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# Competencies needed by Administrators as perceived by Officers and Committee Members in the North American Division

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Andrews University  
The Institute of Church Ministry

COMPETENCIES NEEDED BY ADMINISTRATORS  
AS PERCEIVED BY OFFICERS AND COMMITTEE MEMBERS  
IN THE NORTH AMERICAN DIVISION

A Research Study  
Commissioned by the  
North American Division of  
Seventh-day Adventists

by  
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and  
Lloyd Erickson

February 1985

COMPETENCIES NEEDED BY ADMINISTRATORS  
AS PERCEIVED BY OFFICERS AND COMMITTEE MEMBERS  
IN THE NORTH AMERICAN DIVISION

Being an administrator in a local or union conference is an increasingly difficult calling. Organizational units within the structure of the Seventh-day Adventist denomination have grown from small family-type operations to large and ever-more complex systems. Local conferences have thousands (sometimes many thousands) of members distributed in perhaps a hundred or more churches covering widespread geographical areas of varying population densities. A conference may operate dozens of schools, contain medical institutions and other specialized ministries, and employ hundreds of workers in a multiplicity of capacities. Millions of dollars flow yearly through official church channels. The modern Adventist conference is big business in every sense of the word.

The Adventist conference officer--president, executive secretary, or treasurer--is faced with the task of organizing and administering this diverse system in the most effective and efficient manner possible in the light of God's will for the church. Administrators must determine the specific mission of their organizational unit and must

lead in the formulation of goals, objectives, strategies, and methods for fulfilling that mission. They must be able to guide local churches in a planning process that allows for their uniqueness while at the same time incorporating each one into the overall conference mission. They must balance the fostering of local church initiative with accountability to the parent organization and construct pipelines for delivering the maximum resources to the area where the mission is actually accomplished--the local church--and therefore the area of greatest need.

In meeting these leadership challenges, administrators must have skills in personnel management, strategic planning, relationship building, oral and written communication, financial management, and spiritual statesmanship. They need to have a vision of what can and must be done and be able to inspire their constituents with that vision.

But how does an administrator gain preparation for such awesome responsibilities? Not generally in his formal academic training. A young person entering an Adventist college cannot major in "Conference Presidency." There is no direct track to these offices. Positions are filled with candidates who have been successful in some other line of work--usually the pastoral or departmental ministry. And while the ministry is useful, and probably necessary, preparation for administration, it is certainly not sufficient. Treasurers who have arrived by the business



degree route no doubt have an edge, but most administrators will have to learn on the job.

#### Purpose and Methods of the Study

Many administrators will take classes and even degrees at colleges and universities (if they can find the time), attend seminars and workshops, and read management literature. Yet it would be most helpful if inservice education experiences could be designed that would speak to the peculiar problems of Adventist conference leaders in North America. The North American Division has recognized that need and has asked the Institute of Church Ministry at Andrews University (ICM), in consultation with the School of Business at Andrews University and with seasoned and successful administrators, to suggest a curriculum for such inservice training.

As a first step in the curriculum construction process ICM was asked to conduct a needs assessment study based on surveying the three executive officers and the other members of executive committees of local and union conferences in the North American Division. The survey instrument itself consisted of a list of specific competencies related to the positions of president, executive secretary, and/or treasurer. Respondents were asked to rate how important each competency is to the particular position on a scale of 1 to 5.

In developing the research instrument ICM first compiled a possible list of competencies from a study of the

literature and from discussions with church leaders. A first draft of the questionnaire was submitted to a group of experienced administrators and to a panel of business and marketing educators. Many suggestions for additions and revisions were received. The instrument was revised according to these suggestions and again submitted. This process went through three cycles. In final form the survey asked respondents to rate fifty competencies organized under the five headings of "spiritual leadership," "strategic planning skills," "personnel management," "communicative and relational skills," and "management of the mission." Several blanks were supplied for the respondent to suggest additional competencies.

Copies of the survey were sent to each local and union conference president in the Division with the request that they be administered during the next executive committee meeting. One third of the surveys were marked on the front page as PRESIDENT, one third as EXECUTIVE SECRETARY, and the final third as TREASURER. Each officer was asked to complete a survey marked for his own position. The remaining surveys were divided among the other members of the committee so that approximately one third were responding to the competencies required of each of the three positions.

#### Findings

By the time it was deemed necessary to terminate data collection, 465 usable questionnaires were returned to

ICM (a small number arrived later and are not included in these analyses). A series of profiles have been constructed to display the information they contain. The first profile gives the responses of the entire group and therefore blends the competencies of the three offices. The next three reveal the ratings of competencies required by each position separately (174 presidents, 144 secretaries, 147 treasurers). The next three show how each officer sees the needs of his own position. Then follow three profiles in which the competencies required for each position are rated by committee members who are denominational employees (pastors, departmental directors, educators, hospital administrators, etc.). The final three profiles reveal how committee members who are not employees of the church rate each position. The numbers in the columns of each profile refer to the percentage of the respondents who selected each choice from 1 (unimportant) to 5 (very important) for each competency description.

