

CREATIVE PARISH MANAGEMENT

A Continuing Education Program for Parish Clergy

Overview Alabama Training Network will conduct during 1976-1977 an on-the-job training program in parish management for eight to twelve ministers who are in charge of local congregations. The program is seen to be necessary in light of the difficulties experienced by many ministers in leading their parishes, the inadequacy of the training received in seminary for this function, and the fact that the best time to develop these skills is while working in a parish as a minister.

The program will aim at increasing competence in twelve cognitive and behavioral areas related to management and leadership. It will require 21 days outside the parish during a twelve month period and an additional ten to twenty days in the parish in activities directly related to the program.

Leadership will be provided by the Coordinator of ATN and others selected for their experience and special skill in parish ministry and in applied behavioral science.

Tuition cost will be \$960 each for a minimum of eight participants, inclusive of the costs of seminar leadership, in-parish consultative assistance, and additional special training experiences. This cost is to be borne by participants, their parishes, and/or the diocesan Program Fund.

Rationale Clergy who are placed in charge of local congregations frequently find themselves confronted with dilemmas and frustrations with which they have not been trained to deal. Among the more pressing of these are those which relate to the overall management of the parish, its goals and resources, and to the leadership of boards, committees, and other groups within the parish.

The hypothesis which undergirds this proposal is that whereas clergy have generally received intensive and effective training in seminary in the classical arts of ministry, such as preaching, biblical interpretation, and pastoral care, little attention has been paid to their training in parish administration and group leadership. This may be due to the natural limitations of the seminary setting; it may be due to faculty having other priorities; but the fact remains that in confronting the demands of working with vestries and parish committees, in recruiting and training lay leadership, and in coping with the often complex dimensions of the parish's educational task, the minister is left to operate on his own instincts with little formal preparation.

This hypothesis is supported by an independent evaluative study of graduates of Virginia Theological Seminary conducted in 1973. A survey of VTS graduates during the period 1960-1972, invited their assessment of their level of competence at the time of graduation from seminary in each of 56 "competences for ministry." It compared this assessment with an assessment of their level of competence "at present."

It was then possible to rank order the 56 items, giving some indication of the areas in which graduates believed themselves to have been

relatively well prepared and those in which they were relatively less well prepared. Clustered toward the bottom in the rank ordering at the time of graduation were the 12 areas of knowledge and skill relating to parish management, group and educational leadership. Out of 56 items, these ranked 21, 27, 28, 29, 33, 35, 39, 44, 51, 52, 53, 54. The bottom four were areas in which many clergy encounter considerable pressure to perform and experience particular difficulty in doing so:

- (51) Competence in administration, such as planning, goal-setting, delegation of responsibility, supervision, and evaluation.
- (52) Knowledge of the various theories of learning which bear on how persons change behavior.
- (53) Ability to identify, recruit and train lay people for effective leadership.
- (54) Knowledge of the various theories of organizational management appropriate to parish leadership.

It is significant that in each of these 12 areas, the ministers surveyed indicated substantial improvements in their competence from the time of graduation to the present. This suggests that the experience of dealing with these issues at first hand, together with whatever post-seminary training they may have had, were effective in enabling them to continue growing.

This continuing education program in Creative Parish Management aims to support and enhance this natural process of learning while on the job. It is based on the conviction that such skills can be best acquired in settings where opportunities for realistic practice are naturally provided.

Scope Eight to twelve ministers will be enrolled in a program beginning in April, 1976. Any minister who is "in charge" of a congregation of whatever size is eligible. Curates or subordinate members of multiple parish staffs will be considered only as special cases. Participants will become part of a learning community which will meet regularly during the year while remaining principally employed in parish work.

The program is not intended to be remedial in the sense of aiming especially at those who are having major difficulties in parish leadership. It aims also at those who are doing very well, but who wish to continue growing in their competence in ministry.

Goals The goals of the program will be continually shaped and reshaped by participants and staff within the areas indicated in the following table. Among the first tasks of the learning community will be the establishment of priorities within the twelve areas, based on the most pressing learning needs of the participants, and to begin sequencing learning activities to work on these priorities. This mode of participant-shaped education is proposed specifically because of its transferability to the parish setting. We will be attempting to learn the way parish communities learn rather than the way seminary communities learn.

