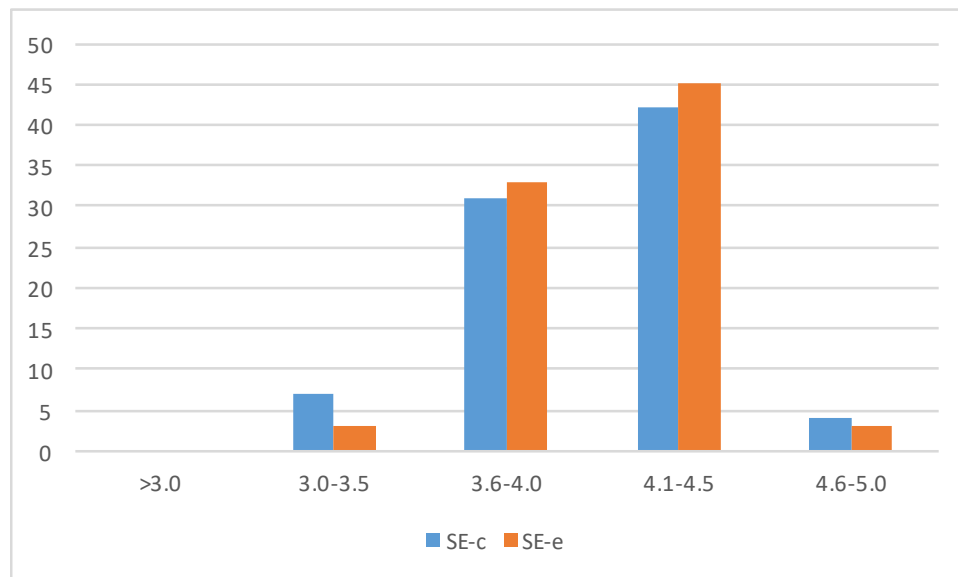


Figure 4.11. Control group vs experimental group in self-efficacy in PMA.

The comparison of scores in the PMA between the control group and experimental group indicated fairly close alignment in practice and use of the various

training inputs used in the guided mentoring process. This is noteworthy, as it accounts for the potential intervening variable of self-selection to the control group or the experimental group. The baseline from which to measure changes in comparing the PMA and the PMFA is relatively similar.

The data in the PMA was also analyzed based upon the three demographic factors of education completed, tenure of appointment, and category of appointment. These demographic factors represented potential intervening variables for the research project. With the limited number of participants in some of the categories in these demographics, only general observations will be made from the data. Additional research is needed in order to develop more valid findings. I hypothesized that those completing more of the academic requirements for education are likely to score more highly. In addition, those who had served for one year or more appointed as a licensed minister would be expected to have higher scores. In the category of appointment demographic, those appointed as solo, senior, or lead pastors would score more highly than those appointed as staff pastors or in the Other category of appointment. The experiences identified in the modified ERRP apply primarily to the category of appointment represented by a solo, senior, or lead pastor. Persons appointed to this category are more likely to encounter the experiences identified.

Figure 4.12 shows the mean scores for licensed ministers in the demographic of education completed. The x-axis reflects categories of practice and training input differentiated by the three levels. The y-axis reflects mean scores. In cognitive ability (4.6 vs 4.1 vs 4.1), practice (4.3 vs 4.0 vs 4.1), and self-efficacy (4.5 vs 4.1 vs 4.1), the mean scores align with the hypothesis. Those with a higher level of education completed scored

more highly. In the areas of goals (3.7 vs 3.7 vs 4.2) and error management (3.7 vs 3.7 vs 4.3), those with less education completed scored more highly than those with higher levels of education completed contrary to the hypothesis. Additional research is needed to confirm this trend since the number of persons in the categories of All and 6 are extremely low.

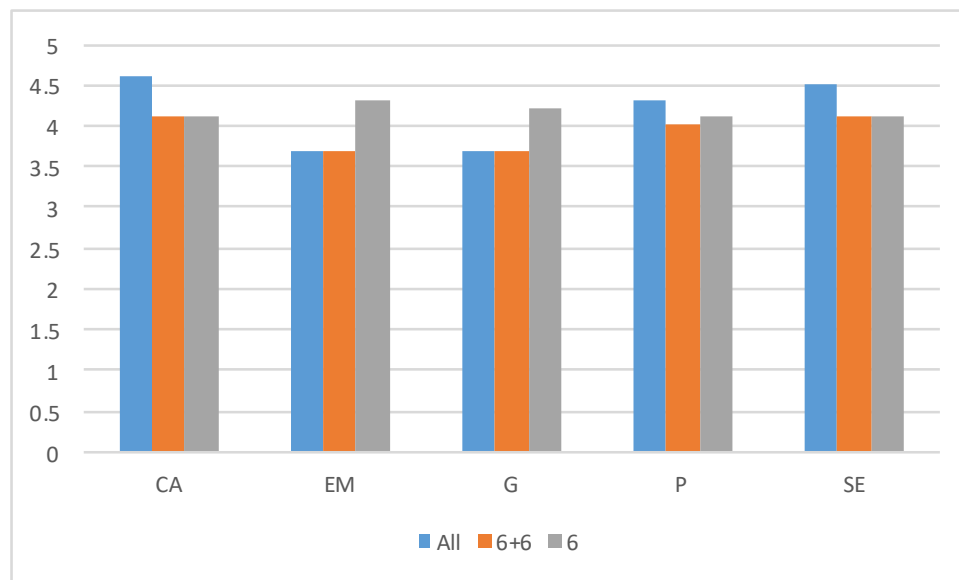


Figure 4.12. Control group vs experimental group by education completed in PMA.

Tenure of appointment also aligns with my hypothesis in that those who served less scored lower than those serving one year or more appointed as a licensed minister. The greatest differences were practice (3.7 vs 4.0), error management (3.6 vs 3.8), and goals (3.6 vs 3.7). Cognitive ability was slightly different (4.0 vs. 4.1) and self-efficacy was the same (4.1) In Figure 4.13, the x-axis reflects categories of practice and training input differentiated by tenure of appointment, and the y-axis reflects mean scores.

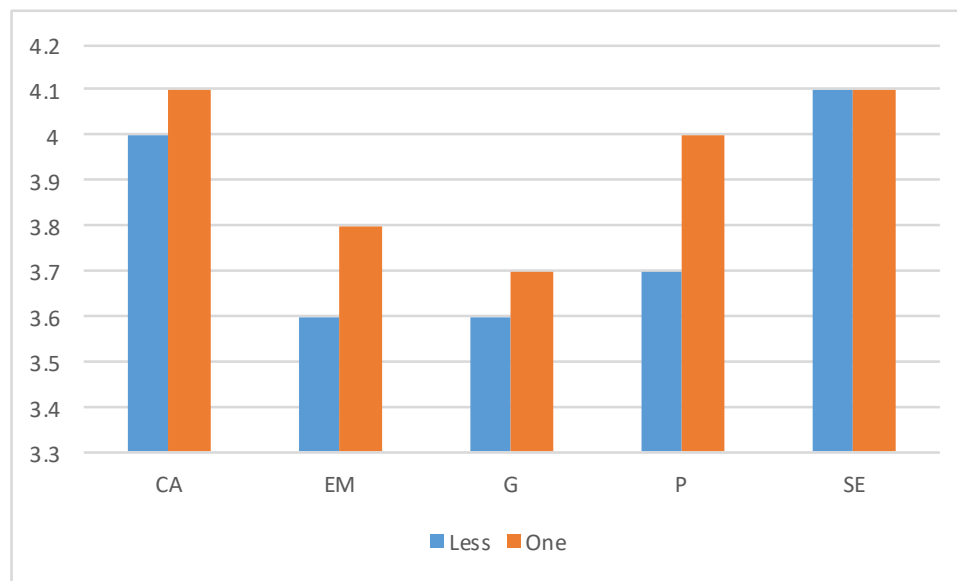


Figure 4.13. Control group vs experimental group by tenure of appointment in PMA.

The data analyzed by the category of appointment demographic ran contrary to my hypothesis in that those in the Other category scored more highly on average than the rest. The two participants in this category had greater experience in the church, serving in ministry and on staff for several years prior to entering ministry which may account for this difference. Comparing the categories of appointment, those in the sr., solo, or lead pastor category scored higher than those who were staff pastors of churches with five hundred or more in average attendance. Those who were staff members of churches with less than five hundred in attendance scored the lowest. In Figure 4.14 the x-axis reflects categories of practice and training input differentiated by category of appointment and the y-axis reflects mean scores. Again additional research is warranted to confirm these trends.

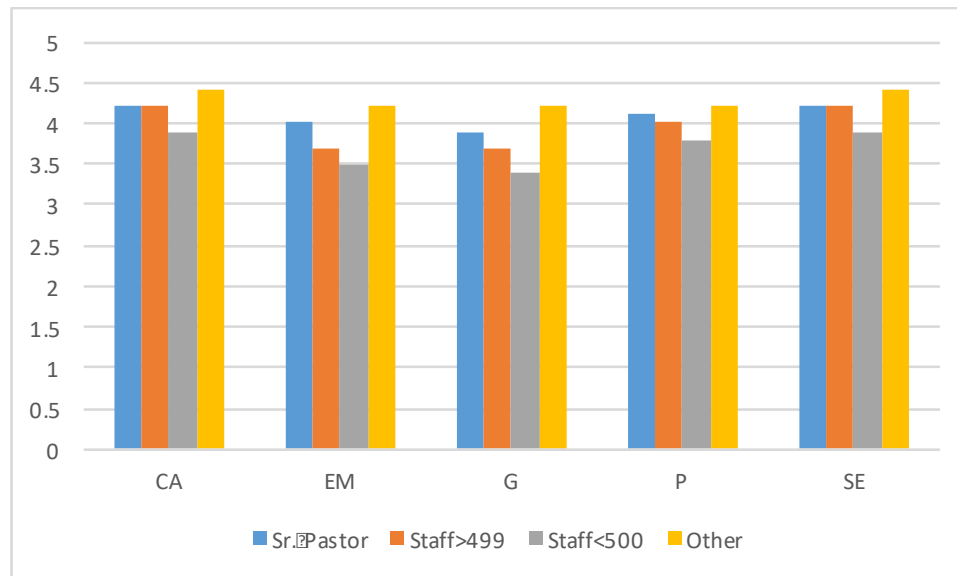


Figure 4.14. Control group vs experimental group by category of appointment in PMA.

In reviewing the data provided in the PMA, several observations can be made. The participants self-assessed on the higher end of the scale in both the experimental and control groups. Additional research is needed to explain more fully this finding. Another observation was that the baseline scores for those in the control group were similar to those in the experimental group in the PMA indicating a comparison of changes observed in the two groups would present a valid finding since they were similar in their baseline assessment of practice and use of training inputs. The variable of sample group participation in either the experimental or control groups would likely have a similar effect on both the control group and experimental group in light of the criteria measured in the PMA and PMFA. Several of my hypotheses regarding intervening variables of education completed, tenure of appointment, and category of appointment were initially confirmed. Additional study is needed to research these findings as the population numbers in these demographics was insufficient to provide for statistical validation.

Research Question #2

Research question #2 studied the experimental group: “What changes occurred in the licensed minister’s cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the modified ERRP among students in the experimental group after participation in the guided mentoring process?” Eleven licensed ministers of the experimental group completed both the PMA and PMFA. One licensed minister completed less than 30 percent of the total responses for the PMFA, and this person’s results were not included in the data analyzed. Responses for experiences related to practice and training inputs in which a licensed minister did not provide an answer in either the PMA or PMFA were not included so that only actual changes would be measured.

In cognitive ability, nine of the ten licensed ministers reported a positive change in mean difference between the PMA and PMFA. The largest change was nearly a full point at 0.912. One licensed minister reported a negative change of -0.083. The mean value for the PMA was 4.041. The mean of the PMFA was 4.333, resulting in a differences of average mean scores between PMA and PMFA of 0.289 for the input of cognitive ability.

Results for error management in the experimental group revealed that eight of the licensed ministers had a positive change (largest was 1.000) while two had a negative change (largest was -0.071) in comparing the PMA to the PMFA. The mean of the PMA and PMFA was 3.381 and 3.747 respectively. The differences of average mean scores between the PMA and PMFA for error management was 0.369.

The mean of the PMA and PMFA for goals in the experimental group was 3.367 and 3.763; a difference of average mean scores of 0.397. Nine licensed ministers had an increase of their PMFA over the PMA, and one had a decrease in mean scores. The largest positive difference was 0.655 and the negative difference was -0.071.

In comparing the PMA with the PMFA for the experimental group in the area of practice, eight reported a positive difference (largest 0.655) and two reported a negative difference (largest -0.427). The mean value for the PMA was 3.822 and for the PMFA was 4.009. The difference of average mean scores of 0.186.

Mean scores for self-efficacy for the experimental group in the PMA and PMFA were 3.982 and 4.367 for a difference of average mean scores of 0.385. The largest positive difference in self-efficacy was 0.971, and one licensed minister reported a negative difference of -0.036.

Appendix J shows the mean scores for each participant in the experimental group for the PMA and PMFA. It also includes a count of differences of average mean scores of participants between PMA and PMFA for practice and training inputs for the experiences scored in the modified ERRP. The mean average of the differences between the PMA and PMFA in the experimental group was 0.325. The smallest average mean increase was in practice with a 0.186, and the largest mean increase was in goals with a 0.397. The finding indicates the guided mentoring process increased the practice and use of the training inputs used in the research project in relation to the experiences in the modified ERRP for members of the experimental group.

Research Question #3

The changes in the control group was analyzed in response to research question #3: “What changes occurred in the licensed ministers’ cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the modified ERRP among members of the control group not participating in the guided mentoring process?” Identifying changes in the control group would allow for comparison to changes identified in the experimental group, thus validating or invalidating the effect of the guided mentoring process.

Eight licensed ministers in the control group completed the PMA. Six of the eight licensed ministers completed the PMFA. Of the six who completed both assessments, one participant provided responses on less than 30 percent of the statements in the survey. This participant’s data was not included in the data analyzed. Statements to which a participant did not provide an answer in either the PMA or PMFA were not included in the analysis as actual changes could not be determined. The mean average of the scores for the eighty-four experiences was provided for practice and each of the training inputs. The analysis of data examined the differences between average mean scores reported in the PMA and PMFA.

In cognitive ability two of the licensed ministers reported a positive difference between the PMA and PMFA with the largest difference being 0.118. The other three reported a negative difference between the PMA and PMFA with the largest negative difference of -0.179. The mean of the PMA scores for cognitive ability was 4.142 and for the PMFA was 4.106, resulting in an overall difference of average mean scores for cognitive ability in the control group of -0.036.

An increase in differences occurred with two licensed ministers in error management with the largest difference being 0.133. One licensed minister reported no change, and two licensed ministers reported a negative difference with the largest being -0.690. The mean of the PMA and PMFA for error management was 3.935 and 3.751 respectively; a difference of average mean scores between the PMA and PMFA in error management for the control group of -0.183.

In goals, the PMA and PMFA mean values were 3.813 and 3.661 respectively. The difference of average mean scores was -0.151. Three of the licensed ministers reported negative differences with the largest negative difference being -0.643. Two reported positive differences with the largest being 0.100 for the control group in goals.

A similar pattern was evident in the results for practice. The PMA and PMFA mean average scores were 4.007 and 3.805. The difference between the mean average scores was -0.202. One licensed minister reported a positive difference of 0.012 while four reported a negative difference with the largest being -0.702 in practice in the control group.