Because such a huge amount of data is difficult to manage and make meaningful, the following section will present an analysis with summary tables of the responses that are most relevant to planning an inservice curriculum. The complete profiles will be included in an appendix for those who wish more detailed information.

Data Analysis

In analyzing the data, ICM ascertained the percentages for each rating of every competency description. Then the percentages of ratings four and five were combined to give a percentage indicating "above average" in importance. The label assigned the "above average" ratings is "percentage of four plus five ratings". It is the percentage of these "four plus five ratings" that is the focus of the following data analysis.

## Ratings of Total Group and of Each Position

Table A indicates the percentages of four plus five ratings of the entire group who returned the survey ("total group"). The "total group" column, then, is a blending of the competencies required by the three executive offices as perceived by all participants. The other three columns indicate the percentage of four plus five ratings for each position separately ("of presidents", "of secretaries", "of treasurers") as seen by all participants.

(See Table A)

In order to make Table A even more understandable, rankings have been constructed for those competencies which received at least 80% of four plus five ratings. Separate tables give rankings for "total group", "of

presidents", "of secretaries", and "of treasurers" priorities.

(See Tables B, C, D, and E)

The competencies on the survey instrument were divided into five categories. The mean or average percentage of those choosing a four or a five for each category is shown in Table F along with the ranking of the five categories. The information is supplied for the total group and for each separate officer.

(See Table F)

TABLE A  
PERCENTAGE OF 4 PLUS 5 RATINGS

Competency Number	"Of Presidents" 72%	"Of Secretaries" 62%	"Of Treasurers" 22%	"Total Group" 53%	Competency Number	"Of Presidents" 81%	"Of Secretaries" 76%	"Of Treasurers" 75%	"Total Group" 77%
1					26				
2	34	33	8	25	27	90	76	77	81
3	91	88	80	87	28	65	62	75	68
4	81	70	33	66	29	92	86	91	90
5	82	74	44	68	30	66	64	72	67
6	63	53	17	45	31	89	84	79	84
7	62	62	90	71	32	92	91	86	89
8	72	67	47	62	33	95	89	91	92
9	78	87	74	79	34	79	79	81	80
10	64	80	66	79	35	87	85	86	85
11	74	85	88	82	36	75	75	53	68
12	82	89	79	83	37	54	77	88	71
13	86	85	78	83	38	87	85	90	88
14	86	81	79	82	39	39	35	95	55
15	92	90	83	88	40	33	27	76	45
16	90	84	87	88	41	62	36	96	65
17	92	82	89	88	42	94	78	89	87
18	44	70	68	60	43	82	66	39	64
19	84	80	78	82	44	79	69	23	59
20	89	73	44	70	45	83	77	59	74
21	84	73	47	69	46	63	70	77	70
22	84	71	48	69	47	79	73	63	72
23	80	67	40	64	48	83	90	95	89
24	91	71	60	75	49	73	82	86	80
25	44	60	89	64	50	86	84	92	87

TABLE B

"TOTAL GROUP" PRIORITIES ABOVE 80% of 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	#33	Communicating with constituency	92%
2	29	Building staff morale	90
3	32	Maintaining good relationships with pastors	89
	48	Providing necessary data for committee decisions	89
5	38	Managing time priorities	88
	15	Organizing for implementation	88
	16	Translating plans into action	88
	17	Evaluating the success of plans	88
9	3	Holding up the vision (mission)	87
	42	Delegating authority	87
	50	Making committee presentations	87
12	35	Negotiating in conflict situations	85
13	31	Developing listening skills	84
14	12	Writing clear objectives for the organization	83
	13	Developing action plans	83
16	11	Using research data for productive action	82
	14	Identifying creative alternatives for action	82
	19	Evaluating personnel for hiring purposes	82
19	27	Maximizing the potential of effective workers	81
20	34	Fostering relationships with "higher" organizations	80
	49	Leading in the development and updating of policies	80



TABLE C

"OF PRESIDENTS" PRIORITIES ABOVE 80% of 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	#33	Communicating with constituency	95%
2	42	Delegating authority	94
3	15	Organizing for implementation	92
	17	Evaluating the success of plans	92
	29	Building staff morale	92
	32	Maintaining good relationships with pastors	92
7	3	Holding up the vision (mission)	91
	24	Facilitating departmental director's effectiveness	91
9	16	Translating plans into actions	90
	27	Maximizing the potential of effective workers	90
11	20	Placing pastors and other workers in the "right" positions	89
	31	Developing listening skills	89
13	35	Negotiating in conflict situations	87
	38	Managing time priorities	87
15	13	Developing action plans	86
	14	Identifying creative alternatives	86
	50	Making committee presentations	86
18	19	Evaluating personnel for hiring purposes	84
	21	Facilitating pastors and other workers in setting objectives	84
	22	Facilitating pastors and other workers in achieving objectives	84
21	45	Understanding Caring Church concepts	83
	48	Providing necessary data for committee decisions	83
23	5	Handling discipline referred from the church	82
	12	Writing clear objectives for the organization	82
	43	Fostering public evangelism	82
26	4	Counseling and giving spiritual guidance	81
	26	Motivating non-productive workers	81
28	23	Conducting evaluations of pastors and other workers	80