I. PARISH MANAGEMENT

A. Knowledge/Theory

B. Skill/Behavior

- (1) Knowledge of traditional and emerging contemporary models of ministry and their function.
- (2) Knowledge of the various theories of management appropriate to parish leadership.
- (3) Knowledge of why people and groups are resistant to change.

- (1) Ability to identify, recruit, and train lay people for effective leadership.
- (2) Competence in administration, such as planning, goal-setting, delegation of responsibility, supervision and evaluation.
- (3) Ability to work constructively with persons whose ideas, attitudes and behavior are radically different from my own.

II. GROUP LEADERSHIP

- (1) Ability to understand the roots of community (or congregational) conflict.

- (1) Skill in mediating and reconciling tensions between persons and groups in conflict.
- (2) Ability to be sensitive to and aware of others and their needs in small groups.
- (3) Ability to give appropriate leadership to groups of various kinds.

III. EDUCATIONAL LEADERSHIP

- (1) Knowledge of the various theories of learning which bear on how persons change behavior.

- (1) Ability to create an atmosphere for learning and to employ appropriate pedagogical methods in teaching.

Design The design of the program would include both a core component
 -- a series of activities in which all participants joined
corporately -- and variable components, additional activities both the

selection and timing of which would be geared to the needs of individual participants.

Core Component - a series of ten seminars, four of two days duration, six of one day, focusing on:

- (1) Team building; enabling participants to become a learning community; generalizing from this experience to building teams in the parish.
- (2) Planning and re-planning in terms of the competency objectives of the program.
- (3) Leadership Styles.
- (4) Parish Management.
- (5) Conflict and Change.
- (6) "Diagnosing" the Parish.
- (7) Group Process.
- (8) Experiential Education Leadership.
- (9) Life planning: setting goals for ministry and planning for continuing personal and professional growth.

Variable Components - participants sharing in decisions about what, where, when.

- (1) Participation in a 48-72 hour Human Relations Lab, focusing on interpersonal communication and group process.
- (2) Participation in a 3 to 5 day advanced laboratory, focusing on consultant skills, experiential education, organization development, or other area selected by participant.

- (3) Data-gathering from participant's parish regarding his leadership/management style.
- (4) Week-end workshop in parish with consultative assistance, focusing on goal-setting, team building, sharing expectations of clergy and congregation, or the like.
- (5) "Projects in Excellence." At mid-year participants will be expected to select a major project on which they will work with their parishes during the following twelve months. Participants will be accountable to the learning community for setting project goals and evaluating them at the end of a year.
- (6) Reading. Participants will be expected to read from a selected bibliography throughout the program.

Based on the above, participants may expect to spend 21 days outside the parish during the year in activities directly related to the program, and an additional 10 to 20 days in the parish in activities which relate both to the program and to the on-going life of the parish.

Leadership Coordination of the program and leadership of the seminars will be provided by the Rev. William A. Yon, Coordinator of Alabama Training Network, and the Rev. Mark Waldo, a clergyman widely experienced both in the parish ministry and in applied behavioral science.

Additional leadership will be provided in the seminars from time to time by persons with special skills in the various areas under discussion.

Consultants from the ATN pool will be selected by participants to

work with them in planning and conducting data-gathering in their parishes and in leading the parish workshops.

Cost Tuition for the program will be \$960 each for a minimum of eight participants. This includes costs of the seminars, allowances for the basic and advanced laboratory training experiences, and fees for the consultants who will be working with participants in their parishes.

It does not include the cost of travel to and from seminars and other events, nor lodging costs at over-night seminars. It is anticipated that hospitality can be provided, if desired, during over-night seminars.

Evaluation Continual evaluation of whether or not the program is accomplishing its goals will be an integral part of the program. In addition, ATN will expect to design and conduct with sponsoring organizations a major over-all evaluation at the end of the year.

Sponsorship The Episcopal Diocese of Alabama has underwritten part of the tuition costs. It is assumed, however, that it would be highly desirable for both the participant and his parish to bear some of the cost of the program to insure the necessary commitment to meaningful participation.

APPENDIX A.