In self-efficacy two control group participants reported a positive difference and three a negative difference. The largest differences were 0.137 and -0.167 respectively. The mean of the PMA was 4.137 and for the PMFA was 4.108. The difference of average means was -0.030.

Appendix K shows the mean scores for each participant in the control group for the PMA and PMFA. It also includes a count of differences between PMA and PMFA for practice and training input for each experience by participant. The overall mean average of differences for the control group reflected a negative value at -0.120. The smallest

difference was in self-efficacy with a -0.030 and the largest difference was in practice with a -0.202 . The finding that all five control group participants would have a decrease in scores over a three-month period requires additional research in order to provide an explanation.

Research Question #2 examined the differences between the results of the PMA and PMFA among participants in the experimental group. Research Question #3 examined the differences between the results of the PMA and PMFA among participants in the control group. Before presenting findings in response to Research Question #4, a comparison of the differences in the PMA and PMFA for the experimental and control groups is warranted to validate or invalidate the effect of the guided mentoring process.

The difference of average mean scores of the PMA and PMFA in cognitive ability for the experimental group was 0.289 and for the control group was -0.036 , which is a difference of 0.325 . The standard deviation for the control group was 0.125 and for the experimental group was 0.286 . A one-tailed, two-sample, unequal variance t -test was applied to the differences between the groups. This same t -test is used to determine the p -values for the rest of the input score analyses. The p -value was 0.005 for cognitive ability. Figure 4.15 shows the distribution of differences between PMA and PMFA average mean scores for cognitive ability for the control and experimental groups. The x-axis reflects the range of scores. The y-axis represents the plots of scores for each of the ten participants in the experimental group on the first line and for each of the five participants in the control group on the second line. This x-axis and y-axis designation is true for the remainder of the dotplots used in this chapter.

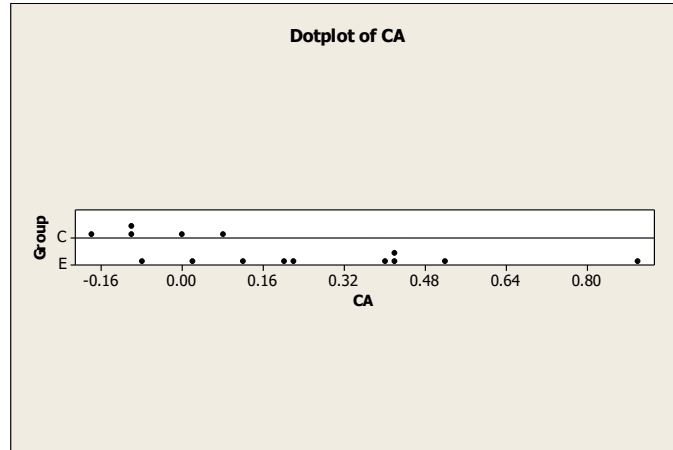


Figure 4.15. Dotplot of differences between PMA and PMFA for cognitive ability.

In the training input of error management, the differences of average mean scores between the PMA and PMFA for the experimental group was 0.369. The difference of average mean scores in the control group was -0.183. The difference between experimental and control groups was 0.552. The standard deviation for the control group and the experimental group was 0.344 and 0.386 respectively, resulting in a p -value of 0.010. Figure 4.16 shows the distribution of mean scores for the two groups in error management.

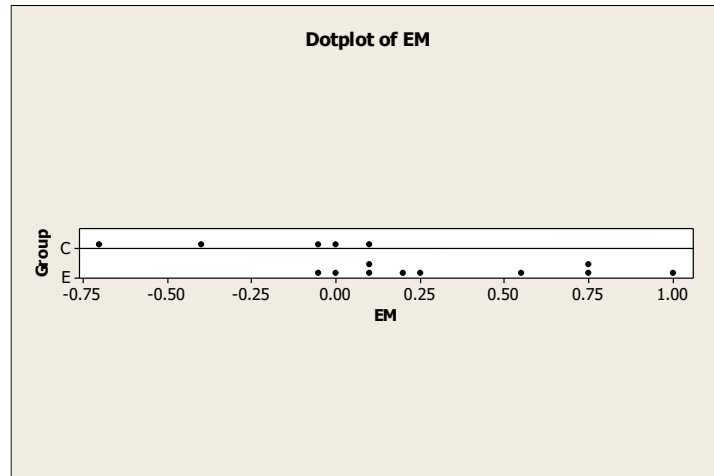


Figure 4.16. Dotplot of differences between PMA and PMFA for error management.

The control group had a difference in the average mean scores in goals of -0.151 compared to 0.397 for the experimental group, resulting in a difference between the two groups of 0.549. The standard deviation for the control group and the experimental group was 0.300 and 0.444, respectively. The p -value was 0.008 (see Figure 4.17).

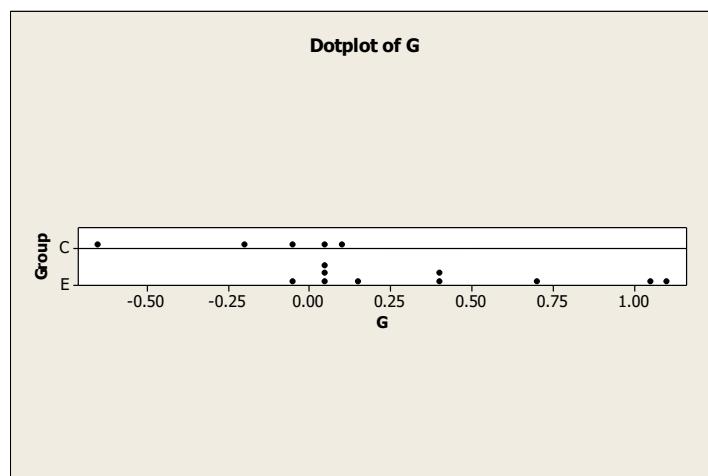


Figure 4.17. Dotplot of differences between PMA and PMFA for goals.

The smallest difference between the control group and experimental group was in practice with a 0.388. The difference of average mean scores for the experimental group between the PMA and PMFA was 0.186 and for the control group -0.202. The standard deviation for the experimental group was 0.294 and for the control group was 0.288. The p -value was 0.020 (see Figure 4.18).

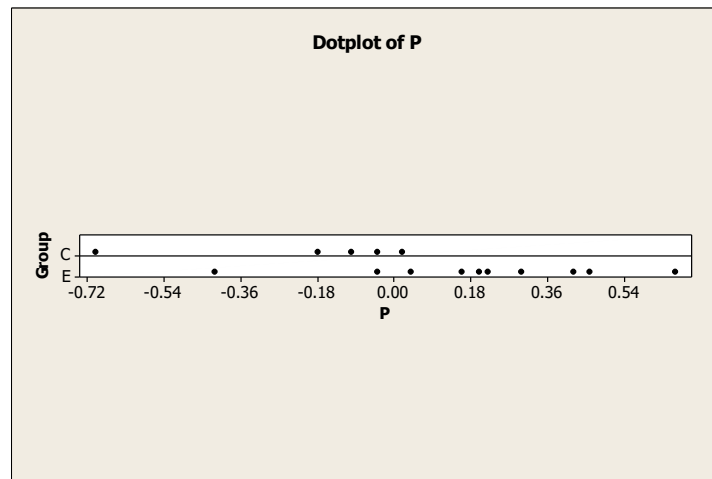


Figure 4.18. Dotplot of differences between PMA and PMFA for practice.

In self-efficacy the difference of average mean scores between the PMA and PMFA for the experimental group was 0.384 and for the control group was -0.030; a difference between the two groups of 0.413. The p -value between the two groups was 0.002. Standard deviation for the control group was 0.114 and for the experimental group was 0.338 (see Figure 4.19).

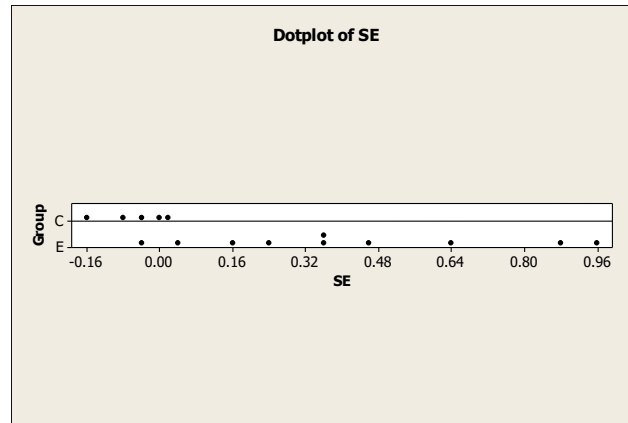


Figure 4.19. Dotplot of differences between PMA and PMFA for self-efficacy.

Figure 4.20 shows the differences between the average mean scores of the PMA and PMFA for practice and each training input for the experimental and control groups. The blue line reflects the differences between mean averages for the control group. The red line reflects the same values for the experimental group. The gray line reflects the mathematical difference between the experimental and control group scores. The y-axis reflects the scores and the x-axis identifies the practice or training input measured.

Several observations based upon comparing the results of the experimental group with the control group are noteworthy. When the differences between the PMA and PMFA are averaged by their mean for the control group, all of the scores are in the negative range (see Figure 4.20). Just the opposite is true for the ten participants in the experimental group (see Figure 4.20). The guided mentoring process did result in positive changes for the experimental group with an overall average mean difference of 0.445, a 9 percent increase during the time frame of the guided mentoring process. This difference is even more significant given that most scores by participants in the control and

experimental groups were actually based on the three-point range more frequently scored by the participants rather than across the five-point range used in the instruments.

Also noteworthy, is the average of differences between the PMA and PMFA for practice and the training inputs as a whole for the control group. Two participants had no change or a modest 0.100 difference with three indicating a negative change ranging from -0.100 to -0.400. The data would indicate that without some form of outside intervention little or negative change occurred during the three-months between completing the PMA and PMFA in the practice and use of training inputs related to the experiences in the modified ERRP. The data indicates that direct guidance is needed in transferring training related to the experiences in the modified ERRP. It did not happen automatically for those in the control group.

In the experimental group, only one participant reflected a negative difference of -0.100 while the other nine reported a positive increase ranging from 0.100 to 0.800 (see Appendixes L and M). Progress was made in increasing practice and use of the training inputs during the three-months of the guided mentoring process. The increase evident in the experimental group and absent in the control group would serve to validate the effect of the guided mentoring process as one of the factors contributing to this increase.

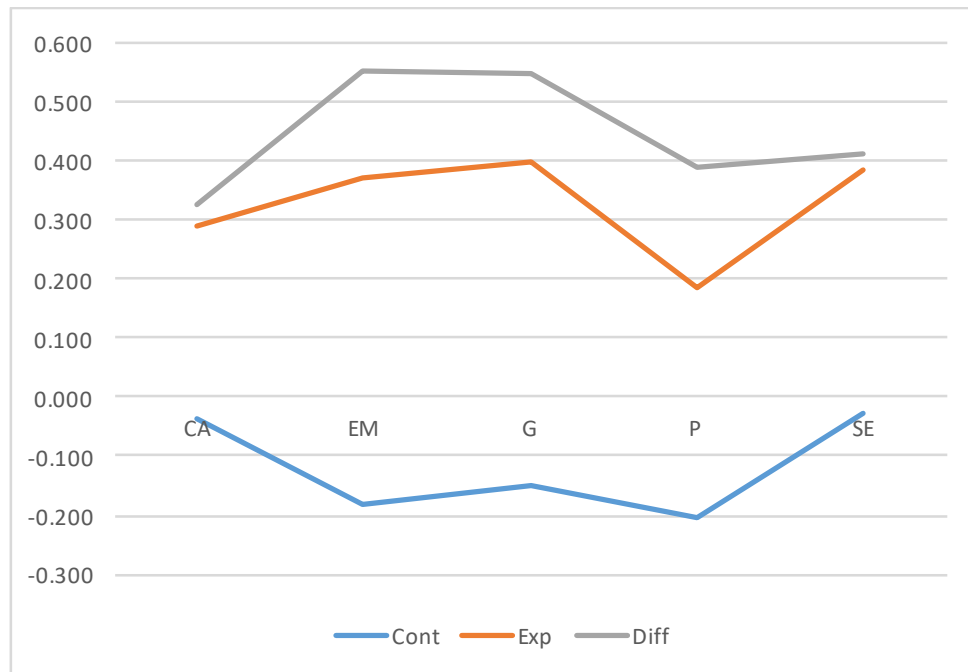


Figure 4.20. Difference of mean averages between PMA and PMFA for control and experimental groups.

Research Question #4

The effectiveness of the guided mentoring process was measured in two ways. First, a comparison of changes in the PMA and PMFA was made between the control group and the experimental group after a three-month period during which the guided mentoring process occurred. The experimental group participated in the guided mentoring process and the control group did not.

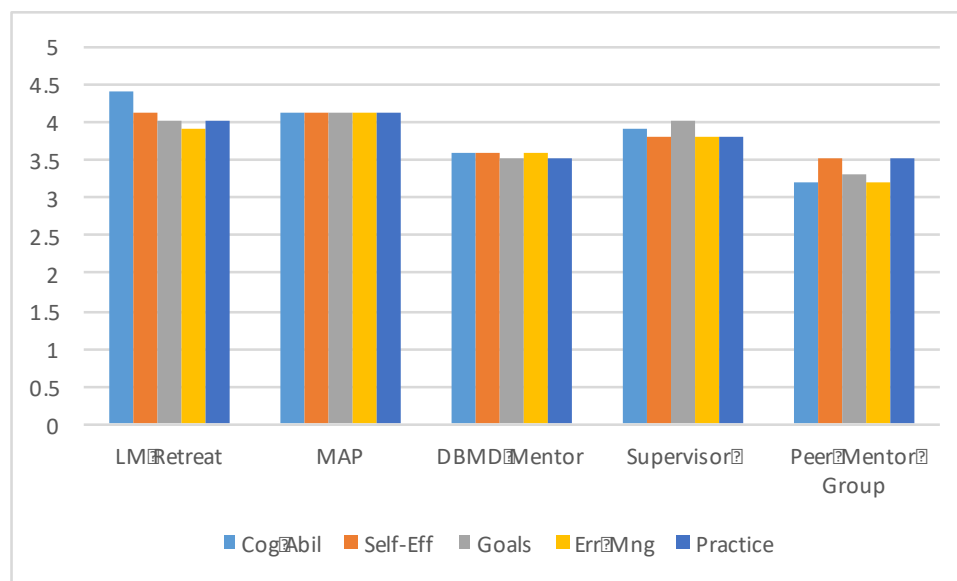
A second measurement of the effectiveness of the guided mentoring process was provided through the GMIA, which was completed by fourteen of the fifteen licensed ministers who were a part of the experimental group. This included three senior/solo/lead pastors, four staff members of churches with five hundred or more in attendance in their main worship services, and seven staff members of churches with less than five hundred

in attendance in main worship services. The experimental group had no participants from the Other category of appointment. Four of the participants served less than one year as a licensed minister while the remaining served one year or more. One licensed minister had completed all of the educational requirements, and two had completed the six courses required for appointment as a licensed minister and up to five additional courses required for ordination. The remaining eleven had completed at least twelve courses required for ordination including the six required for appointment as a licensed minister.

The GMIA asked the licensed ministers to evaluate each method used in the guided mentoring process as to its effectiveness in assisting the licensed minister in increasing practice and use of training inputs in light of experiences identified in the modified ERRP. The assessment included Likert-style questions as well as open-ended response questions. The information received from this assessment was used to evaluate the overall effectiveness of the guided mentoring process as well as each of the various methods used more fully. The GMIA provided the data needed to answer the fourth research question: “What aspects of the guided mentoring process were most effective at assisting licensed ministers in increasing their cognitive understanding, self-efficacy, self-management, and practices related to the performances identified in the modified ERRP?”