TABLE D

"OF SECRETARIES" PRIORITIES ABOVE 80% of 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	#32	Maintaining good relationships with pastors	91%
2	15	Organizing for implementation	90
	48	Providing necessary data for committee decisions	90
4	12	Writing clear objectives for the organization	89
	33	Communicating with constituency	89
6	3	Holding up the vision (mission)	88
7	9	Identifying research needed for decisions	87
8	29	Building staff morale	86
9	11	Using research for productive action	85
	13	Developing action plans	85
	35	Negotiating in conflict situations	85
	38	Managing time priorities	85
13	16	Translating plans into action	84
	31	Developing listening skills	84
	50	Making committee presentations	84
16	17	Evaluating the success of plans	82
	49	Leading in the development and updating of policies	82
18	14	Identifying creative alternatives for action	81
19	10	Managing a taskforce/study commission	80
	19	Evaluating personnel for hiring purposes	80

TABLE E

"OF TREASURERS" PRIORITIES ABOVE 80% of 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	#41	Controlling a budget	96%
2	39	Constructing a budget	95
	48	Providing necessary data for committee decisions	95
4	50	Making committee presentations	92
5	29	Building staff morale	91
	33	Communicating with constituency	91
7	7	Fostering stewardship of members	90
	38	Managing time priorities	90
9	17	Evaluating the success of plans	89
	25	Managing office staff	89
	42	Delegating authority	89
12	11	Using research data for productive action	88
	37	Writing letters and reports	88
14	16	Translating plans into action	87
15	32	Maintaining good relationships with pastors	86
	35	Negotiating in conflict situations	86
	49	Leading in the development and updating of policies	86
18	15	Organizing for implementation	83
19	34	Fostering relationships with "higher" organizations	81
20	3	Holding up the vision (mission)	80

TABLE F  
 MEAN OF 4 plus 5 RATINGS BY CATEGORY OF COMPETENCY

<u>CATEGORY</u>	<u>"OF PRESIDENTS"</u>	<u>RANK</u>	<u>"OF SECRETARIES"</u>	<u>RANK</u>	<u>"OF TREASURERS"</u>	<u>RANK</u>	<u>"TOTAL GROUP"</u>	<u>RANK</u>
Spiritual Leadership	69.63	5	63.63	5	43.88	5	59.63	5
Strategic Planning Skills	82.67	1	84.78	1	80.33	1	82.44	1
Personnel Management	77.33	3	72.08	3	79.50	4	72.42	3
Communicative & Relational	79.63	2	80.50	2	79.50	2	79.50	2
Management of the Mission	72.54	4	67.08	4	75.38	3	71.92	4

### Competencies Rated by Administrators

Conference administrators were asked to rate the competencies needed for their own positions. Thus the following data shows how presidents rate the competencies needed for the position of president, secretaries rate the competencies needed for the position of secretary, and treasurers rate the competencies needed for the position of treasurer. Again Table G indicates the percentage of four plus five ratings (above average) for each office.

(See Table G)

The following are the ranked competencies which received at least 80% of four plus five ratings. There are separate listings for each office as perceived "by presidents", "by secretaries", and "by treasurers".

(See Tables H, I, & J)

The comparative importance of the categories of competence as perceived by the officers themselves is summarized below.

(See Table K)

TABLE G  
 PERCENTAGE OF 4 PLUS 5 RATINGS

Competency Number	"By Presidents" 73%	"By Secretaries" 74%	"By Treasurers" 31%	Competency Number	"By Presidents" 91%	"By Secretaries" 86%	"By Treasurers" 80%
1				26			
2	35	42	12	27	93	79	85
3	88	96	80	28	79	65	38
4	84	86	50	29	100	93	96
5	68	72	50	30	56	68	76
6	63	64	16	31	93	93	89
7	77	79	96	32	93	93	93
8	73	75	46	33	95	97	88
9	86	75	88	34	88	89	85
10	74	72	65	35	93	89	84
11	86	82	77	36	81	82	69
12	90	93	70	37	77	78	84
13	91	89	69	38	88	89	96
14	84	82	77	39	49	36	89
15	93	86	89	40	49	32	53
16	93	90	92	41	72	53	85
17	88	96	85	42	93	86	84
18	56	78	73	43	86	79	54
19	89	93	89	44	70	71	31
20	81	89	65	45	81	79	54
21	86	71	50	46	60	67	80
22	82	75	54	47	84	79	77
23	74	68	46	48	95	89	92
24	81	82	58	49	79	86	92
25	56	39	89	50	93	96	93