TABLE 3. COMPETENCIES RATED AND RANKED AT GRADUATION & PRESENT

17.7 21
29
33
15.3 ~~28~~ 35
20.3 39
10.1 44
8.2 51
5.8 52
7.8 53
8.1 54

19

+ 15 rank places

COMPETENCIES	AT TIME OF GRADUATION	%	RANK	AT PRESENT	%	RANK
(1) Ability to plan and utilize a long-term design for preaching which covers both major themes of scripture and the needs of people.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	9.8 50.8 39.4	43	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	39.4 50.9 9.8	26
(2) Knowledge of traditional and emerging contemporary models of ministry and their functions.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	22.0 52.6 25.4	27	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	49.2 45.8 5.0	15
(3) Knowledge of the historical situations and circumstances within which creedal and confessional statements originated.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	41.7 53.3 5.0	4	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	35.0 56.7 8.3	24
(4) Knowledge of the various theories of organizational management appropriate to parish leadership.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	8.1 27.4 64.5	54	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	34.4 47.5 18.0	35
(5) Ability to identify and form alliances with other professional people in my community.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	31.1 39.3 29.5	32	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	57.4 36.1 6.6	21
(6) Ability to confront persons outside the Christian church with the claims and promises of the Gospel so that they may be heard.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	8.3 56.7 35.0	37	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	33.9 44.1 22.0	39
(7) Ability to identify the theological/ethical concepts which may bear on interpreting a Christian stance on social issues.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	33.9 56.5 9.7	11	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	58.1 41.9 0.0	1

COMPETENCIES	AT TIME OF GRADUATION	%	RANK	AT PRESENT	%	RANK
(8) Ability to make clear statements, in contemporary language, of the chief doctrines of the Christian church.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	22.6 66.1 11.3	13	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	53.2 41.9 4.8	13
✓ (9) Ability to create an atmosphere for learning and to employ appropriate pedagogical methods in teaching.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	15.3 50.8 33.9	35 <i>up</i>	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	52.5 37.3 10.2	29
(10) Ability to exegete scripture, using the tools/methods of biblical scholarship.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	37.1 58.1 4.8	3	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	43.5 46.8 9.7	25
✓ (11) Ability to identify, recruit and train lay people for effective leadership.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	9.8 27.9 62.3	53 <i>up</i>	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	41.7 48.3 10.0	28
(12) Ability to interpret scripture and the church's theological heritage to others in contemporary and intelligible modes of thought.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	19.7 63.9 16.4	17	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	57.4 46.6 0.0	1
(13) Ability to chart my own program of continuing education and commitment to its desirability.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	10.0 45.0 45.0	45	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	36.1 44.3 19.7	38
(14) Ability to use prayer, scripture and the sacraments in my pastoral ministry.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	21.7 50.0 28.3	31	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	50.0 45.2 4.8	13
(15) A growing commitment to Christ and a lifestyle congruent with that commitment.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	40.7 50.8 8.5	9	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	61.4 36.8 1.8	8
✓ (16) Skill in mediating and reconciling tensions between persons and groups in conflict.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	20.3 42.4 37.3	39 <i>up</i>	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	45.0 41.7 13.3	31
(17) Ability to choose that style of communication (in preaching) best suited to my competence and to the level of receptivity of a congregation.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	21.3 60.7 18.0	19	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	75.8 24.2 0.0	1