The licensed minister retreat providing training for the licensed ministers in developing a MAP for use in the guided mentoring process. Licensed ministers were also introduced to their DBMD mentors and peer-mentoring groups with further instructions as to how these groups would function during the guided mentoring process. Licensed minister participants rated the licensed minister retreat with the second highest scores of

all of the methods used in the guided mentoring process. The retreat proved less effective at increasing error management as it received the lowest average mean score of 3.9. Cognitive ability received the highest average mean score of the participants with a 4.4. The standard deviation for error management was 0.700 and for cognitive ability was 0.800. Self-efficacy was scored with an average mean of 4.1 and a standard deviation of 0.900. Goals and practice both had average mean scores of 4.0 with standard deviations of 0.700 and 0.800 respectively. Overall the average mean scores indicated that the licensed minister participants agreed to strongly agreed that the licensed minister retreat assisted them in increasing their cognitive ability, error management, goals, practice, and self-efficacy during the guided mentoring process (see Figure 4.21).



* The x-axis reflects practice and training input; the y-axis reflects average mean score of participants.

Figure 4.21. Mean score for methods used in guided mentoring process.

The responses to the open-ended questions identified the factors listed as being most helpful aspects from the licensed minister retreat. Eight of the licensed ministers indicated the opportunity to develop a MAP as being the most helpful effect of the licensed minister retreat. MAP development provided a process for thinking through goal orientation and implementation, as well as defining job expectations and measurable results for successfully fulfilling the expectations of the job. Developing the MAP provided increased clarity with regards to job expectations, anticipated results, and a strategic plan for accomplishing those results.

Another key aspect identified by licensed ministers as an important contribution of the licensed minister retreat was the opportunity to discuss ministry practices and challenges and ask questions of other colleagues and DMBD mentors. Connection with persons in a similar context of ministry allowed for learning from their experiences. Four of the licensed ministers identified the opportunity to connect with colleagues as being the most helpful aspect of the licensed minister retreat. The opportunity to learn from others and connect in a collegial atmosphere were important contributions of the licensed minister retreat identified by the participants.

When asked to identify the least helpful aspect of the licensed minister retreat, responses were related to two different issues. The issue most frequently reported had to do with time, identified by four licensed ministers. Time issues related to the lack of time in the retreat to process the development of the MAP and ask questions. Accomplishing the goals of the training in a one-day setting seemed rushed. Another issue identified by two of the licensed ministers was the distance they traveled for the retreat. One participant drove for nearly two hours to participate in an eight-hour retreat and then

make the return trip. The idea of expanding the training over two days either into a two-day retreat or adding follow-up training at a later date was suggested by two licensed ministers.

The MAP was the primary planning tool developed in the licensed minister retreat. The MAP involved defining one's job responsibilities and measurable results anticipated in satisfactorily fulfilling job expectations. Licensed ministers reviewed their MAP with their DBMD mentor, supervisor, and peer-mentoring group. The support groups assisted the licensed minister in identifying relevant KSAs, providing clarity for job expectations, anticipated results, and goals and action steps, and as a form of accountability for ongoing evaluation and error management.

The MAP was scored by the licensed ministers with an average mean of 4.1 for each input, including cognitive ability, error management, goals, practice, and self-efficacy. Standard deviation for scores were 0.900 (cognitive ability), 0.700 (error management), 0.600 (goals), 0.800 (practice), and 0.600 (self-efficacy). The MAP had the highest average mean score of the methods used in the guided mentoring process, indicating that developing a MAP was the most effective method used in the guided mentoring process in increasing practice and use of training inputs (see Figure 4.21).

Introducing the licensed ministers to a MAP was a new experience for two-thirds of the licensed ministers. Only five of the licensed ministers had heard of a MAP prior to the retreat and two were currently using a MAP for ministry planning and development at the time of the retreat. One DBMD mentor reported in a follow-up meeting that one of his mentees found the MAP helpful and had his ministry leaders develop MAPs for their individual ministries in his local church.

Accountability was the primary word identified in the SurveyMonkey text analysis for the question asking what was the most helpful aspect of the MAP. At least ten of the licensed ministers indicated that the MAP provided some help in making them more accountable in their ministry. This accountability included things such as developing greater clarity on job expectations, setting goals, organizing ministry, developing a clearer focus, and visualizing ministry. Licensed ministers also indicated that in developing the MAP they were able to identify weaknesses that needed further development. The MAP also allowed licensed ministers to experience the benefits of strategic planning and provided a means of tracking progress. One licensed minister noted that the MAP development was an ongoing process that needed continued attention to be kept up to date.

In describing the least helpful aspects of the MAP, the number one issue identified was time. Four of the licensed ministers indicated that the time involved in developing the MAP was difficult to manage. Reasons provided for this difficulty included (1) family, education, and ministry demands that did not allow time for fully utilizing the MAP; (2) the short time-frame of the retreat that did not allow time for the full development of the MAP; (3) time involved in implementing and ongoing evaluation of the goals and plans in the MAP presented a challenge in the light of other life and ministry expectations; and (4) the time involved in meeting with supervisors, DBMD mentors, and peer-mentoring groups which added to the time constraints. Herein lies one of the ongoing challenges of ministry. Doing ministry can become so all-consuming of time and attention that one fails to actually develop the KSAs allowing for more effective ministry. The time constraints are not unlike what nearly every pastor would identify as

reasons for not engaging in a process of ongoing ministry skill evaluation and development.

Two other issues were identified as least helpful aspects of MAP development. The process of developing the MAP was described as rigid by one licensed minister and distracting by another. For some, the methodology may be too constraining for effective utilization. Another issue identified was that the sample job descriptions and skills list (modified ERRP) presented in the retreat were not helpful for one licensed minister in MAP development.

The licensed minister retreat in which the MAP was developed occurred at the beginning of the guided mentoring process. Licensed ministers developed plans to be used during the three months of the guided mentoring process. In addition to developing MAPs, licensed ministers also received ongoing support through regular meetings with DBMD mentors, supervisors, and peer-mentoring groups. Each of these different support options had specific protocols to be followed in providing a regular review of progress on the goals and actions steps of the MAP. The focus of the ongoing support was to provide opportunities for licensed ministers to build confidence in doing ministry as well as to identify successes and failures that would be useful in revising the MAPs and increasing practice and use of the training inputs.

The licensed ministers scored the DBMD mentors with an average mean of 3.6 for cognitive ability, self-efficacy, and error management. The standard deviations of these training inputs were 1.200, 1.000, and 1.100 respectfully. The lower average mean scores along with the larger standard deviation indicated that licensed ministers scored their DBMD mentors with a much wider degree of variation. The average mean scores

for goals and practice were 3.5 with a standard deviation of 1.200 (see Figure 4.21). The licensed ministers who scored the DBMD mentors the lowest came from the group of staff members of churches with less than five hundred in attendance. No apparent reasons for this could be concluded from the written responses other than the time and distance that made meeting together more difficult as well as the disconnect between the licensed ministers' experience and the DBMD mentors' experience. These are certainly factors to be considered in assigning mentors to licensed ministers but further research is needed before identifying possible connections between the efficacy of using DBMD mentors with staff members of churches less than five hundred in attendance.

Key areas that licensed ministers identified as the most helpful contributions from DBMD mentors included the opportunity to discuss MAPs, identified by three of the licensed ministers, and the opportunity to ask questions that provided for greater focus, also identified by three of the licensed ministers. Other benefits provided by the DBMD mentors included shared knowledge, personal connection, and the opportunity to look at one's role in ministry and identify ways God created the person for ministry. A common theme in many of the written responses was the opportunity the DBMD mentor provided for the licensed minister to achieve greater clarity in his or her understanding of ministry and the opportunity to meet together in a collegial atmosphere.

The areas described as least helpful in working with DBMD mentors, in addition to the challenge of time and distance in meeting, included lack of practical experience, and discussion of other things rather than work on the MAP. These represent potential areas to be considered in the training of DBMD mentors as well as in assignments of mentors to students. One licensed minister who had extensive experience in using the

MAP indicated that the training received was less helpful because it was late in this person's training process for ministry. Had this training been received when initially appointed as a licensed minister, it would have been more helpful.

Supervisors were scored more highly than DBMD mentors in helping the licensed minister to increase cognitive ability, error management, goals, and practice. While not scored as high as the licensed minister retreat and MAP itself, this area was the only area in which no response of disagree or strongly disagree was recorded, indicating the licensed ministers were either neutral, agreed, or strongly agreed that supervisors were helpful in the licensed ministers' increase in practice and use of training inputs. Supervisors were most helpful in increasing goals with a mean score of 4.0 and a standard deviation of 0.700. In the input of cognitive ability, the mean score was 3.9 with a standard deviation of 0.600. A mean score of 3.8 was given in the areas of self-efficacy, error management, and practice, with standard deviations of 0.700, 0.800, and 0.600 respectively (see Figure 4.21).

The key words identified in the SurveyMonkey text analysis of the GMIA related to the question asking about the most helpful in the supervisors' role were *goals*, *role*, and *able*. The licensed ministers described the supervisors as being helpful in identifying roles and expectations, setting goals, and developing timelines. Supervisors also provided accountability and enabled licensed ministers to focus on tasks. The shared knowledge of the supervisor helped to increase the KSAs of the licensed minister. One licensed minister indicated that the process was helpful in formalizing interaction with the supervisor and opened the door to increased cooperation.

The least helpful responses with regards to the role of supervisors included not working on the MAP during meetings with the licensed ministers. Another challenge identified was that some supervisors had another process of ministry supervision in place. Others indicated difficulty in finding time to meet and review the MAP with the supervisor since the MAP was not regularly used with staff. A lack of focus left one licensed minister feeling as though meetings with the supervisor seemed “muddled.” An area for future development in this model would be to provide additional training for supervisors. This training would enable supervisors to have a better understanding of the role they play in helping employees fulfill job expectations. Additionally, seeking feedback from supervisors regarding some of the processes they currently use in employee supervision and incorporating these ideas, where possible, into the guided mentoring process might lead to a higher level of collaboration and support between licensed ministers and their supervisors.

Peer-mentoring groups received the lowest mean scores from licensed ministers of the methods used in the guided mentoring process. In inputs of self-efficacy and practice, the average mean score was 3.5 with standard deviations of 0.800 and 1.00, respectively. In the area of goals, the mean was 3.3 with a standard deviation of 0.900. The mean score for cognitive ability and error management was 3.2 with standard deviations of 0.800 and 0.700 respectively (see Figure 4.21). The licensed ministers seemed to be pretty neutral in rating the effect of the peer-mentoring groups in helping them to increase practice and use of training inputs.

In spite of the lower scores, the written responses indicated that significant benefit was received from meeting with peer-mentoring groups. Key words from text analysis of

SurveyMonkey included *group, share, encouraging, meeting, ministry, and support*. The interaction with colleagues provided a safe environment in which to speak freely of ministry and its challenges. The similar contexts of ministry also provided opportunity to receive and share advice regarding ministry experiences. Personal conversations regarding the goals and plans developed in the MAP helped licensed ministers accomplish MAP objectives and address challenges they faced in ministry. Through this shared interaction, they were able to experience accountability and at least one licensed minister indicated that prayer support was an important contribution of the peer-mentoring group.

When licensed ministers were asked to describe the least helpful aspects of the peer-mentoring groups, several issues were identified. Three licensed ministers listed distance to meetings and the lack of meetings as a contributing factor limiting the effectiveness of the peer-mentoring group. Scheduling and lack of direction were identified as other limiting factors with two licensed ministers. The lack of time and the failure to communicate well and be on the same page were also indicated as factors limiting the effectiveness of this method. Additional training for peer-mentoring groups would have been helpful during the licensed minister retreat in potentially increasing the value of this method in the guided mentoring process.

In addition to rating the effectiveness of each individual method used in the guided mentoring process, the licensed ministers were also asked to rank the five different methods on a scale of one to five with one being considered the most helpful method and five being the least helpful. In measuring the relative effectiveness of the various methods used, the ranks provided by licensed ministers were given a numerical

value. Each method ranked number 1 was assigned five points, number 2, four points, and so on. The responses were then ranked based upon percentage of total scores received according to the numerical assignments. This scoring resulted in the ranking of methods from most helpful to least helpful as follows: licensed minister retreat, MAP, DBMD mentor, supervisor, and peer-mentoring group. When the various methods were ranked in order based upon the number of licensed ministers who gave the method a number 1, the order is somewhat different. In this format the order was DBMD mentor, MAP, licensed minister retreat, peer-mentoring group, and supervisor (see Table 4.1). This variation in ranking would indicate that using a variety of methods is a more effective approach in the guided mentoring process.

Table 4.1. Ranking of Methods Used in Guided Mentoring Process

GMP Method	Total Score	% of Total	#1	#2	#3	#4	#5
LM retreat	54	23.1	4	7	1	1	1
MAP	51	21.8	5	4	2	1	2
DBMD mentor	50	21.4	6	0	5	2	1
Supervisor	42	17.9	1	6	2	3	1
Peer mentor	37	15.8	2	2	4	2	3

Summary of Major Findings

The findings of this research project will inform the way in which the West Michigan District DBMD provides training and support for licensed ministers as they transfer training in their initial ministry appointments. The research demonstrated the effectiveness of a multifaceted approach of providing support in the field through use of a MAP, DMBD mentors, peer-mentoring groups, and onsite supervision in a guided

mentoring process. The licensed ministers in the experimental group self-assessed an increase in practice, cognitive ability, self-efficacy, self-management through goal orientation, and error management in the experiences identified in the modified ERRP after participation in the guided mentoring process. Participants in the experimental group also developed a means of ongoing generalization and maintenance of the KSAs of ministry through ongoing use of the MAP and the continued use of the training inputs used in the research project. The major findings are

- Licensed ministers perceive themselves to be highly prepared for engaging in ministry practice. They self-assessed with a high degree of competence and practice of the training inputs as applied to the ministry experiences in the modified ERRP. Many of the licensed ministers in the West Michigan District believe they have the understanding and self-confidence necessary to perform the practices identified in the ERRP. In addition, they also perceive themselves to be using important self-management practices such as goal orientation and error management in ministry.

- The guided mentoring process provided an effective method of using transfer of training inputs leading to increased practice of the experiences identified in the modified ERRP. Overall, those participating in the guided mentoring process had an increased score of 0.445 on a five-point scale in their self-assessment of practice and use of training inputs compared to those not participating in the guided mentoring process, an increase of nearly 9 percent over the three-month period of the study. The least level of self-assessed improvement for those in the experimental group was -0.100 with the highest level of self-assessed was 0.800. Those in the control group reported minimal or negative change during the three months of the guided mentoring process.

- The guided mentoring process assisted the licensed ministers in developing clarity regarding job expectations, anticipated results, and action steps needed to achieve goals in ministry. Developing a MAP, reviewing it with DBMD mentors, supervisors, and in peer-mentoring groups contributed to increased clarity.
- The guided mentoring process provided a platform for increased accountability through the development and ongoing use of MAPs that were reviewed with DBMD mentors, supervisors, and peer-mentoring groups.
- The guided mentoring process provided for increased collegiality as licensed ministers reported receiving significant benefit from ongoing meetings with DBMD mentors, supervisors, and peer-mentoring groups.
- The DBMD can effectively serve in more than a gatekeeping role with licensed ministers. DBMD mentors played a key role in helping to provide clarity, accountability, increased learning, and support in the licensed ministers' accomplishing the goals of their MAP.