TABLE H

"BY PRESIDENTS" PRIORITIES ABOVE 80% of 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	#29	Building staff morale	100%
2	33	Communicating with constituency	95
	48	Providing necessary data for committee decisions	95
4	15	Organizing for implementation	93
	16	Translating plans into action	93
	27	Maximizing the potential of effective workers	93
	31	Developing listening skills	93
	32	Maintaining good relationships with pastors	93
	35	Negotiating in conflict situations	93
	42	Delegating authority	93
	50	Making committee presentations	93
12	13	Developing action plans	91
	26	Motivating non-productive workers	91
14	12	Writing clear objectives for the organization	90
15	19	Evaluating personnel for hiring purposes	89
16	3	Holding up the vision (mission)	88
	17	Evaluating the success of plans	88
	34	Fostering relationships with "higher" organizations	88
	38	Managing time priorities	88
20	9	Identifying research needed for decisions	86
	11	Using research data for productive action	86
	21	Facilitating pastors and other workers in setting objectives	86
	43	Fostering public evangelism	86
24	4	Counseling and giving spiritual guidance	84
	14	Identifying creative alternatives for action	84
	47	Chairing committees and boards	84
27	22	Facilitating pastors and other workers in achieving objectives	82
28	20	Placing pastors and other workers in the "right" positions	81
	24	Facilitating departmental directors' effectiveness	81
	36	Handling problems of racial and cultural nature	81
	45	Understanding Caring Church concepts	81

TABLE I

"BY SECRETARIES" PRIORITIES ABOVE 80% of 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	#33	Communicating with constituency	97%
2	3	Holding up the vision (mission)	96
	17	Evaluating the success of plans	96
	50	Making committee presentations	96
5	12	Writing clear objectives for the organization	93
	19	Evaluating personnel for hiring purposes	93
	29	Building staff morale	93
	31	Developing listening skills	93
	32	Maintaining good relationship with pastors	93
10	16	Translating plans into action	90
11	13	Developing action plans	89
	20	Placing pastors and other workers in the "right" positions	89
	34	Fostering relationships with "higher" organizations	89
	35	Negotiating in conflict situations	89
	38	Managing time priorities	89
	48	Providing necessary data for committee decisions	89
17	4	Counseling and giving spiritual guidance	86
	15	Organizing for implementation	86
	26	Motivating non-productive workers	86
	42	Delegating authority	86
	49	Leading in the development and updating of policies	86
22	11	Using research data for productive action	82
	14	Identifying creative alternatives for action	82
	24	Facilitating departmental director's effectiveness	82
	36	Handling problems of racial and cultural nature	82



TABLE J

"BY TREASURERS" PRIORITIES ABOVE 80% of 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	# 7	Fostering stewardship of members	96%
	29	Building staff morale	96
	38	Managing time priorities	96
4	32	Maintaining good relationships with pastors	93
	50	Making committee presentations	93
6	16	Translating plans into action	92
	48	Providing necessary data for committee decisions	92
	49	Leading in the development and updating of policies	92
9	15	Organizing for implementation	89
	19	Evaluating personnel for hiring purposes	89
	25	Managing office staff	89
	31	Developing listening skills	89
	39	Constructing a budget	89
14	9	Identifying research needed for decisions	88
	28	Providing on-the-job training to enhance employees' effectiveness	88
	33	Communicating with constituency	88
17	17	Evaluating the success of plans	85
	27	Maximizing the potential of effective workers	85
	34	Fostering relationship with "higher" organizations	85
	41	Controlling a budget	85
21	35	Negotiating in conflict situations	84
	37	Writing letters and reports	84
	42	Delegating authority	84
24	3	Holding up the vision (mission)	80
	26	Motivating non-productive workers	80
	46	Counseling with church boards	80



TABLE K

MEAN OF 4 plus 5 RATINGS BY CATEGORY OF COMPETENCY

<u>CATEGORY</u>	<u>"BY PRESIDENTS"</u>	<u>RANK</u>	<u>"BY SECRETARIES"</u>	<u>RANK</u>	<u>"BY TREASURERS"</u>	<u>RANK</u>
Spiritual Leadership	70.13	5	73.50	4	47.63	5
Strategic Planning Skills	87.22	1	85.00	2	79.11	2
Personnel Management	80.67	3	76.50	3	72.75	4
Communicative & Relational	84.50	2	86.13	1	83.50	1
Management of the Mission	76.85	4	72.46	5	74.77	3

### Competencies Rated by Denominational Employees

Conference committee members who are denominational employees (pastors, departmental directors, educators, hospital administrators, etc.) were asked to rate the competencies required for each administrative position. Table L summarizes the resulting four plus five ratings of all competencies for each office.

(See Table L)

The following are the ranked competencies which received at least 80% of four plus five ratings. There are separate listings for each office as perceived by denominational employees.

(See Tables M, N, & O)

The comparative importance of the categories of competence as perceived by denominational employees is summarized in Table P.