COMPETENCIES	AT TIME OF GRADUATION	%	RANK	AT PRESENT	%	RANK
✓ (18) Ability to give appropriate leadership to groups of various kinds.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	17.7 54.8 27.4	29 <i>mp</i>	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	51.6 41.9 6.5	20
(19) Ability to reflect critically on contemporary culture in the light of the resources of the Christian faith.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	23.0 67.2 9.8	11	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	54.1 45.9 0.0	1
✓ (20) Competence in administration, such as planning, goal-setting, delegation of responsibility, supervision and evaluation.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	8.2 37.7 54.1	51 <i>mp</i>	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	35.6 59.3 5.1	17
(21) Ability to identify and empathize with special crisis situations which confront parishioners.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	31.7 60.0 8.3	7	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	72.1 27.9 0.0	1
(22) Ability to organize, teach and administer a congregational program of preparation for first communion, confirmation.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	14.8 50.8 34.4	36	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	29.5 60.7 9.8	26
(23) Ability to plan, lead and interpret the traditional worship of the Church.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	33.3 55.0 11.7	14	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	68.3 28.3 3.3	10
(24) Ability to work with children, youth.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	32.3 50.0 17.7	18	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	55.7 37.7 6.6	21
✓ (25) Ability to be sensitive to and aware of others and their needs in small groups.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	25.8 54.8 19.4	21 <i>mp</i>	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	64.5 32.3 3.2	9
✓ (26) Skill in enabling parishioners to minister to others.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	3.4 50.8 45.7	46	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	26.2 52.5 21.3	3
✓ (27) Knowledge of the various theories of learning which bear on how persons change behavior.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	5.0 35.0 60.0	52 <i>mp</i>	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	33.3 40.0 26.7	41

COMPETENCIES	AT TIME OF GRADUATION	%	RANK	AT PRESENT	%	RANK
(28) Ability in leading a Bible study session with adults.	Good <input type="checkbox"/>	21.8	20	Good <input type="checkbox"/>	58.6	18
	Adequate <input type="checkbox"/>	60.0		Adequate <input type="checkbox"/>	36.2	
	Poor <input type="checkbox"/>	18.2		Poor <input type="checkbox"/>	5.2	
(29) Knowledge of ecumenical structures useful to the accomplishment of the mission of the church.	Good <input type="checkbox"/>	4.9	55	Good <input type="checkbox"/>	14.8	43
	Adequate <input type="checkbox"/>	26.2		Adequate <input type="checkbox"/>	42.6	
	Poor <input type="checkbox"/>	68.9		Poor <input type="checkbox"/>	42.6	
(30) Ability to "think" theologically about the practice of ministry.	Good <input type="checkbox"/>	18.9	16	Good <input type="checkbox"/>	55.8	19
	Adequate <input type="checkbox"/>	66.0		Adequate <input type="checkbox"/>	38.5	
	Poor <input type="checkbox"/>	15.1		Poor <input type="checkbox"/>	5.8	
(31) A clear understanding of the "mission of the church," as defined biblically, historically and theologically.	Good <input type="checkbox"/>	26.7	7	Good <input type="checkbox"/>	47.5	15
	Adequate <input type="checkbox"/>	65.0		Adequate <input type="checkbox"/>	47.5	
	Poor <input type="checkbox"/>	8.3		Poor <input type="checkbox"/>	5.0	
(32) Ability to raise money necessary for the support of a congregation or to train others in such activities.	Good <input type="checkbox"/>	3.3	56	Good <input type="checkbox"/>	20.3	42
	Adequate <input type="checkbox"/>	26.7		Adequate <input type="checkbox"/>	42.4	
	Poor <input type="checkbox"/>	70.0		Poor <input type="checkbox"/>	37.3	
(33) Knowledge of the biblical and theological insights that bear on Christian ethical decision-making (personal and social).	Good <input type="checkbox"/>	26.3	10	Good <input type="checkbox"/>	43.9	1
	Adequate <input type="checkbox"/>	64.9		Adequate <input type="checkbox"/>	56.1	
	Poor <input type="checkbox"/>	8.8		Poor <input type="checkbox"/>	0.0	
(34) Self-knowledge of the kind of counseling situations that one cannot handle.	Good <input type="checkbox"/>	22.6	24	Good <input type="checkbox"/>	66.1	1
	Adequate <input type="checkbox"/>	54.8		Adequate <input type="checkbox"/>	33.9	
	Poor <input type="checkbox"/>	22.6		Poor <input type="checkbox"/>	0.0	
(35) Skill in making an effective pastoral call.	Good <input type="checkbox"/>	15.0	25	Good <input type="checkbox"/>	61.0	11
	Adequate <input type="checkbox"/>	61.7		Adequate <input type="checkbox"/>	35.6	
	Poor <input type="checkbox"/>	23.3		Poor <input type="checkbox"/>	3.4	
(36) Ability to deal constructively with my own inadequacies, failures and needs.	Good <input type="checkbox"/>	8.2	2	Good <input type="checkbox"/>	38.7	4
	Adequate <input type="checkbox"/>	59.00		Adequate <input type="checkbox"/>	59.7	
	Poor <input type="checkbox"/>	22.8		Poor <input type="checkbox"/>	1.6	
(37) Skill in parliamentary procedure.	Good <input type="checkbox"/>	11.8	42	Good <input type="checkbox"/>	30.0	37
	Adequate <input type="checkbox"/>	49.2		Adequate <input type="checkbox"/>	51.7	
	Poor <input type="checkbox"/>	39.0		Poor <input type="checkbox"/>	18.3	