District Boards of Ministerial Development that desire to maximize the training transfer for licensed ministers may find that incorporating these findings into a strategy of ongoing training and support enhances their ministerial training process. The result will lead not only to more competent ministers, but also to providing ministers with the tools that are useful for an ongoing process of increasing generalization and maintenance of ministerial skills. The DBMD can play a vital role in the positive transfer of training for licensed ministers.

CHAPTER 5

DISCUSSION

Major Findings

The seeds for this research project were planted nearly forty years ago as I began serving my first church as pastor. In that experience, many situations were encountered in which the theological training received seemed inadequate for the challenge of life in the trenches of ministry. Whether providing support and counsel at the bedside of a dying parishioner or seeking to lead change with a leadership team and local Board of Administration the age of my grandparents, I often found myself saying, “Why didn’t my professors teach me how to handle this?” Many pastors have likely had similar reactions. As identified in Chapter 1, a major observation many young ministers make is that the theoretical training of seminary often falls short of preparing one for the realities of ministry in the field.

Fortunately, through the guidance of many capable mentors, classroom training was supplemented from their collective wisdom gained from years of experience. Along the way, a couple of key lessons were learned that have been very helpful throughout my vocation as a minister. First, the training received was more effective than previously realized. A key ingredient of effective ministry is a solid biblical and theological base from which to think critically regarding the issues and challenges faced. A need for practical ministry training exists, but if it comes at the expense of a solid biblical and theological base, the education is superficial at best. A second thing discovered is that due to the complexity of the profession of ministry, classroom training cannot fully prepare one for dealing with every conceivable situation. Far too many variables exist.

What is needed is a skill set of tools that enable the emerging minister to be in a posture of ongoing learning while seeking out appropriate guidance and mentoring along the way.

The focus of this research project was to determine whether the DBMD could effectively assist licensed ministers in increasing transfer of classroom training into the ministry setting. The research project used a guided mentoring process through which licensed ministers developed individual MAPs and received various levels of support while serving in ministry. The licensed ministers also used the modified ERRP in the process of setting goals and defining action steps to accomplish ministry objectives and increase the KSAs needed for ministry. Through using MAPs and meeting with DBMD mentors, supervisors, and peer-mentoring groups, the licensed ministers increased their ability to self-manage ministry practice and growth. A key element of the support provided in the guided mentoring process was the mentoring received from DBMD members, supervisors, and peer-mentoring groups.

Mentoring has a long tradition in training pastors since biblical times. As described in Chapter 2, several key leaders in ancient Israel trained future leaders through on-the-job mentoring. Moses with Joshua, Elijah with Elisha, and Eli with Samuel, are just a few of the many examples that could be named. Mentoring was also instrumental in the training of the leaders Jesus developed as well as the apostle Paul. In the early years of the Church, pastors were frequently trained by mentors. Only in relatively recent times, since the Renaissance period and the rise of the universities, was the training of pastors formalized into a traditional educational model. Today, the opportunity exists for utilizing the best from both models.

The guided mentoring process used in the research project provided focused training, mentoring and ongoing support to the licensed ministers. The training and mentoring not only encouraged the licensed ministers to find ways to transfer training more effectively into the ministry setting, it also challenged the licensed ministers to expand the KSAs they use in ministry. In the process of completing the research, several key discoveries were made.

West Michigan Licensed Minister Highly Prepared

The high level at which licensed ministers assessed themselves in the PMA was surprising. The majority believed they practice the eighty-four experiences of ministry identified in the modified ERRP. They also rated themselves on the higher side of the rating scale on average in the use of the training inputs of cognitive ability, self-efficacy, and self-management through goal orientation and error management relative to the experiences in the modified ERRP. On the surface this high level of measurement suggests that current training is providing the necessary skills to equip licensed ministers for ministry. Upon further examination of the experiences and criteria by which the experiences were measured, other factors possibly contributed to the high ratings.

As pointed out in Chapter 2, the process of effective training transfer involves increasing the necessary and relevant knowledge, skills, and abilities (i.e., KSAs) that are then applied in the job setting, leading to more effective results in the workplace or organization (Baldwin, Ford, and Blume 47; Broad 2; Merriam and Leahy 3; Seyler et al. 549). If one is not able to identify the key KSAs or they are not relevant to the job setting, then achieving increased results in job performance is difficult.

The ERRP was developed as a guide for resident pastors to identify several of the common experiences of ministry encountered in their first two years of residency. This provides a great beginning point for identifying the key KSAs that are relevant to the job. One of the challenges faced in using the ERRP in the research project was the difficulty in managing a long list of experiences and pulling out the relevant KSAs. The modified ERRP listed eighty-four different experiences, which was reduced from the 115 experiences in the original ERRP. A list of ten to twelve key skill areas under which the experiences could be arranged would have been more manageable. The licensed minister would then have a clear, concise definition of the essential KSAs needed for effective ministry practice across the broad spectrum of categories for which licensed ministers are appointed.

Another challenge in using the ERRP was that several of the experiences failed to provide adequate metrics by which a licensed minister could truly assess level of preparedness. As a result of this ambiguity, licensed ministers likely rated themselves more highly prepared than their supervisors would because the standards of measurement were not clearly defined. Without a clear standard of measurement, the results are often ambiguous and misleading.

Appointment as a licensed minister should involve more than mere exposure to experiences ministers face in the field. Licensed ministers should also develop a certain level of competence in performing the ministry. A more clearly defined set of relevant KSAs and metrics of competency is needed. The relevant KSAs and metrics of competency could certainly be developed from the work represented in the ERRP.

In spite of the challenges in using the ERRP as a baseline of ministry practice for the research project, it still provided a means of measuring the effect of the guided mentoring process. Those who were a part of the control group experienced minimal change or negative change in their assessment of the practice and use of training inputs during the three-month period. Those who participated in the experimental group experienced positive change, on average, after participating in the guided mentoring process. While additional research is needed in clarifying the relevant KSAs and appropriate metrics for licensed ministers, the use of the ERRP provided the necessary baseline of relevant skills through which changes could be measured during the research project.

Effectiveness of the Guided Mentoring Process

The research project used a researcher-designed guided mentoring process, that included several different training transfer inputs designed to increase cognitive ability, self-efficacy, use of goals, and practice of error management in the licensed ministers' job practice. Support in performing job responsibilities and increasing training inputs was provided through DBMD mentors, supervisors, and peers. These various levels of training inputs and support were demonstrated as providing for more effective training transfer according to the literature.

The overall effect of the methods used in the guided mentoring process provided positive results for those in the experimental group when compared to the participants in the control group as evidenced by the data. The results of the research clearly demonstrated that the guided mentoring process used in this research project increased the licensed ministers' practice and use of training inputs related to the experiences in the

modified ERRP. The finding indicates that the guided mentoring process did play a positive role in assisting the licensed minister in transferring training. Effective training transfer does not occur automatically, nor is it accomplished only through effective training methodology. Effective training transfer requires ongoing training and support guiding the trainee in the appropriate and effective use of training while in the field. This is a critical component, if done well, can result in a more competent minister providing for more effective ministry for the church and the kingdom of God.

In addition to noting the positive effect of the guided mentoring process, some understanding as to how the guided mentoring process contributed to the increase is evidenced in the data. This information was provided in part through the responses to the GMIA. In the GMIA the licensed ministers evaluated the various methods used in the guided mentoring process. Several key factors contributing to the increased use of transfer inputs and practice of the licensed ministers were identified through the data of the GMIA and other comments made during the guided mentoring process.

Clarity

The guided mentoring process assisted the licensed minister in developing a greater sense of clarity with regards to job expectations and anticipated results. One of the assignments in developing the MAP was to provide a brief description of one's job responsibilities along with anticipated measurable results. This summary of job expectations and results was then reviewed with the licensed minister's supervisor and DBMD mentor. The fact that several of the licensed ministers struggled in simply defining the expectations of their job and the anticipated results indicated one potential problem in ministry performance and effective training transfer. When clarity is lacking

in the specifics of the job and the anticipated results of satisfactory performance, then performance frequently fails to meet expectations. Clarity with regards to job expectations and needed KSAs in job performance are needed in order for effective training transfer to occur. The guided mentoring process demonstrated a high degree of effectiveness in helping to provide greater clarity for the participants.

Not only were licensed ministers asked to clarify job expectations and anticipated results, they were also asked to identify relevant KSAs needed for effectively meeting job expectations. Participants rated themselves on current familiarity with and performance of the necessary KSAs related to the experiences in the modified ERRP. In developing their MAPs, they were asked to identify the KSAs needed to perform their job and achieve their goals as well as some additional KSAs to be developed. A key factor in effective generalization and maintenance of training is the ability to identify additional skills needed. Ministry training is an ongoing process. It involves applying what one has learned and discovering what one needs to know in order to increase ministry effectiveness. One must always be learning and building on past learning and practice in order to improve present and future ministry.

In addition to clarifying job expectations, licensed ministers developed a greater sense of clarity related to goals to be achieved, next steps in the process, and how the next steps were included in daily and weekly responsibilities. As many who set goals have discovered, making plans is much easier than accomplishing them. Frequency of goal accomplishment increases through developing incremental strategies that clearly identify next steps. Planning must also include incorporating the next steps into weekly and daily plans. The licensed ministers in the control group experienced little or negative

change with regards to the self-assessment of practice and use of training transfer inputs. One reason may well be the lack of strategic planning related to the experiences in the modified ERRP. One can be so busy doing ministry, one does not have the time to find ways to increase ministry effectiveness. The guided mentoring process provided the licensed ministers with the opportunity not only to define ministry objectives to be achieved in fulfilling job expectations but also to define personal growth objectives related to increasing relevant KSAs for more effective ministry.

Accountability

Clarity related to ministry expectations and ongoing professional growth was not the only value identified by the licensed ministers in the guided mentoring process. Another key value for participants was increased accountability. Opportunities for accountability were provided through development of the MAP as well as ongoing meetings with the DBMD mentor, supervisor, and peer-mentoring group. Accountability is often an essential element in successfully achieving one's goals and action plans. Each type of support provided in the guided mentoring process provided for different kinds of accountability.

DBMD mentors were encouraged to serve more as ministry coaches offering encouragement and support in providing accountability. The licensed minister was accountable not only for completing the action steps of the MAP but for reflecting on their ministry performance identifying potential reasons for success and brainstorming possible solutions for overcoming challenges. Too many times when individuals look for mentors they are looking for persons who will give them quick, easy solutions to fix problems. What they need, however, is someone to help them debrief the experience and

discover cause-and-effect relationships that will be generalizable to other situations. In serving as ministry coaches, the DBMD mentors encouraged the licensed ministers to develop key skills related to contextualization of ministry. The impact of this kind of mentoring was evident in the responses of the licensed ministers in the GMIA as DBMD mentors received the most number 1 ratings from the licensed ministers. Clearly DBMD members can have a significant influence in the ministry development of students they oversee.

Supervisors were another key means of providing accountability for the licensed minister, which is not surprising. Accountability, in fact, is one of the roles of the supervisor. What was enlightening, was the way licensed ministers described the assistance of the supervisors. Instead of simply being accountable for completion of ministry assignments, licensed ministers and supervisors actually discussed factors that affected the licensed ministers' ability to perform ministry responsibilities. This provided for a greater level of collaboration in doing ministry in addition to accountability. The increased collaboration provided opportunity for supervisors and licensed ministers to spend time in debriefing ministry experiences, identifying factors that resulted in success and finding solutions for the obstacles that stood in the way or limited the level of success achieved.

One challenge identified in the GMIA with supervisors was the fact that some supervisors already had their own process in place. Working with the participant in the guided mentoring process was perceived as an added element to the supervisor's role. Some were more inclined to engage in the process as recommended than others.

Another problem identified was finding ways to provide effective supervision for those serving as solo, senior, or lead pastors. Often the vice-chair of the local Board of Administration would fill this role. Herein the potential for conflict of interest that would make true supervision very difficult is quite evident. Vice-chairs are elected by the local church conference to serve on the local Board of Administration. Subsequently a member of the local Board of Administration is elected by the board, often upon the recommendation of the pastor. As a result, the pastor can directly influence the individual serving as his or her supervisor. A more effective method of supervision for licensed ministers who serve as a solo, senior, or lead pastor would be to find an experienced pastor to provide supervisory oversight who would then provide recommendations to the local Board of Administration regarding pastoral performance.

Additional training for supervisors would also be helpful in future uses of the guided mentoring process model. This training might involve supervisors in the initial retreat. At the retreat, supervisors would receive training regarding their role in working with participants as well as opportunity for sharing best practices in accomplishing the goals of the guided mentoring process, potentially creating a higher level of buy in.

Accountability of a different kind was provided through the peer-mentoring groups. Not all of the groups functioned as planned and, therefore, the opportunity for this value to be realized was somewhat limited. For those who met as directed, they were encouraged to meet their ministry goals and expand their ministry competencies through mutual sharing. Opportunities for accountability were an intentional part of this mutual sharing process.

The literature indicated that support from peers in the workplace is often a more effective training transfer input than supervisor support (Burke and Hutchins 281-82; Chiaburu and Marinova 112-13; Grossman and Salas 112-14; Rouiller and Goldstein 388-89). This support applies primarily to peers working together in a single work place as part of a work team. In effective sports teams, often the coaches look to the players on the team to help improve performance and thus increase the level of play. While the licensed ministers were not serving on the same team from the vantage point of being employed by a single church, they did have a commonality of calling and vocation from which to provide ongoing encouragement, support, and accountability in the process of achieving goals.

Collegiality

Collegiality was another value that proved beneficial to the licensed ministers who participated in the guided mentoring process. One of the important techniques for professional growth of ministers is learning how to leverage networking with fellow colleagues. Through the networks that ministers develop they find support, encouragement, accountability, and often new and fresh ideas for addressing ministry challenges. As the licensed ministers met together to review their MAPs or debrief successes and challenges they encountered in ministry with colleagues, mentors, and supervisors, they experienced firsthand the value of collegiality in providing ongoing support.

Clarity in ministry, accountability for ongoing ministry performance and growth, and collegiality with fellow ministers in the trenches of ministry, these are just some of the benefits experienced by those who were a part of the guided mentoring process.

These ongoing values proved essential in helping the licensed ministers to transfer training into practice more effectively, as evidenced in comparing results between the experimental and control groups.

From Gatekeeping to Empowerment

One of the observations made by those who serve on a board such as the DBMD is that often their primary function is that of gatekeepers. They review reports and determine when students have completed the requirements to move to the next phase of ministerial training. If problems in a student's reports or comments of supervisors indicate a need for change, the DBMD defines the necessary steps involved in working towards the needed change. If need be, they can make a recommendation that a student no longer pursue ministerial credentialing through the district. Much of the traditional duties of persons serving on the DBMD required reading reports and conducting interviews to ascertain theological and experiential preparedness for ministry determining whether the student was ready to proceed forward in the process.

In the guided mentoring process used in this research project another role for DBMD members was identified. They can now move beyond being mere gatekeepers to empowering students to find ways to transfer training into ministry more effectively. Serving as ministry coaches and mentors, they encouraged licensed ministers to increase their understanding of how to do ministry and achieve a higher level of performance. For many of the DMBD mentors who served during the guided mentoring process, they discovered a new sense of purpose in their role as a member of this judicatory team.