(See Table P)

TABLE I  
 PERCENTAGE OF 4 plus 5 RATINGS BY CHURCH EMPLOYEES

COMPETENCY NUMBER	RATE PRESIDENTS		RATE SECRETARIES		RATE TREASURERS		COMPETENCY NUMBER	RATE PRESIDENTS		RATE SECRETARIES		RATE TREASURERS	
1	72%	61%	26%	26%	26	81%	71%	74%					
2	32	24	8	8	27	86	76	69					
3	92	88	83	83	28	67	58	74					
4	77	65	42	42	29	91	89	91					
5	77	76	41	41	30	58	62	70					
6	54	47	19	19	31	87	79	79					
7	56	60	96	96	32	90	97	91					
8	69	67	48	48	33	95	90	93					
9	72	91	77	77	34	79	78	80					
10	57	79	67	67	35	83	83	87					
11	70	90	89	89	36	75	74	48					
12	75	91	79	79	37	54	77	85					
13	79	86	76	76	38	87	79	91					
14	85	81	76	76	39	34	28	98					
15	89	89	80	80	40	31	21	80					
16	88	78	82	82	41	58	29	98					
17	88	78	89	89	42	89	77	89					
18	44	71	66	66	43	81	68	50					
19	82	77	68	68	44	76	67	23					
20	85	70	34	34	45	75	76	69					
21	75	72	39	39	46	62	69	77					
22	79	74	39	39	47	78	72	59					
23	81	65	37	37	48	84	93	92					
24	87	76	65	65	49	70	82	85					
25	43	64	88	88	50	81	83	91					

TABLE M

"CHURCH EMPLOYEES RATE PRESIDENTS" PRIORITIES ABOVE 80% OF 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	#33	Communicating with constituency	95%
2	3	Holding up the vision (mission)	92
3	29	Building staff morale	91
4	32	Maintaining good relationships with pastors	90
5	15	Organizing for implementation	89
	42	Delegating authority	89
7	16	Translating plans into action	88
	17	Evaluating the success of plans	88
9	24	Facilitating departmental directors' effectiveness	87
	31	Developing listening skills	87
	38	Managing time priorities	87
12	27	Maximizing the potential of effective workers	86
13	14	Identifying creative alternatives for action	85
	20	Placing pastors and other workers in the "right" positions	85
15	48	Providing necessary data for committee decisions	84
16	35	Negotiating in conflict situations	83
17	19	Evaluating personnel for hiring purposes	82
18	23	Conducting evaluations of pastors and other workers	81
	26	Motivating non-productive workers	81
	43	Fostering public evangelism	81
	50	Making committee presentations	81

TABLE N

"CHURCH EMPLOYEES RATE SECRETARIES" PRIORITIES ABOVE 80% of 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% fo 4 plus 5's</u>
1	#32	Maintaining good relationships with pastors	97%
2	48	Providing necessary data for committee decisions	93
3	9	Identifying research needed for decisions	91
	12	Writing clear objectives for the organization	91
5	11	Using research data for productive action	90
	33	Communicating with constituency	90
7	15	Organizing for implementation	89
	29	Building staff morale	89
9	3	Holding up the vision (mission)	88
10	13	Developing action plans	86
11	35	Negotiating in conflict situations	83
	50	Making committee presentations	83
13	49	Leading in the development and updating policies	82
14	14	Identifying creative alternatives for action	81

TABLE O

"CHURCH EMPLOYEES RATE TREASURERS" PRIORITIES ABOVE 80% OF 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	#39	Constructing a budget	98%
2	41	Controlling a budget	98
3	7	Fostering stewardship of members	96
4	33	Communicating with constituency	93
5	48	Providing necessary data for committee decisions	92
6	29	Building staff morale	91
	32	Maintaining good relationships with pastors	91
	38	Managing time priorities	91
	50	Making committee presentations	91
10	11	Using research data for productive action	89
	17	Evaluating the success of plans	89
	42	Delegating authority	89
13	25	Managing office staff	88
14	35	Negotiating in conflict situations	87
15	37	Writing letters and reports	85
	49	Leading in the development and updating policies	85
17	3	Holding up the vision (mission)	83
18	16	Translating plans into action	82
19	15	Organizing for implementation	80
	34	Fostering relationships with "higher" organizations	80
	40	Raising funds	80

TABLE P  
MEAN OF 4 plus 5 RATINGS BY CATEGORY OF COMPETENCY (EMPLOYEES RATE)

<u>CATEGORY</u>	<u>RATE</u> <u>PRESIDENTS</u>	<u>RANK</u>	<u>RATE</u> <u>SECRETARIES</u>	<u>RANK</u>	<u>RATE</u> <u>TREASURERS</u>	<u>RANK</u>
Spiritual Leadership	66.13	5	61.00	5	45.38	5
Strategic Planning Skills	78.12	1	84.78	1	79.45	1
Personnel Management	75.09	3	71.92	3	62.00	4
Communicative & Relational Skills	77.63	2	80.00	2	79.13	2
Management of the Mission	69.70	4	64.93	4	77.08	3



### Competencies Rated by Lay Committee Members

Conference committee members who are not denominational employees (lay members) were asked to rate the competencies required for each administrative position. Table Q summarizes the resulting four plus five ratings of all competencies for each office.

(See Table Q)

The following are the ranked competencies which received at least 80% of four plus five ratings. There are separate listings for each office as perceived by lay committee members.

(See Tables R, S, & T)

The comparative importance of the categories of competence as perceived by lay members who serve on executive committees is summarized in Table U.