Implications of the Findings

The findings made in this research project can have significant implications for the West Michigan DBMD. The principles used in the guided mentoring process can be expanded to cover all licensed ministers appointed by the district. As a result, licensed ministers will have the opportunity to use training transfer principles in addition to the education received in the classroom. Ministry performance will be enhanced and important principles of ongoing skill training and development that can impact their entire ministry beyond the first years of appointment will be learned. In the light of findings in this research study, the following recommendations are made as a way of improving the work of the DBMD with students in the West Michigan District of the Wesleyan Church.

The first recommendation would involve forming a team of pastors from a wide range of categories of appointment along with DBMD members to develop a comprehensive list of key KSAs and accompanying metrics that would serve as a baseline of ministry skills to be achieved by licensed ministers during their term of appointment. Currently licensed ministers are required to serve two years of full-time service under appointment as licensed ministers or one year if they have a master's degree in a field of divinity studies. Rather than experience level required for ordination be defined primarily by tenure it would be more effective to include evaluation of the use of baseline ministerial skills as well. The work reflected in the ERRP would certainly serve as a key resource in developing the list of baseline ministry skills and metrics. In addition, a self-assessment tool that could be used by the licensed minister to evaluate current preparedness in practicing these skills would serve to provide a more objective

means of measuring preparedness. Licensed ministers could assess their preparedness related to the skills needed for effective ministry and find ways to include ongoing skill development in their MAP.

A second recommendation would be to provide a retreat for licensed ministers at the beginning of their appointment. During the retreat licensed ministers would go through the MAP development process used in the guiding mentoring process. This MAP would be expanded from the three-month plan used in the research project to a more extensive plan covering the years during which licensed ministers completed their ministry service. When licensed ministry training is completed and licensed ministers are ready for ordination, a revised MAP for future ministry as ordained pastors should be required prior to recommendation for ordination by the DBMD. While not all ministers will find using a MAP beneficial in the ongoing practice of ministry, being aware of the practices used in the MAP should be required of all persons in ministry in the West Michigan District.

Assisting licensed ministers in identifying and working with a ministry mentor is a third recommendation that should be implemented with licensed ministers in West Michigan. In the guided mentoring process, DBMD mentors were assigned to licensed ministers. Whether a similar practice is used or licensed ministers are asked to secure their own ministry mentors, every licensed minister should be in an ongoing relationship with a more experienced pastor or layperson who can serve as a mentor. The benefit of the DBMD mentors was clearly identified in the responses of the licensed ministers who participated in the guided mentoring process.

Since the literature indicated that peer support is one of the most effective methods of providing work place support, licensed ministers should be encouraged to join a peer group. The peer groups may be made up of colleagues serving in similar ministry categories or defined by similar geographic proximity. The licensed ministers who had active peer group involvement in the guided mentoring process identified their peer group as a key place of experiencing accountability and collegiality as they engaged with one another and challenged one another to more effective ministry. The mutual sharing of ideas, challenges, and insights provided for an increased effectiveness in ministry practice.

The DBMD can also play a vital role in its resourcing of supervisors who work with licensed ministers. In the licensed ministry application, the supervisor is identified but previously the DBMD has done little to communicate with supervisors. Training supervisors in the MAP process and assisting them in using it with the licensed ministers they supervise is a key way the DBMD can more effectively raise the level of supervision. In instances where a licensed minister does not have access to competent supervision, the DBMD could provide additional recommendations for ways to receive the appropriate supervisory support.

A final recommendation is that this model of guided mentoring be shared with other DBMDs across the Wesleyan Church. Many districts may be in the process of developing similar programs. Collaboration could result in providing a more effective means of mentoring for licensed ministers not only in the West Michigan District but in other districts within the Wesleyan Church.

Evaluation of the Study

The process of developing resources for use in the guided mentoring process that leveraged key training transfer inputs from the field of transfer of training was very instructive. Many of the principles used in organizations and workplaces outside of the church provide valuable information and tools that can be effectively leveraged in enhancing training transfer for ministers within the church. In addition, the insights from those who completed surveys, participated in the guided mentoring process, and served as DBMD mentors during the process proved incredibly helpful in defining the benefits of this type of approach to judicatory oversight of ministers in training. Future iterations of the guided mentoring process to be used with licensed ministers in the West Michigan District will certainly benefit from the learnings received during this research study.

Limitations of the Study

The research sample for the GMIA consisted of fourteen of the total sample of thirty-three licensed ministers in the West Michigan District. The GMIA sample represented a major segment of the larger population. Included in the sample were senior, solo, or lead pastors, and staff pastors from a variety of sizes of churches. A more representative sample of the larger population would have several licensed ministers who were appointed in the Other categories as defined in Chapter 4 as a part of the sample studied. This larger representation of the Other category would have provided greater insights into how the guided mentoring process might have impacted licensed ministers who were serving appointments that did not primarily serve within local church contexts.

The sample population used in the research project was a major segment of the total population of licensed ministers in the West Michigan District. Use of the methods

in the guided mentoring process may not produce the same results when used with licensed ministers in other districts within the Wesleyan Church or in a study with licensed ministers from several different districts within the Wesleyan Church. Some of the factors that are distinctive of churches within the West Michigan District may have contributed to the results of the study and may not be present in the context of other districts.

Future research would be helpful in defining the effect of various intervening variables identified in the study through the demographic data collected. The small sample sizes did not allow for developing statistically valid findings as to the effect that level of education, tenure of appointment, and category of appointment had on the overall transfer of training. Further investigation into the effect of these factors upon training transfer might serve to enhance the guided mentoring process used in this research project and result in more effective training transfer.

The practices used in the guided mentoring process may be useful in providing mentoring for novice ministers in contexts that are different from that of the Wesleyan Church. However, the results may not be the same if the categories of appointment for novice ministers are dissimilar. In addition, denominations and church agencies have different requirements for those pursuing ministry as a vocation. Thus, the results of the research may be generalizable to a degree, to other church contexts, but may have limitations that are defined by the special appointment contexts and ordination requirements of Wesleyan pastors.

Unexpected Observations

The licensed ministers in the control group had a minimal or negative change in scores between the PMA and PMFA. The evaluation took place after a three-month period serving as a licensed minister. The scores were based upon the practice and use of commonly used training transfer inputs related to eighty-four experiences that resident pastors and licensed ministers are expected to experience in their ministry context. The fact that overall negative change was observed raised the question as to why.

The lack of measurable change in these instruments may reflect some problems of criterion relevancy related to the experiences identified in the ERRP. Those who developed the ERRP anticipate these are common experiences of licensed ministers, but the contexts in which the licensed ministers serve may not be providing the opportunity for them to have these experiences. The training, or lack thereof, of licensed ministers related to these experiences may also explain the scores observed in the control group. The demands of doing their job may be so great that they lack the time and direction to use the training inputs and develop the KSAs for more effective generalization and maintenance of ministry skills.

The finding of a lack of change among members of the control group warrants further research. It certainly highlights the importance on the part of DBMDs to provide more intentional oversight of licensed ministers as they transfer training to ministry in the field. It also indicates that the current expectation of experience needed for ordination as primarily defined by tenure may be an ineffective metric. Other measures of experiential preparedness for licensed ministers should be developed.

Recommendations

The findings in the research project provide a great opportunity for further study of the application of transfer of training principles in the oversight of ministers who are newly appointed to their first ministry assignments. The research project used a blend of exploratory and explanatory research practices. Research with a larger group of licensed ministers in the Wesleyan Church would contribute to a greater understanding of the applicability of the ERRP as a primary baseline of ministerial practice for ministers in their first two years of appointment. The information gained from such a study could provide a more informed understanding of the value of the ERRP and may result in developing a different measure for defining the basic ministerial competencies required for ordination.

In addition, further exploratory research may prove helpful in ministerial training if a similar approach of using the guided mentoring process were applied to the transfer of training of more specific skill sets applicable to the vocation of ministry. Studies that would use these techniques in determining the relative effectiveness as they relate to developing communication skills, change management skills, conflict management skills, leadership development skills, or church administration skills might provide useful insights into ways in which ministers and leaders can be more effectively trained across a broader scope of ministry skills.

Postscript

This research project was undertaken to address a common problem identified in the training of pastors. Several pastors indicated that the level of theoretical training received in college or seminary failed to prepare them for life in the parish. While this

reality may be true of many professions and may be the result of multiple factors, it nonetheless presents an ongoing opportunity for leaders and judicatory agencies to evaluate the process of training ministers. The unique aspect of this research project was the use of proven principles from the field of transfer of training research. These principles have not often been intentionally used in the process of providing and evaluating ministerial training. They do demonstrate the opportunity that a broader base of understanding of the principles behind effective training transfer can provide.

This research project provided the opportunity to reflect more deeply on the training I received in preparation for ministry both as a novice minister and as an experienced practitioner. God has continued to sharpen and refine ministry skills through the wisdom and experience of others. Most significantly this research journey has provided a much deeper understanding of the process involved in more effectively applying theoretical training to practical application in the field of ministry. This increased understanding will be of benefit not only to me personally in the remainder of my ministerial career but hopefully to others who engage in the ministry of training and preparing men and women for pursuing God's call to the vocation of ministry.

The primary discussion throughout this research project has focused on methodologies used in effective training transfer. One might conclude that ministerial training is primarily a humanly guided process that utilizes the correct principles to achieve the desired results. While one can certainly benefit from the wisdom and learnings of many fields of study, the vocation of ministry is at its most basic a response to the calling of God. The anointing of God's Spirit in the life of a minister can more than compensate for shortcomings in the process of training and transfer. The Spirit's

anointing, however, coupled with the learnings, wisdom, and best practices of human understanding and research can result in an even more competent minister who pursues God's calling in continuing the process of building the kingdom of God by continuing the redemptive ministry of Christ. This study is devoted to that end.

APPENDIX A

EXPERIENCE RECORD OF A RESIDENT PASTOR (ERRP)

A *Resident Minister* has completed the academic requirements for ministry and is serving 1-2 years in the local church to get practical ministry experience under an experienced mentor. This is the kind of experience gained during this time.

INSTRUCTIONS TO RESIDENT MINISTER: Check off, date, give yourself a “grade” or comment on these as you gain experience in your residency so you will have a complete record of your ministry experience during your residency. This list can serve as the core of your “curriculum of experiences” during your 1-2 year residency. Keep this, your DBMD may ask for it.

- *ACCOUNTABILITY I’ve established an accountability partner and we meet regularly.
- ANOINTING I have anointed a person with oil and prayed for them.
- APOLOGIZING I’ve learned how to apologize to someone in the church and have done so with positive effect.
- *ATTITUDE CHANGE I’ve discovered attitudes I need to change and have successfully changed one or more with God’s help.
- *AUTHENTICITY I am known around this church for being exactly who I seem to be—with no guile or pretending.
- BABY DEDICATION I’ve planned and led a baby dedication in a public service.
- *BALANCE I’ve developed the basic habits that provide boundaries & balance between work, home and play.
- BAPTISM I’ve planned and officiated at the baptism of a new Christian in a public service.
- *BIBLE STUDY I’ve prepared, led, and have had evaluated a Bible study in a cell group or class.
- BIRTH OF A CHILD I’ve provided pastoral care to a family who just experienced the birth of a new child.
- *BUSINESS MEETING I’ve planned and led a business meeting using proper procedure and been evaluated by others.
- *CALLING My calling to the ministry is strong and secure—I am sure of it.
- CALLING-D2D I’ve gone at least once “cold turkey” calling on homes in this area and pondered its effectiveness.
- CAMPAIGN I’ve been through the process of a local church stewardship campaign.
- *COMMUNICATION I’ve developed *written* items (Flyer, brochure) which were deemed “good communication” by others.
- *COMMUNICATION I’ve prepared and *spoke* (excluding preaching) to a group and been evaluated as competent.
- *COMMUNITY My visibility in the community has produced 10+ people having a positive view of this church.

- COMMUNITY EVENT __I've represented my church or denomination at a secular event and done a post-event reflection.
- *CONFESSION __I've learned to admit my faults to those I work with and am becoming a "transparent person."
- *CONFLICT __I've experienced conflict with a lay person in the church and resolved it successfully.
- *CONFLICT __I've brought positive resolution to conflict between third parties in this church.
- CONFLICT __I've experienced conflict with a supervising minister and resolved it successfully.
- CONFLICT __I've experienced conflict with another staff person in the church and resolved it successfully.
- *CONVERSATION __I have turned ordinary conversations to spiritual things and people have grown spiritually as a result.
- COUNSELING __I've led a series of pre-marital counseling sessions with a couple planning to get married.
- *COUNSELING __I've led numerous spiritual counseling sessions with positive results of spiritual wholeness.
- *COUNSELING __I've learned when, how and to whom to properly refer counselees beyond my scope.
- *CULTURE __I understand both the regional and local church culture here that "makes people act the way they do."
- *CULTURE __I've learned to appreciate the culture of church people that is different from my own preferences.
- *CULTURE-BUILDING __I've seen a cultural lack and rallied people to effectively change a negative cultural habit or attitude.
- DEATH OF SPOUSE __I've acted in a pastoral care role with a person who has just lost their spouse.
- *DELEGATE __I've practiced delegation without interfering too much or without capitulating with no follow up.
- *DENOMINATIONS __I understand the perspectives of people here from other Catholic or Protestant denominations.
- *DEVOTIONS __I've developed the personal practices of drawing near to God and expressing my devotion to Him.
- *DISCIPLESHIP __I've led/taught a series of lessons in a larger discipleship group where people showed life change.
- *DISCIPLESHIP __I've spent one to one time over at least several months "discipling" a person with positive results.
- *DISCIPLINE __I've exercised discipline or correction of volunteers and they responded well to it.
- *EQUIPPING OTHERS __I've taken a group of people unequipped for a task and equipped them so they achieved excellence.
- *ETHICS __I've examined the ethical challenges of the ministry and written out my own principles and practices.
- EVALUATION __I've had a 360-degree evaluation and developed/implemented a personal improvement plan as a result.

- EVANGELISM __I've equipped another person to lead someone to Christ and they have done so.
- EVANGELISM __I've guided several individuals into a personal relationship with Christ one to one.
- FAILURE __I've failed at something significant in ministry and recovered and learned from that failure.
- *FAMILY-CHILDREN __I've examined how ministry can pressure family life and have written a strategy addressing these.
- FAMILY-MARRIAGE __I've examined how ministry can pressure marriage and have written a strategy addressing these.
- *FINANCES __I've participated in the process of local church budget development and could now lead the process.
- *FINANCES-PERSONAL __I've gotten financial advice, made a personal budget, and have lived within that budget for six months.
- FIRING EMPLOYEES __I'm aware of the specific legal ramifications of firing employees and have written notes on these.
- FIRING VOLUNTEERS __I've properly "fired" a volunteer in my church with satisfactory results.
- *FRIENDSHIPS __I've developed several personal friends in this community who do not attend this church.
- FUNERAL __I've officiated at a funeral of a person who did not claim to be a Christian.
- FUNERAL __I've planned with the family and officiated at a funeral and graveside service of a Christian.
- *GIFTING __I understand my gifts and abilities and how I might best leverage them for kingdom use in the future.
- *GOAL ORIENTATION __I've learned how to set personal goals for the future and have developed some for myself.
- *GOAL-SETTING __I've learned how local churches or programs set goals and participated in that process at this church.
- *HEALING __I've prayed for healing with a person in need.
- *HEALING __I've identified my own emotional wounds and they no longer pose a liability to my ministry.
- *HEALTH __I've established some goals and commitments for personal health and am on track with them.
- HIRING __I've learned the denominational and legal process of hiring employees and could do it properly.
- *HOSPITAL VISIT __I've done numerous hospital visits which have resulted in encouragement and spiritual strength.
- *IDENTITY __My identity is in Christ far more than any other identification, relationship, association or position.
- *INSPIRING PEOPLE __I have a definite story of how I inspired a group of people to rally to a change, cause or event.
- *LAY MENTOR __I have a regular relationship with a lay person where I receive mentoring and guidance.
- *LEADERSHIP MENTOR __I've met for more than 6 months with a leadership mentor

- who guides my development.
- *LEADING CHANGE __I've seen a needed change, rallied people, and effected change that was received well and worked.
- *LEARNER __I've initiated a long range plan for being a life-long learner as continuing education.
- LOSS OF CHILD __I've been the lead pastor in ministering to a family when they lost a child.
- *LOVE __I have developed a real love for church people, even those who irritate or criticize me.
- *MENTORING __I have studied the mentoring process and met for at least six months with someone I am mentoring.
- *MISSION __I have studied a church's mission statement and can explain it to various age people.
- MISSIONS __I have participated in planning and leading a missions/outreach emphasis and been evaluated.
- MISTAKES __I've kept a journal of my "ministry mistakes" (and what I learned) for at least 6 months.
- MORAL HAZARDS __I've studied moral temptations of ministry and written out my preventive habits, practices and principles.
- *MOTIVATING __I have experience in moving unmotivated workers to become highly motivated volunteers.
- *NEEDY __I've gained experience in reaching out to the poor and needy in my community.
- *NEGOTIATION __I have experience in resolving a difference with someone through negotiation.
- *OFFENCE-RESISTANT __I am not easily offended and don't get my feelings hurt, having learned to easily dismiss such things.
- *OFFICE __I have organized my office time so that it is efficient and effective free of wasteful habits.
- *OTHER MINISTERS __I have an ongoing relationship with one or more ministers outside my denomination.
- *PEOPLE SKILLS __I've examined my own "EQ" plusses and minuses and have a plan for developing better people skills.
- *PERSEVERANCE __I have wanted to quit some ministry task but persevered and kept at it anyway.
- *PERSONALITY __I know my own personality type and can articulate my related strengths and besetting weaknesses.
- *PERSONALITY __I've learned about emotional intelligence and someone has helped me reflect on my own EQ.
- *PLANNING __I have thoroughly planned, executed and evaluated an event/program illustrating my planning ability.
- *PRAYER __I have led a group that was exclusively given over to praying.
- *PRAYER __I have developed a regular habit of prayer both as an individual Christian and as a minister.
- *PREACHING __I am considered a passionate preacher by those who listen to my sermons.

- *PREACHING __I have developed a system of sermon preparation and bounced it off of several veteran ministers.
- *PREACHING __I have had at least six sermons evaluated by others and developed an ongoing plan for evaluation.
- *PREACHING __I've ended several sermons with a "call to respond" type closing and people have responded.
- *PRIORITIZE __With endless demands of ministry I've developed written priorities for my own life.
- *PROGRAMMING __I've conceived, developed, managed, and evaluated a complete local church program as its leader.
- *READING __I've read at least twelve books related to my ministry and personal growth in the last year.
- *RECORDS __I have experience in designing record-keeping systems and maintaining records longer than a year.
- *RECRUITING PEOPLE __I have experience in recruiting 25+ people to do something they were not already doing.
- RESTORING PEOPLE __I have been involved in the process of restoring a Christian after they have fallen.
- RESTORING MINISTER __I have some experience in understanding how a minister is restored after falling.
- *SABBATH __I have a habit of setting aside a personal Sabbath every week that is sacred in my schedule.
- *SELF-MOTIVATED __I can honestly say that those around me and above me say I am highly self-motivated.
- *SOCIAL MEDIA __I have a well thought though approach to social media as a means of ministry.
- *SPIRIT-FILLED __I believe that I have been "filled with the Spirit."
- *STAFF RELATIONS __I have experienced successful relationships with ministers over me and my ministerial peers.
- *STRENGTHS __I know my strengths, abilities and snares and have compiled a "portfolio" of these to use in the future.
- *SUBMISSION __I have experience submitting to church authority when I did not want to, or the authority seemed wrong.
- SUICIDE __I've offered pastoral care to a person contemplating suicide.
- *SYSTEMS __I have a basic grip on the systems of this particular local church and my denominations.
- *TEACHING __I've taught children, youth and adults in a non-preaching "class setting" and was evaluated.
- *TECHNOLOGY __I have a basic grasp and introductory experience in all the technology used in worship, visual and audio.
- *TEMPTATION __I have personal experience and a testimony I can give of complete victory over a besetting temptation.
- *TIME MANAGEMENT __I have learned and begun to practice the habits of good time management as a minister.
- *VISITING HOMES __I have experience in visiting people in their homes for friendship and spiritual growth.

- WEDDING __I've prepared and officiated at a church wedding.
*WELL-BEING __I have a self-awareness of my personal history and how it
 contributes to my wellness or pathology.
*WORSHIP __I have planned and led most parts of worship in my local church.

TO DOWNLOAD MOST RECENT REVISION:

<http://www.wesleyan.org/1800/experience-record-for-residents>

TO RECOMMEND ADDING TO THIS LIST: Feel free to add your own items to the list above or add sheets—no list can include all of the myriad duties of a minister. If you would like to suggest another item to this master list send it to education@wesleyan.org.

WHERE THIS LIST CAME FROM: This list was based on the comments of more than 500 ministers and laity who met over two years to describe an effective minister. The above list of the practical experiences come from that larger list and represent the ideal experiences of the first 1-2 years of local church ministry, especially when serving as a “Resident pastor” at a church under the mentoring and supervision of a wise and effective veteran minister.

Revision: 4/15/2014

The ERRP was modified by a group of ten ordained pastors serving in categories of appointments in which licensed minister participants in the research project served. The ten pastors were asked to evaluate criteria of the ERRP based upon frequency of practice based on the following options: weekly, monthly, or less than once a month. Only the criteria receiving a majority of respondents indicating that it was practiced weekly and monthly were included in the modified ERRP. Narrowing the list to 84 experiences identified above with an *.

APPENDIX B

PMA DEMOGRAPHIC INFORMATION

1. Name & Contact Information:

Name:

E-mail Address:

Phone: Number:

2. Gender:

Male

Female

3. Age: _____

4. How long have you served as a licensed minister?

Less than one year full-time or its equivalence (*One*)

One year or more full-time or its equivalence (*Two*)

5. How many of the classes needed for ordination have you completed?

Six Core Courses and up to five additional courses needed for ordination requirements.

Six Core Courses and six additional courses needed for ordination, but have not completed all of the academic requirements.

Completed all of the academic requirements for ordination.

6. What is the primary format through which you have completed the majority of your academic requirements for ordination so far?

FLAME, FLAMA, Correspondence, Cross-training, or Extension classes for which I did not receive college or university credit.

College, University, Seminary, or online courses for which I did receive college or university credit.

7. How many hours are you expected to work each week as a licensed minister?

Full-time (30 hours or more/week)

Part-time (Less than 30 hours/week)

8. Are you currently paid or volunteer in your service as a licensed minister?

Paid

Unpaid

9. What is the current context in which you are serving as a licensed minister?

Appointed as a Solo, Senior, or Lead Pastor.

Appointed as a Staff Pastor of church with less than 500 in average

attendance in the main service/s.

____ Appointed as a Staff Pastor of church with 500 or more in average attendance in the main service/s.

____ Appointed to a category of service other than the above, i.e. chaplain, missionary, district service, denominational service, inter-church service, special service, educator.

APPENDIX C

PMA AND PMFA MEASUREMENTS

Each of the criteria from the modified ERRP was evaluated by licensed ministers in the control group and experimental group in the PMA and PMFA in response to the following statements:

- I have the knowledge and training necessary for successfully achieving this experience.
- I am confident I can accomplish this with satisfactory results.
- I have set goals to master the skills related to this experience.
- I regularly evaluate my performance in this area to identify success and areas needing improvement.
- I regularly practice this in ministry.

Each statement was evaluated by the participant according to the following scale:

- ___ 5 Strongly Agree
- ___ 4 Agree
- ___ 3 Neutral
- ___ 2 Disagree
- ___ 1 Strongly Disagree

APPENDIX D

GUIDED MENTORING INTERVENTION ASSESSMENT

Evaluation of GMP components:

Please respond to the following statements evaluating the various components used in the GMP. Each statement reflects a different training criteria related to the identified component. For example: If you strongly agree with the statement that the LM Retreat was helpful in increasing your cognitive understanding of the skills you practiced in the modified ERRP, you would select “5-Strongly Agree.”

- The LM Retreat was helpful in increasing my cognitive understanding of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

5 Strongly Agree
 4 Agree
 3 Neutral
 2 Disagree
 1 Strongly Disagree
- The LM Retreat helped me attain a higher level of self-confidence in my ability to perform the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

5 Strongly Agree
 4 Agree
 3 Neutral
 2 Disagree
 1 Strongly Disagree
- The LM Retreat was effective in helping me develop goals for more effective practice of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

5 Strongly Agree
 4 Agree
 3 Neutral
 2 Disagree
 1 Strongly Disagree

- The LM Retreat was effective in helping me to identify successes and make course corrections related to the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

5 Strongly Agree
 4 Agree
 3 Neutral
 2 Disagree
 1 Strongly Disagree

- The LM Retreat enabled me to more effectively increase my level of performance overall of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

5 Strongly Agree
 4 Agree
 3 Neutral
 2 Disagree
 1 Strongly Disagree

- The MAP was helpful in increasing my cognitive understanding of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

5 Strongly Agree
 4 Agree
 3 Neutral
 2 Disagree
 1 Strongly Disagree

- The MAP helped me attain a higher level of self-confidence in my ability to perform the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

5 Strongly Agree
 4 Agree
 3 Neutral
 2 Disagree
 1 Strongly Disagree

- The MAP was effective in helping me develop goals for more effective practice of the skills in the modified ERRP that I practiced during the Guided Mentoring

Process.

- ___ 5 Strongly Agree
- ___ 4 Agree
- ___ 3 Neutral
- ___ 2 Disagree
- ___ 1 Strongly Disagree

- The MAP was effective in helping me to identify successes and make course corrections related to the skills in the modified ERRP that I practiced during the

Guided Mentoring Process.

- ___ 5 Strongly Agree
- ___ 4 Agree
- ___ 3 Neutral
- ___ 2 Disagree
- ___ 1 Strongly Disagree

- The MAP enabled me to more effectively increase my level of performance overall of the skills in the modified ERRP that I practiced during the Guided

Mentoring Process.

- ___ 5 Strongly Agree
- ___ 4 Agree
- ___ 3 Neutral
- ___ 2 Disagree
- ___ 1 Strongly Disagree

- My DBMD Mentor was helpful in increasing my cognitive understanding of the skills in the modified ERRP that I practiced during the Guided Mentoring

Process.

- ___ 5 Strongly Agree
- ___ 4 Agree
- ___ 3 Neutral
- ___ 2 Disagree
- ___ 1 Strongly Disagree

- My DBMD Mentor helped me attain a higher level of self-confidence in my ability to perform the skills in the modified ERRP that I practiced during the

Guided Mentoring Process.

- ___ 5 Strongly Agree
- ___ 4 Agree
- ___ 3 Neutral
- ___ 2 Disagree
- ___ 1 Strongly Disagree

- My DBMD Mentor was effective in helping me develop goals for more effective practice of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

- ___ 5 Strongly Agree
- ___ 4 Agree
- ___ 3 Neutral
- ___ 2 Disagree
- ___ 1 Strongly Disagree

- My DBMD Mentor was effective in helping me to identify successes and make course corrections related to the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

- ___ 5 Strongly Agree
- ___ 4 Agree
- ___ 3 Neutral
- ___ 2 Disagree
- ___ 1 Strongly Disagree

- My DBMD Mentor enabled me to more effectively increase my level of performance overall of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

- ___ 5 Strongly Agree
- ___ 4 Agree
- ___ 3 Neutral
- ___ 2 Disagree
- ___ 1 Strongly Disagree

- My Supervisor was helpful in increasing my cognitive understanding of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

- ___ 5 Strongly Agree
- ___ 4 Agree
- ___ 3 Neutral
- ___ 2 Disagree

- ___ 1 Strongly Disagree
- My Supervisor helped me attain a higher level of self-confidence in my ability to perform the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

___ 5 Strongly Agree
___ 4 Agree
___ 3 Neutral
___ 2 Disagree
___ 1 Strongly Disagree

- My Supervisor was effective in helping me develop goals for more effective practice of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

___ 5 Strongly Agree
___ 4 Agree
___ 3 Neutral
___ 2 Disagree
___ 1 Strongly Disagree

- My Supervisor was effective in helping me to identify successes and make course corrections related to the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

___ 5 Strongly Agree
___ 4 Agree
___ 3 Neutral
___ 2 Disagree
___ 1 Strongly Disagree

- My Supervisor enabled me to more effectively increase my level of performance overall of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

___ 5 Strongly Agree
___ 4 Agree
___ 3 Neutral
___ 2 Disagree
___ 1 Strongly Disagree

- My Peer-mentoring group was helpful in increasing my cognitive understanding of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

5 Strongly Agree
 4 Agree
 3 Neutral
 2 Disagree
 1 Strongly Disagree

- My Peer-mentoring group helped me attain a higher level of self-confidence in my ability to perform the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

5 Strongly Agree
 4 Agree
 3 Neutral
 2 Disagree
 1 Strongly Disagree

- My Peer-mentoring group was effective in helping me develop goals for more effective practice of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

5 Strongly Agree
 4 Agree
 3 Neutral
 2 Disagree
 1 Strongly Disagree

- My Peer-mentoring group was effective in helping me to identify successes and make course corrections related to the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

5 Strongly Agree
 4 Agree
 3 Neutral
 2 Disagree
 1 Strongly Disagree

- My Peer-mentoring group enabled me to more effectively increase my level of

performance overall of the skills in the modified ERRP that I practiced during the Guided Mentoring Process.

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree

Please number the following components from “1” to “5” with “1” being least helpful and “5” being most helpful in the Guided Mentoring Process.

- LM Retreat
- MAP
- DBMD mentor
- Supervisor
- Peer-mentoring group

Interview Style Questions:

Please provide your candid response to the following questions.

- 1) What did you find most helpful in in the LM Retreat?
- 2) What did you find least helpful in the LM Retreat?
- 3) What did you find most helpful in developing a MAP?
- 4) What did you find least helpful developing a MAP?
- 5) What did you find most helpful in meeting with your DBMD mentor?
- 6) What did you find least helpful in meeting with your DBMD mentor?
- 7) What did you find most helpful in meeting with your Supervisor?
- 8) What did you find least helpful in meeting with your Supervisor?
- 9) What did you find most helpful in meeting with your Peer-mentoring group?
- 10) What did you find least helpful in meeting with your Peer-mentoring group?

APPENDIX E

LICENSED MINISTER RETREAT

Format of Retreat: One-day retreat with lunch and snacks provided

Goals: As a result of participating in the licensed ministers' (LM) retreat, participants will be able to

- Identify the purpose of the guided mentoring process (GMP) as helping to increase cognitive understanding, self-efficacy, self-management, and practices related to KSAs identified in the modified ERRP to their specific ministry setting.
- Identify the role of the various components of the GMP, i.e. LM retreat, MAP, DBMD mentor, supervisor, peer-mentoring group, in helping to achieve the purpose of the GMP.
- Understand the purpose of the modified ERRP as identifying experiences with accompanying KSAs that licensed ministers would likely experience on a weekly basis in their first two years of ministry.
- Develop a MAP that will identify three to four three-month goals related to their current job expectations with anticipated field results along with accompanying steps leading to successful achievement of goals and higher degree of mastery of KSAs related to their goals from the modified ERRP.
- Review their MAP with a DBMD mentor and peer-mentoring group.
- Calendar meetings with DBMD mentors and Peer-mentoring groups.