(See Table U)



TABLE Q  
 PERCENTAGE OF 4 plus 5 RATINGS BY "OTHER EMPLOYEES" (LAYMEMBERS)

COMPETENCY NUMBER	RATE PRESIDENTS	RATE SECRETARIES	RATE TREASURERS	COMPETENCY NUMBER	RATE PRESIDENTS	RATE SECRETARIES	RATE TREASURERS
1	62%	49%	16%	26	75%	76%	78%
2	34	30	8	27	91	72	82
3	91	81	78	28	51	56	71
4	78	64	40	29	87	78	87
5	91	66	54	30	85	69	70
6	69	49	22	31	87	84	69
7	55	55	89	32	90	87	74
8	68	63	50	33	93	89	87
9	79	84	72	34	77	78	76
10	75	78	71	35	89	80	85
11	81	82	93	36	71	68	50
12	89	86	83	37	45	79	92
13	94	80	91	38	85	86	87
14	83	78	83	39	41	49	94
15	93	88	87	40	28	32	81
16	94	84	92	41	62	45	93
17	92	82	92	42	96	76	93
18	43	70	61	43	77	55	24
19	85	78	76	44	81	72	18
20	100	67	41	45	87	80	52
21	93	68	55	46	66	68	78
22	89	63	54	47	76	70	60
23	77	64	43	48	74	83	96
24	93	62	60	49	81	77	82
25	49	70	85	50	91	81	91

TABLE R

"OTHER EMPLOYEES (laymembers) RATE PRESIDENTS" PRIORITIES ABOVE 80% of 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	#20	Placing pastors and other workers in the "right" positions	100%
2	42	Delegating authority	96
3	13	Developing action plans	94
	16	Translating plans into action	94
5	15	Organizing for implementation	93
	21	Facilitating pastors and other workers in setting objectives	93
	24	Facilitating departmental director's effectiveness	93
	33	Communicating with constituency	93
9	17	Evaluating the success of plans	92
10	3	Holding up the vision (mission)	91
	5	Handling discipline referred from the church	91
	27	Maximizing the potential of effective workers	91
	50	Making committee presentations	91
14	32	Maintaining good relationships with pastors	90
15	12	Writing clear objectives for the organization	89
	22	Facilitating pastors and other workers in achieving objectives	89
	35	Negotiating in conflict situations	89
18	29	Building staff morale	87
	31	Developing listening skills	87
	45	Understanding Caring Church concepts	87
21	19	Evaluating personnel for hiring purposes	85
	30	Creating good relations with community	85
	38	Managing time priorities	85
24	14	Identifying creative alternatives for action	83
25	11	Using research data for productive action	81
	44	Planning and conducting worker's meetings	81
	49	Leading in the development and updating policies	81

TABLE S

"OTHER EMPLOYEES (laymembers) RATE SECRETARIES" PRIORITIES ABOVE 80% of 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	#33	Communicating with constituency	89
2	15	Organizing for implementation	88
3	32	Maintaining good relationships with pastors	87
4	12	Writing clear objectives for the organization	86
	38	Managing time priorities	86
6	9	Identifying research needed for decisions	84
	16	Translating plans into action	84
	31	Developing listening skills	84
9	48	Providing necessary data for committee decisions	83
10	11	Using research for productive action	82
	17	Evaluating the success of plans	82
12	3	Holding up the vision (mission)	81
	50	Making committee presentations	81
14	13	Developing action plans	80
	35	Negotiating in conflict situations	80
	45	Understanding Caring Church concepts	80

TABLE T

"OTHER EMPLOYEES (Laymembers) RATE TREASURERS" PRIORITIES ABOVE 80% of 4 plus 5 RATINGS

<u>RANK</u>	<u>ITEM #</u>	<u>COMPETENCY DESCRIPTION</u>	<u>% of 4 plus 5's</u>
1	#48	Providing necessary data for committee decisions	96
2	39	Constructing a budget	94
3	11	Using research data for productive action	93
	41	Controlling a budget	93
	42	Delegating authority	93
6	16	Translating plans into action	92
	17	Evaluating the success of plans	92
	37	Writing letters and reports	92
9	13	Developing action plans	91
	50	Making committee presentation	91
11	7	Fostering stewardship of members	89
12	15	Organizing for implementation	87
	29	Building staff morale	87
	33	Communicating with constituency	87
	38	Managing time priorities	87
16	25	Managing office staff	85
	35	Negotiating in conflict situations	85
18	12	Writing clear objectives for the organization	83
	14	Identifying creative alternatives for action	83
20	27	Maximizing the potential of effective workers	82
	49	Leading in the development and updating policies	82
22	40	Raising funds	81

TABLE U

MEAN OF 4 plus 5 RATINGS BY CATEGORY OF COMPETENCY (LAYMEMBERS RATE)

<u>CATEGORY</u>	<u>RATE</u> <u>PRESIDENTS</u>	<u>RANK</u>	<u>RATE</u> <u>SECRETARIES</u>	<u>RANK</u>	<u>RATE</u> <u>TREASURERS</u>	<u>RANK</u>
Spiritual Leadership	68.50	5	57.13	5	44.63	5
Strategic Planning Skills	86.67	1	82.45	1	84.89	1
Personnel Management	77.75	3	68.67	3	66.09	4
Communicative & Relational Skills	79.63	2	79.25	2	75.38	2
Management of the Mission	72.70	4	67.23	4	73.00	3

Competencies Common to All Evaluators  
for All Positions Together

Understanding of the data may be further enhanced by ascertaining which competencies are common to all evaluators for all administrative positions together. Table V lists those competencies which received at least 80% of four plus five ratings by all evaluators for president and secretary and treasurer.