Schedule:

8:45–9:00 am	Registration
9:00–9:30 am	Welcome and Introductions
9:30–10:30 am	Overview of GMP process, GMP Components, and ERRP.
10:30–10:45 am	Break

10:45–12:00 pm	Overview of MAP, goal orientation, and relation of GMP components to MAP.
12:00–12:30 pm	Lunch
12:30–2:30 pm	Guided development in completing MAP
2:30–2:45 pm	Break
2:45–4:00 pm	DBMD mentor and peer-mentoring group review of MAP's.
4:00–4:30 pm	Concluding instructions and prayer

APPENDIX F

MINISTRY ACTION PLAN

Goals: As a result of developing a Ministry Action Plan, participants will be able to

- Increase cognitive understanding, self-efficacy, self-management, and practices related to the application of KSAs from the experiences identified in the modified ERRP to their specific ministry setting.
- Identify their job expectations and anticipated field results.
- Identify three to four three-month (distal) goals to be accomplished during the GMP. One goal was related to the participants' spiritual development; two or three distal goals were related to accomplishing the field results related to their job expectations.
- Identify relevant KSAs related from the modified ERRP that will be experienced in accomplishing the distal goals.
- Define distal goals from a mastery goal orientation using the SMART goal paradigm.
- Develop short-term steps (proximal goals) for each distal goal to address gaps in KSAs and provide incremental steps towards the accomplishment of the distal goals.
- Define a timeframe and a framework of accountability for accomplishing proximal and distal goals.

Ministry Action Plan Questions: Participants will work through the following questions and exercises in developing their Ministry Action Plan.

What are the expectations of my job?

Provide a two to three-sentence description of your job responsibilities as an LM.

Review your description with your supervisor, DBMD mentor, and peer-mentoring group. Include this information on your ministry goal worksheet.

What do I hope to accomplish?

Provide a brief paragraph describing what will be accomplished in your ministry setting if you were successful at meeting your job responsibilities. Be specific in defining the changes that would take place and the measurements you would use in determining success. Review your paragraph with your supervisor, DBMD mentor, and peer-mentoring group. Include this information on your ministry goal worksheet

Three-month objectives:

What is the one thing related to my personal spiritual development that if I accomplished would have a significant effect on my life as a leader in my ministry context?

What are the two or three things that if accomplished in the next three months would have a significant effect on my ability to accomplish my job expectations and achieve the desired results in my ministry Include these goals on your ministry goal worksheet.

SMART goals.

Revise the goals previously defined to include information related to the following questions:

What will I **specifically** accomplish in this goal?

How will I **measure** the accomplishment of this goal?

Is this goal **achievable** given the time frame and the resources available?

What **results** related to my ministry responsibilities and anticipated outcomes will be realized in accomplishing this goal?

What is the **time-frame** in which I plan to accomplish this goal?

Include this information on your ministry goal worksheet.

Modified ERRP KSAs

Review the modified ERRP and identify the experiences related to accomplishing the previously defined goals. After identifying the experiences, list the various KSAs (knowledge, skills, abilities) that would be needed related to these experiences. Revise your goals from a mastery goal orientation rather than a performance goal orientation. Include the information on your ministry goal worksheet.

Opportunities & Obstacles

What are some of the opportunities and current resources that will be beneficial in accomplishing your ministry goals? Include this information on your ministry goal worksheet.

What are some of the obstacles or challenges to be addressed in successfully completing your ministry goals? Include this information on your ministry goal worksheet.

Steps to meeting Ministry Goals

For each ministry goal develop a series of incremental steps that will lead towards the accomplishment of the goal. The incremental steps should include the specific actions to be completed accomplishing the goal, additional steps for addressing gaps in KSAs from the modified ERRP, and steps needed to leverage opportunities and address obstacles. Include a time frame and an accountability plan for each incremental step. Include this information on your ministry goal worksheet.

Review with DBMD Mentor & Peer-mentoring group

Review each goal, the related KSAs from the modified ERRP, and the incremental steps with your DBMD mentor and your peer-mentoring group. Include their comments and observations on your ministry goal worksheet.

Review with Supervisor

Review each goal, the related KSAs from the modified ERRP, and the incremental steps with your supervisor. Include your supervisor's comments and observations on your ministry goal worksheet.

Next Steps

Identify the next steps to be accomplished before your next meetings with your supervisor, DBMD mentor, and peer-mentoring Group.

Ministry Goal Worksheet

Job Expectations

This is what I think are the expectations of my job:

This is how my Supervisor defines the expectations of my job:

If there is any discrepancy between your expectations and those of your Supervisor be sure to clarify these and come to an agreement on job expectations.

Outcomes

These are the outcomes in my ministry context that I think would result from successfully completing my job expectations:

These are the outcomes my supervisor expects in my ministry context resulting from successfully completing my job expectations:

If there are any discrepancies between anticipated outcomes between you and your Supervisor be sure to clarify these and come to an agreement on anticipated outcomes.

Three month Goals

Goal for spiritual development:

Goals for ministry development:

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Revise each of the above goals using the SMART goal paradigm:

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Revise each of the above goals from a Mastery Goal orientation and using the SMART goal paradigm:

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Complete the following template for each goal:

Revised Mastery Goal Orientation using a SMART goal paradigm:

List KSAs from modified ERRP experiences that will facilitate accomplishment of goal:

Identify opportunities and obstacles in achieving goal.

Opportunities	Obstacles

Identify incremental steps, date of accomplishment, and means of accountability for goal.

Incremental Steps:	Date:	Accountable to:

DBMD mentor's comments:

Peer-mentoring group comments:

Supervisor's comments:

Next Steps: List the next steps indicating those to be completed prior to meeting with supervisor, DBMD mentor, and peer-mentoring group.

APPENDIX G

DBMD MENTOR AND SUPERVISOR MEETING GUIDELINES

The DBMD:

- DBMD mentor will participate with LM participant in the LM Retreat.
- DBMD mentor will review LM participant's MAP during the LM Retreat.
- DBMD mentor will meet monthly either by phone, video conferencing, or in person with LM participant.
- DBMD mentor will review progress in completing goals defined in MAP, celebrating successes, encourage self-efficacy, encourage positive self-management, and serve as a coaching mentor for the LM participant.
- DBMD mentor will approach mentoring role with the aim of encouraging goal mastery and helping to create a positive environment of achieving success.
- DBMD mentor and supervisor will communicate with one another as needed during the GMP.

The Supervisor:

- Supervisor will meet at least every other week and preferably weekly with LM participant.
- Supervisor will review MAP following the LM Retreat.
- Supervisor will review progress in completing goals defined in MAP, celebrate successes, encourage self-efficacy, encourage positive self-management, and assist the LM in understanding how to and being held accountable for successfully accomplishing goals in the field assignment.
- Supervisor will approach supervising role with the aim of encouraging goal

mastery and helping to create a positive environment of achieving success.

- Supervisor and DBMD mentor will communicate with one another as needed during the GMP.

Goals: As a result of DBMD mentor and supervisor inputs, the LM participant will be able to

- Increase cognitive understanding, self-efficacy, self-management and practices related to the KSAs from the experiences identified in the modified ERRP to their specific ministry setting.
- Have greater clarity regarding expectations, goals, and plans developed in the MAP.
- Be able to identify and fill gaps in cognitive understanding related to accomplishing goals and steps defined in the MAP.
- Be able to identify goals from a mastery goal orientation using the SMART goal paradigm.
- Have a higher level of self-efficacy as a result of encouragement from the DBMD mentor and supervisor.
- Celebrate the successful mastery of skills and accomplishment of goals identified in the MAP.
- Have greater clarity in identifying and making course corrections in accomplishing goals identified in the MAP.
- Be accountable for accomplishing goals identified in the MAP.
- Receive spiritual counsel and encouragement related to personal, family, or ministry related situations.

DBMD and Supervisor Review of MAP:

Please review the following items with the LM Participant.

Does the LM participant's understanding of his or her job responsibilities and anticipated results align with that of the supervisor?

Has the LM participant identified the KSAs from the experiences in the modified ERRP that will be needed in accomplishing the goals defined in the Ministry Action Plan?

Are the goals identified in the Ministry Action Plan consistent with a Mastery Goal Orientation and use the SMART goal paradigm?

Has the LM participant identified potential gaps in cognitive understanding and developed a plan for filling those gaps related to the goals of the Ministry Action Plan?

Is the LM participant confident that he or she can complete the goals identified in the Ministry Action Plan?

Has the LM participant identified a clear path of incremental steps that will help accomplish the goals identified in the Ministry Action Plan?

Has the LM participant identified clear next steps to be completed prior to next meetings with supervisor, DBMD mentor, and peer-mentoring group?

Supervisor and DBMD Mentor Meetings:

Please include the questions listed below in meetings with LM participants. It would be beneficial to keep notes related to items discussed in the meeting. It is important the supervisor and DBMD mentor serve as a coach leading to self-discovery rather than as an expert providing the answers. This will involve asking questions, providing clarity, and leaving the responsibility for identifying next steps, discovering potential solutions and needed resources, and fulfilling the goals and steps of the MAP to the LM participant. Supervisors and DBMD mentors should approach the meetings from the perspective of encouraging goal mastery of the KSAs identified from the experiences in the modified ERRP. They should as well approach supervising and mentoring from the valence of approaching success rather than avoiding failure.

Questions for meeting:

How are things going in your personal relationship with God? Your family life? Your ministry?

What successes in accomplishing goals or mastering ministry skills are you celebrating? In what ways have you experienced a higher level of skill proficiency related to the

practices identified in the modified ERRP in your life and ministry?

What challenges did you face in completing the next steps identified at our last meeting? What are some course corrections or changes that need to be made in order to accomplish your goals? What additional resources or training will you need in making these changes? Is there anything that needs modified in your goals or steps to keep on course in the plans developed in the Ministry Action Plan.

What next steps will you take in completing the plans developed in the Ministry Action Plan. How confident are you that you can successfully complete these steps? (If there is any hesitancy ask the participant to revise plans until there is a relatively high degree of confidence that he or she can successfully complete plans.

How can I be praying with you before our next meeting? If you have any questions prior to our next meeting, feel free to give me a call or send me an e-mail.

DBMD Mentor and Supervisor Collaboration:

The DBMD Mentor and supervisor should meet with each other at the beginning of the GMP either by phone, video conference, or in person. The purpose of the meeting is to ensure that the LM participant has a good understanding of job expectations, outcomes, and a fully developed MAP. The DBMD mentor and supervisor should maintain confidentiality of meetings with LM participant but see their roles as collaborating together to help the LM participant achieve success. Information that the DBMD mentor and supervisor might deem helpful in achieving this success may be shared. The DBMD mentor and supervisor should be available for consultation at other times during the GMP as they may think necessary or helpful in guiding the LM participant in achieving success in his or her MAP.

DBMD Mentor and Supervisor Reports:

The DBMD mentor and supervisor will send an e-mail to the director the research project that verifies the LM participant has met with the DBMD mentor and supervisor as outlined in the GMP expectations. Contents of the meetings need not be reported, unless the DBMD mentor or supervisor believes there is a compelling reason to do so. The DBMD mentor should also follow up with the LM participant and report to the director of the research project verifying the participation of the LM in the peer-mentoring group meetings.

APPENDIX H

PEER-MENTORING GROUP MEETING GUIDELINES

Format of peer-mentoring group:

- Peer-mentoring groups will include four LM participants from the same or similar appointment context and in close geographic proximity.
- Members of each peer-mentoring group will be mentored by the same DBMD mentor.
- Peer-mentoring groups will meet every other week, or no less than once per month.
- Peer-mentoring groups are encouraged to meet in person but may meet through a video-conferencing format.
- One member of the peer-mentoring group will be responsible for verifying to the DBMD mentor the presence of each member of the peer-mentoring group at group meetings.
- Peer-mentoring groups are encouraged to maintain confidentiality and encourage open and frank discussion among members of the group.
- Peer-mentoring groups are encouraged to follow-up with one another between meetings.

Goals: As a result of peer-mentoring group input, the LM participant will be able to

- Increase cognitive understanding, self-efficacy, self-management, and practice of the KSAs identified from experiences in the modified ERRP to their specific ministry setting.
- Identify potential gaps, additional ideas for resourcing, and recommendations for achieving goals of the MAP from their peers.

- Receive encouragement from members of the group to increase self-efficacy in accomplishing goals of MAP.
- Receive feedback from the members of the group related to error management, course corrections, development of KSAs, and other recommendations related to accomplishment of goals identified in MAP.
- Celebrate with members of the group success in achieving goals and increasing mastery of KSAs identified in the experiences from the modified ERRP.
- Receive spiritual encouragement and counsel regarding various situations in their personal life, family, or ministry.

Review of MAP: Review the following aspects of the MAP for each group member.

Does the LM participant's understanding of his or her job responsibilities and anticipated results align with that of the supervisor?

Has the LM participant identified the KSAs from the experiences in the modified ERRP that will be needed in accomplishing the goals defined in the MAP?

Are the goals identified in the MAP consistent with a mastery goal orientation and use the SMART goal paradigm?

Has the LM participant identified potential gaps in cognitive understanding and developed a plan for filling those gaps related to the goals of the MAP?

Is the LM participant confident that he or she can complete the goals identified in the MAP?

Has the LM participant identified a clear path of incremental steps that will help accomplish the goals identified in the MAP?

Has the LM participant identified clear next steps to be completed prior to next meetings with supervisor, DBMD mentor, and peer-mentoring group?

Peer-mentoring group meetings:

Meetings should be planned for approximately sixty to ninety minutes. During that meeting time, group members should take turns responding to and discussing the

following questions. A member of the group should serve as a time manager to allow equal participation among all group members.

How are things going in your personal relationship with God? Your family life? Your ministry?

What successes in accomplishing goals or mastering ministry skills are you celebrating? In what ways have you experienced a higher level of skill proficiency related to the practices identified in the modified ERRP in your life and ministry?

What challenges did you face in completing the next steps identified at our last meeting?

What are some course corrections or changes that need to be made in order to accomplish your goals? What additional resources or training will you need in making these changes? Is there anything that needs modified in your goals or steps to keep on course in the plans developed in the Ministry Action Plan.

What next steps will you take in completing the plans developed in the MAP. How confident are you that you can successfully complete these steps? (If there is any hesitancy ask the participant to revise plans until there is a relatively high degree of confidence that he or she can successfully complete plans.

How can we be praying with you during the next couple weeks before we meet again?

APPENDIX I
DEMOGRAPHICS OF PARTICIPANTS

Category	WMD	%	PMA	%	PMA, Cont	%	PMA, Exp	%	PMFA Total	%	PMFA Cont.	%	PMFA Exp	%	GMIA	%
N	33	100.0	22	66.7	8	24.2	14	42.4	17	51.5	6	18.2	11	33.3	14	42.4
Gender																
Female	9	27.3	6	27.3	2	25.0	4	28.6	4	23.5	1	16.7	3	27.3	4	28.6
Male	24	72.7	16	72.7	6	75.0	10	71.4	13	76.5	5	83.3	8	72.7	10	71.4
Format of education																
Traditional	13	39.4	10	45.5	5	62.5	5	35.7	7	41.2	4	66.7	3	27.3	4	28.6
Nontraditional	20	60.6	12	54.5	3	37.5	9	64.3	10	58.8	2	33.3	8	72.7	10	71.4
Education completed																
6 core & 6 or more additional	26	78.8	17	77.3	6	75.0	11	78.6	14	82.4	4	66.7	10	90.9	11	78.6
All classes for ordination	3	9.1	2	9.1	1	12.5	1	7.1	2	11.8	1	16.7	1	9.1	1	7.1
6 core & up to 5 additional	4	12.1	3	13.6	1	12.5	2	14.3	1	5.9	1	16.7	0	0.0	2	14.3
Employment status																
Full-time	21	63.6	13	59.1	6	75.0	7	50.0	9	52.9	5	83.3	4	36.4	7	50.0
Part-time	12	36.4	9	40.9	2	25.0	7	50.0	8	47.1	1	16.7	7	63.6	7	50.0
Volunteer	10	30.3	7	31.8	3	37.5	4	28.6	6	35.3	2	33.3	4	36.4	4	28.6
Paid	23	69.7	15	68.2	5	62.5	10	71.4	11	64.7	4	66.7	7	63.6	10	71.4

Category	WMD	%	PMA	%	PMA, Cont	%	PMA, Exp	%	PMFA Total	%	PMFA Cont.	%	PMFA Exp	%	GMIA	%
Age																
<30	5	15.2	4	18.2	3	37.5	1	7.1	3	17.6	2	33.3	1	9.1	1	7.1
30-39	10	30.3	3	13.6	2	25.0	1	7.1	2	11.8	2	33.3	0	0.0	2	14.3
40-49	9	27.3	7	31.8	1	12.5	6	42.9	6	35.3	1	16.7	5	45.5	6	42.9
50+	9	27.3	8	36.4	2	25.0	6	42.9	6	35.3	1	16.7	5	45.5	5	35.7
Tenure of appointment																
One year or more	26	78.8	16	72.7	5	62.5	11	78.6	12	70.6	4	66.7	8	72.7	11	78.6
Less than one year	7	21.2	6	27.3	3	37.5	3	21.4	5	29.4	2	33.3	3	27.3	3	21.4
Category of appointment																
Senior/solo/lead Pastor	7	21.2	5	22.7	1	12.5	4	28.6	2	11.8	1	16.7	1	9.1	3	21.4
Staff church of ≤499	9	27.3	7	31.8	4	50.0	3	21.4	6	35.3	3	50.0	3	27.3	3	21.4
Staff church of ≥500	13	39.4	8	36.4	1	12.5	7	50.0	8	47.1	1	16.7	7	63.6	8	57.1
Other	4	12.1	2	9.1	2	25.0	0	0.0	1	5.9	1	16.7	0	0.0	0	0.0

APPENDIX J

DIFFERENCES BETWEEN PMA AND PMFA

FOR THE EXPERIMENTAL GROUP

Part	TOT Input	Count of Mean Differences						Mean		Differences
		<-1	-1	0	1	2	>2	PMA	PMFA	PMA vs PMFA
E10	CA	0	1	44	11	0	0	3.862	4.071	0.209
E11	CA	1	5	54	23	1	0	3.726	3.940	0.214
E2	CA	1	7	38	33	4	1	3.631	4.048	0.417
E3	CA	2	1	65	13	2	0	3.964	4.084	0.120
E4	CA	0	4	41	30	9	0	4.107	4.631	0.524
E5	CA	0	0	12	52	2	2	4.074	4.985	0.911
E6	CA	0	9	54	17	4	0	3.452	3.643	0.191
E7	CA	0	4	48	28	3	1	4.310	4.702	0.392
E8	CA	5	5	68	4	1	1	4.655	4.571	-0.084
E9	CA	0	15	53	15	1	0	4.631	4.655	0.024
Mean	CA	1	5	48	23	3	1	4.041	4.333	0.292
E10	EM	0	1	25	30	0	0	3.232	3.750	0.518
E11	EM	0	22	43	18	1	0	3.321	3.298	-0.023
E2	EM	0	0	28	49	6	1	2.750	3.512	0.762
E3	EM	12	2	43	10	16	1	3.417	3.595	0.178
E4	EM	8	12	25	29	9	1	3.690	3.952	0.262
E5	EM	0	4	22	25	14	3	3.221	4.042	0.821
E6	EM	3	7	56	14	4	0	2.369	2.476	0.107
E7	EM	0	0	28	32	21	3	3.548	4.548	1.000
E8	EM	5	5	69	1	3	1	4.619	4.548	-0.071
E9	EM	5	12	44	15	8	0	3.643	3.750	0.107
Mean	EM	3	7	38	22	8	1	3.381	3.747	0.366

Part	TOT Input	Count of Mean Differences						Mean		Differences
		<-1	-1	0	1	2	>2	PMA	PMFA	PMA vs PMFA
E10	G	0	1	36	16	3	0	3.017	3.393	0.376
E11	G	0	16	47	20	1	0	3.333	3.405	0.072
E2	G	0	0	31	46	7	0	2.750	3.464	0.714
E3	G	12	4	44	10	12	1	3.554	3.614	0.060
E4	G	9	14	29	20	11	1	3.798	3.952	0.154
E5	G	0	3	12	27	20	5	3.313	4.478	1.165
E6	G	0	2	55	20	7	0	2.095	2.476	0.381
E7	G	0	1	26	29	23	5	3.488	4.548	1.060
E8	G	5	5	68	3	2	1	4.655	4.583	-0.072
E9	G	4	15	47	9	9	0	3.667	3.714	0.047
Mean	G	3	6	40	20	10	1	3.367	3.763	0.396
E10	P	0	1	43	12	0	0	3.877	4.071	0.194
E11	P	3	10	41	21	7	2	3.071	3.369	0.298
E2	P	0	9	40	24	10	1	3.631	4.083	0.452
E3	P	9	1	53	13	6	0	3.798	3.841	0.043
E4	P	7	8	40	19	8	2	3.690	3.893	0.203
E5	P	2	4	38	19	3	2	3.882	4.221	0.339
E6	P	11	25	36	9	0	1	3.451	3.024	-0.427
E7	P	0	4	33	37	8	2	3.905	4.560	0.655
E8	P	4	6	66	4	1	2	4.602	4.566	-0.036
E9	P	0	12	48	23	1	0	4.310	4.464	0.154
Mean	P	4	8	44	18	4	1	3.822	4.009	0.187
E10	SE	0	1	42	12	1	0	3.825	4.071	0.246
E11	SE	1	9	60	14	0	0	3.905	3.940	0.035
E2	SE	0	0	36	43	5	0	3.774	4.405	0.631
E3	SE	3	1	58	17	3	0	3.915	4.084	0.169
E4	SE	0	5	44	34	1	0	4.262	4.631	0.369
E5	SE	0	0	11	49	7	1	4.000	4.971	0.971
E6	SE	0	3	26	33	21	0	2.735	3.602	0.867
E7	SE	0	5	49	25	5	0	4.333	4.690	0.357
E8	SE	4	3	72	2	2	1	4.655	4.619	-0.036
E9	SE	0	8	49	26	1	0	4.417	4.655	0.238
Mean	SE	1	4	45	26	5	0	3.982	4.367	0.385

APPENDIX K

DIFFERENCES BETWEEN PMA AND PMFA FOR THE CONTROL GROUP

Part	TOT Input	Count of Mean Differences						Mean		Difference PMA v PMFA
		<-1	-1	0	1	2	>2	PMA	PMFA	
C1	CA	0	7	33	9	2	0	4.686	4.804	0.118
C2	CA	5	9	59	11	0	0	3.845	3.750	-0.095
C3	CA	2	18	36	28	0	0	3.762	3.833	0.071
C4	CA	1	25	46	12	0	0	4.143	3.964	-0.179
C5	CA	9	7	53	10	4	1	4.274	4.179	-0.095
<i>Mean</i>	<i>CA</i>	<i>3</i>	<i>13</i>	<i>45</i>	<i>14</i>	<i>1</i>	<i>0</i>	<i>4.142</i>	<i>4.106</i>	<i>-0.036</i>
C1	EM	4	11	20	11	1	3	3.700	3.700	0.000
C2	EM	3	12	41	24	3	0	3.386	3.518	0.132
C3	EM	4	34	36	10	0	0	4.250	3.869	-0.381
C4	EM	2	20	39	18	4	0	4.325	4.349	0.024
C5	EM	25	11	37	8	3	0	4.012	3.321	-0.691
<i>Mean</i>	<i>EM</i>	<i>8</i>	<i>18</i>	<i>35</i>	<i>14</i>	<i>2</i>	<i>1</i>	<i>3.935</i>	<i>3.751</i>	<i>-0.183</i>
C1	G	8	6	16	14	3	3	3.660	3.760	0.100
C2	G	4	15	38	27	0	0	3.405	3.452	0.047
C3	G	2	22	38	22	0	0	3.893	3.845	-0.048
C4	G	1	26	47	10	0	0	4.179	3.964	-0.215
C5	G	24	11	37	8	4	0	3.929	3.286	-0.643
<i>Mean</i>	<i>G</i>	<i>8</i>	<i>16</i>	<i>35</i>	<i>16</i>	<i>1</i>	<i>1</i>	<i>3.813</i>	<i>3.661</i>	<i>-0.152</i>
C1	P	5	15	43	15	5	1	4.405	4.417	0.012
C2	P	6	13	53	6	6	0	3.607	3.512	-0.095
C3	P	2	23	36	23	0	0	3.881	3.833	-0.048
C4	P	1	26	44	13	0	0	4.143	3.964	-0.179
C5	P	22	13	40	7	2	0	4.000	3.298	-0.702
<i>Mean</i>	<i>P</i>	<i>7</i>	<i>18</i>	<i>43</i>	<i>13</i>	<i>3</i>	<i>0</i>	<i>4.007</i>	<i>3.805</i>	<i>-0.202</i>
C1	SE	0	4	37	9	1	0	4.627	4.765	0.138
C2	SE	6	7	59	12	0	0	3.857	3.774	-0.083
C3	SE	2	20	42	20	0	0	3.869	3.821	-0.048
C4	SE	1	24	47	12	0	0	4.131	3.964	-0.167
C5	SE	9	7	50	9	7	2	4.202	4.214	0.012
<i>Mean</i>	<i>SE</i>	<i>4</i>	<i>12</i>	<i>47</i>	<i>12</i>	<i>2</i>	<i>0</i>	<i>4.137</i>	<i>4.108</i>	<i>-0.030</i>

APPENDIX L

**DIFFERENCES BETWEEN PMA AND PMFA BY PARTICIPANT
FOR THE CONTROL GROUP**

Part	TOT Input	PMA Avg	PMFA Avg	Mean Difference
C1	Cognitive Ability	4.686	4.804	0.118
C1	Error management	3.700	3.700	0.000
C1	Goals	3.660	3.760	0.100
C1	Practice	4.405	4.417	0.012
C1	Self-efficacy	4.627	4.765	0.138
	Mean average	4.216	4.289	0.074
C2	Cognitive Ability	3.845	3.750	-0.095
C2	Error management	3.386	3.518	0.132
C2	Goals	3.405	3.452	0.047
C2	Practice	3.607	3.512	-0.095
C2	Self-efficacy	3.857	3.774	-0.083
	Mean average	3.620	3.601	-0.019
C3	Cognitive Ability	3.762	3.833	0.071
C3	Error management	4.250	3.869	-0.381
C3	Goals	3.893	3.845	-0.048
C3	Practice	3.881	3.833	-0.048
C3	Self-efficacy	3.869	3.821	-0.048
	Mean average	3.931	3.840	-0.091
C4	Cognitive Ability	4.143	3.964	-0.179
C4	Error management	4.325	4.349	0.024
C4	Goals	4.179	3.964	-0.215
C4	Practice	4.143	3.964	-0.179
C4	Self-efficacy	4.131	3.964	-0.167
	Mean average	4.184	4.041	-0.143
C5	Cognitive Ability	4.274	4.179	-0.095
C5	Error management	4.012	3.321	-0.691
C5	Goals	3.929	3.286	-0.643
C5	Practice	4.000	3.298	-0.702
C5	Self-efficacy	4.202	4.214	0.012
	Mean average	4.083	3.660	-0.424

APPENDIX M

DIFFERENCES BETWEEN PMA AND PMFA BY PARTICIPANT

FOR THE EXPERIMENTAL GROUP

Code	TOT Input	PMA Average	PMFA Average	Mean Difference
E2	Cognitive ability	3.631	4.048	0.417
E2	Error management	2.750	3.512	0.762
E2	Goals	2.750	3.464	0.714
E2	Practice	3.631	4.083	0.452
E2	Self-efficacy	3.774	4.405	0.631
	Mean Average	3.307	3.902	0.595
E3	Cognitive ability	3.964	4.084	0.120
E3	Error management	3.417	3.595	0.178
E3	Goals	3.554	3.614	0.060
E3	Practice	3.798	3.841	0.043
E3	Self-efficacy	3.915	4.084	0.169
	Mean Average	3.730	3.844	0.114
E4	Cognitive ability	4.107	4.631	0.524
E4	Error management	3.690	3.952	0.262
E4	Goals	3.798	3.952	0.154
E4	Practice	3.690	3.893	0.203
E4	Self-efficacy	4.262	4.631	0.369
	Mean Average	3.909	4.212	0.303
E5	Cognitive ability	4.074	4.985	0.911
E5	Error management	3.221	4.042	0.821
E5	Goals	3.313	4.478	1.165
E5	Practice	3.882	4.221	0.339
E5	Self-efficacy	4.000	4.971	0.971
	Mean Average	3.700	3.698	0.841
E6	Cognitive ability	3.452	3.643	0.191
E6	Error management	2.369	2.476	0.107
E6	Goals	2.095	2.476	0.381
E6	Practice	3.451	3.024	-0.427
E6	Self-efficacy	2.735	3.602	0.867
	Mean Average	2.820	3.044	0.224

Code	TOT Input	PMA Average	PMFA Average	Mean Difference
E7	Cognitive ability	4.310	4.702	0.392
E7	Error management	3.548	4.548	1.000
E7	Goals	3.488	4.548	1.060
E7	Practice	3.905	4.560	0.655
E7	Self-efficacy	4.333	4.690	0.357
	Mean Average	3.917	4.610	0.693
E8	Cognitive ability	4.655	4.571	-0.084
E8	Error management	4.619	4.548	-0.071
E8	Goals	4.655	4.583	-0.072
E8	Practice	4.602	4.566	-0.036
E8	Self-efficacy	4.655	4.619	-0.036
	Mean Average	4.637	4.577	-0.060
E9	Cognitive ability	4.631	4.655	0.024
E9	Error management	3.643	3.750	0.107
E9	Goals	3.667	3.714	0.047
E9	Practice	4.310	4.464	0.154
E9	Self-efficacy	4.417	4.655	0.238
	Mean Average	4.134	4.248	0.114
E10	Cognitive ability	3.862	4.071	0.209
E10	Error management	3.232	3.750	0.518
E10	Goals	3.017	3.393	0.376
E10	Practice	3.877	4.071	0.194
E10	Self-efficacy	3.825	4.071	0.246
	Mean Average	3.563	3.871	0.308
E11	Cognitive ability	3.726	3.940	0.214
E11	Error management	3.321	3.298	-0.023
E11	Goals	3.333	3.405	0.072
E11	Practice	3.071	3.369	0.298
E11	Self-efficacy	3.905	3.940	0.035
	Mean Average	3.471	3.590	0.119

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