(See Table V)

TABLE V  
 COMPETENCIES COMMON TO ALL EVALUATORS  
 (ON PRIORITIES ABOVE 80%)  
 FOR ALL POSITIONS TOGETHER

<u>Item #</u>	<u>Competency Description</u>	<u>"Of presidents" Rank</u>	<u>"Of secretaries" Rank</u>	<u>"Of treasurers" Rank</u>
33	Communicating with constituency	1	4	5
15	Organizing for implementation	3	2	18
17	Evaluating the success of plans	3	16	9
29	Building staff morale	3	8	5
32	Maintaining good relationships with pastors	3	1	15
3	Holding up the vision (mission)	7	6	20
16	Translating plans into actions	9	13	14
35	Negotiating in conflict situations	13	9	15
38	Managing time priorities	13	9	7
50	Making committee presentations	15	13	4
48	Providing necessary data for committee decisions	21	2	2



Competencies Unique to Each Position  
by Each Evaluating Group

It may also be informative to note which competencies have been selected for each office which are unique to a particular evaluating group (e.g. only presidents believe specific competencies are important for themselves, and only laymen believe other specific competencies are important for secretaries, etc.). As before, the tables are concerned only with competencies receiving at least 80% of the four plus five ratings.

First, data regarding the office of president is presented. The three sections indicate which items only presidents rate as very important for presidents, which items only denominational employees rate as very important for presidents, and which items only lay members rate as very important for presidents.

(See Table W)

The next summary is regarding the office of secretary. Three sections indicate which competencies only secretaries rate as very important for secretaries, which competencies only denominational employees rate as very important for secretaries, and which competencies only lay members rate as very important for secretaries.

(See Table X)



Similar data regarding the office of treasurer follow. The three sections indicate which competencies only treasurers rate as very important for treasurers, which competencies only denominational employees rate as very important for treasurers, and which competencies only lay members rate as very important for treasurers.

(See Table Y)

TABLE W

COMPETENCIES UNIQUE TO "BY PRESIDENTS" (ON PRIORITIES ABOVE 80%)

<u>Item #</u>	<u>Competency Description</u>	<u>Rank</u>
34	Fostering relationships with "higher" organizations	16
9	Identifying research needed for decisions	20
4	Counseling and giving spiritual guidance	24
47	Chairing committees and boards	24
36	Handling problems of a racial and cultural nature	36

COMPETENCIES UNIQUE TO "CHURCH EMPLOYEES RATE PRESIDENTS" (ON PRIORITIES ABOVE 80%)

<u>Item #</u>	<u>Competency Description</u>	<u>Rank</u>
23	Conducting evaluations of pastors and other workers	18

COMPETENCIES UNIQUE TO "OTHER EMPLOYEES (LAYMEMBERS) RATE PRESIDENTS (ON PRIORITIES ABOVE 80%)

<u>Item #</u>	<u>Competency Description</u>	<u>Rank</u>
5	Handling discipline referred from the church	10
30	Creating good relations with community	21
44	Planning and conducting workers meetings	25
49	Leading in the development and updating policies	25

TABLE X

COMPETENCIES UNIQUE TO "BY SECRETARIES" (ON PRIORITIES ABOVE 80%)

<u>Item #</u>	<u>Competency Description</u>	<u>Rank</u>
19	Evaluating personnel for hiring purposes	5
20	Placing pastors and other workers in the "right" positions	11
34	Fostering relationships with "higher" organizations	11
4	Counseling and giving spiritual guidance	17
26	Motivating non-productive workers	17
42	Delegating authority	17
24	Facilitating departmental directors' effectiveness	22
36	Handling problems of a racial and cultural nature	22

COMPETENCIES UNIQUE TO "CHURCH EMPLOYEES RATE SECRETARIES" (ON PRIORITIES ABOVE 80%)

NONE

COMPETENCIES UNIQUE TO "OTHER EMPLOYEES (LAYMEMBERS) RATE SECRETARIES" (ON PRIORITIES ABOVE 80%)

<u>Item #</u>	<u>Competency Description</u>	<u>Rank</u>
45	Understanding Caring Church concepts	14

TABLE Y

COMPETENCIES UNIQUE TO "BY TREASURERS" (ON PRIORITIES ABOVE 80%)

<u>Item #</u>	<u>Competency Description</u>	<u>Rank</u>
19	Evaluating personnel for hiring purposes	9
9	Identifying research needed for decisions	14
28	Providing on-the-job training to enhance employees' effectiveness	14
26	Motivating non-productive workers	24
46	Counseling with church boards	24

COMPETENCIES UNIQUE TO "CHURCH EMPLOYEES RATE TREASURERS" (ON PRIORITIES ABOVE 80%)

NONE

COMPETENCIES UNIQUE TO "OTHER EMPLOYEES (LAYMEMBERS) RATE TREASURERS" (ON PRIORITIES ABOVE 80%)

<u>Item #</u>	<u>Competency Description</u>	<u>Rank</u>
13	Developing action plans	9
12	Writing clear objectives for the organization	18
14	Identifying creative alternatives for action	18

### Competencies Unique to Each Position by All Evaluators

The final summary contains listings of unique competencies for all evaluators for each position individually (e.g. All evaluators agree that certain competencies are important only for presidents and not for secretaries or treasurers, etc.). Again the listings are concerned only with competencies receiving at least 80% of four plus five ratings.

Table Z lists competencies unique to each of the three different offices.

(See Table Z)

TABLE Z

ITEMS UNIQUE FOR ALL EVALUATORS FOR EACH POSITION INDIVIDUALLY  
(ON PRIORITIES ABOVE 80%)

ITEMS UNIQUE TO "OF PRESIDENTS"

<u>Item #</u>	<u>Competency Description</u>	<u>Rank</u>
24	Facilitating departmental directors' effectiveness	7
27	Maximizing the potential of effective workers	9
20	Placing pastors and other workers in the "right" positions	11
21	Facilitating pastors and other workers in setting objectives	18
22	Facilitating pastors and other workers in achieving objectives	18
45	Understanding Caring Church concepts	21
5	Handling discipline referred from the church	23
43	Fostering public evangelism	23
4	Counseling and giving spiritual guidance	26
26	Motivating non-productive workers	26
23	Conducting evaluations of pastors and other workers	28

ITEMS UNIQUE TO "OF SECRETARIES"

<u>Item #</u>	<u>Competency Description</u>	<u>Rank</u>
9	Identifying research needed for decisions	7
10	Managing a taskforce/study commission	19

ITEMS UNIQUE TO "OF TREASURERS"

<u>Item #</u>	<u>Competency Description</u>	<u>Rank</u>
41	Controlling a budget	1
39	Constructing a budget	2
7	Fostering stewardship of members	7
25	Managing office staff	9
37	Writing letters and reports	12
34	Fostering relationships with "higher" organizations	19

### Conclusions

1. The category of competency which consistently ranks first is Strategic Planning Skills. The only times it is not first is when secretaries rate the office of secretary and treasurers rate the office of treasurer. In those two instances, Strategic Planning Skills is a very close second to Communicative and Relational Competencies. Thus the category of competencies which is consistently ranked most important is Strategic Planning Skills.

2. The category of competency which is consistently ranked second is Communicative and Relational Skills. The only two times it is not ranked second (secretaries rating the office of secretary and treasurers rating the office of treasurer), it is ranked first. Thus, the competencies in the category of Communicative and Relational Skills are consistently ranked second only to Strategic Planning Skills.

3. The category of competency which is consistently ranked last (fifth) is Spiritual Leadership. Only in one instance (secretaries rate the office of secretary) is Spiritual Leadership ranked higher than last (fourth). A possible implication of this result may be that administrators do receive much training in theology but little training in management. Thus, areas other than Spiritual Leadership are seen as having the greatest need.



4. Many competencies in the category of Personnel Management are closely related to Communicative and Relational Skills. If these categories were combined into a "people" skills group, it would be the category ranked first.

5. While all evaluators rank controlling a budget and constructing a budget as the top two competencies for treasurers ("of treasurers"), the treasurers themselves ("by treasurers") rate controlling a budget seventeenth and constructing a budget ninth. Perhaps treasurers do not feel as in "control" of conference finances as is the common view of the office of treasurer.

6. Communicating with constituency is ranked high for all three offices. For the office of president ("of presidents") it ranks first. For the office of secretary ("of secretaries") it ranks fourth. For the office of treasurer ("of treasurers") it ranks fifth. Thus, communicating with the constituency is found to be the single most important competency for all offices combined.

#### Objectives for the Compleat Administrator's Seminar

In view of the needs expressed by the administrators and committee members, it is possible to suggest some goals or objectives for future inservice education.

The North American Division and the Institute of Church Ministry will conduct a series of seminars or inservice-education experiences for the presidents,



executive secretaries, and treasurers of local and union conferences. These events will usually be held on a yearly basis and planned so that basic objectives are achieved during the course of a five-year cycle.

Overall objectives include:

1. Administrators will gain a comprehensive understanding of the Caring Church model and will commit themselves to its implementation in their areas of responsibility.
2. Administrators will grow in competencies that they themselves have identified as needed in their work. Specifically, each seminar would emphasize some phase of both Strategic Planning Skills and Communicative and Relational Skills. In addition, three other areas -- Personnel Management, Management of the Mission, and Spiritual Leadership -- would be dealt with on a rotational basis.
3. Administrators will learn how to re-organize a conference management structure so as to shift responsibility for goal setting and strategy planning to the local church level and create goal ownership on the part of the local church membership.
4. Administrators will learn how to restructure the role of local and union conferences from primary planning and promotional functions to consultative

functions where the higher organizations serve as resource banks and centers of accountability rather than as direct planners.

5. Administrators will learn how to make the above changes in a way that reduces threat to established interests and secures the cooperation of all groups involved, e.g. fellow administrators, departmental directors, pastors, laity.