COMPETENCIES	AT TIME OF GRADUATION	%	RANK	AT PRESENT	%	RANK
(38) Ability to select appropriate music and other verbal material for public worship.	Good <input type="checkbox"/>	28.8	33	Good <input type="checkbox"/>	44.1	34
	Adequate <input type="checkbox"/>	39.0		Adequate <input type="checkbox"/>	39.0	
	Poor <input type="checkbox"/>	32.2		Poor <input type="checkbox"/>	16.9	
(39) Ability to translate the historical heritage of the church and its theology to liturgical practice.	Good <input type="checkbox"/>	10.3	40	Good <input type="checkbox"/>	36.7	32
	Adequate <input type="checkbox"/>	51.7		Adequate <input type="checkbox"/>	48.3	
	Poor <input type="checkbox"/>	37.9		Poor <input type="checkbox"/>	15.0	
(40) Skill in preparing for and officiating at baptisms, weddings, funerals.	Good <input type="checkbox"/>	21.7	26	Good <input type="checkbox"/>	62.3	1
	Adequate <input type="checkbox"/>	53.3		Adequate <input type="checkbox"/>	37.7	
	Poor <input type="checkbox"/>	25.0		Poor <input type="checkbox"/>	0.0	
(41) Ability to collaborate effectively with one's colleagues in ministry.	Good <input type="checkbox"/>	28.8	15	Good <input type="checkbox"/>	55.7	21
	Adequate <input type="checkbox"/>	57.6		Adequate <input type="checkbox"/>	37.7	
	Poor <input type="checkbox"/>	13.6		Poor <input type="checkbox"/>	6.6	
(42) Understanding of the major themes and motifs contained in the biblical revelation.	Good <input type="checkbox"/>	39.3	1	Good <input type="checkbox"/>	53.3	6
	Adequate <input type="checkbox"/>	57.4		Adequate <input type="checkbox"/>	45.0	
	Poor <input type="checkbox"/>	3.3		Poor <input type="checkbox"/>	1.7	
(43) Knowledge of the available curricular materials sufficient for planning programs of Christian education.	Good <input type="checkbox"/>	3.4	50	Good <input type="checkbox"/>	18.6	44
	Adequate <input type="checkbox"/>	44.1		Adequate <input type="checkbox"/>	40.7	
	Poor <input type="checkbox"/>	52.6		Poor <input type="checkbox"/>	40.7	
(44) Understanding my own strengths, weaknesses, abilities, needs and the like.	Good <input type="checkbox"/>	20.0	23	Good <input type="checkbox"/>	56.7	4
	Adequate <input type="checkbox"/>	58.3		Adequate <input type="checkbox"/>	41.7	
	Poor <input type="checkbox"/>	21.7		Poor <input type="checkbox"/>	1.6	
(45) Ability to offer skillful and helpful counseling to persons in trouble.	Good <input type="checkbox"/>	5.1	22	Good <input type="checkbox"/>	52.5	6
	Adequate <input type="checkbox"/>	74.6		Adequate <input type="checkbox"/>	45.8	
	Poor <input type="checkbox"/>	20.3		Poor <input type="checkbox"/>	1.7	
✓ (46) Knowledge of why people and groups are resistant to change.	Good <input type="checkbox"/>	10.1	44	Good <input type="checkbox"/>	55.0	24
	Adequate <input type="checkbox"/>	50.0		Adequate <input type="checkbox"/>	36.7	
	Poor <input type="checkbox"/>	40.0		Poor <input type="checkbox"/>	8.3	
(47) Ability to control the use of my time and energy.	Good <input type="checkbox"/>	13.3	38	Good <input type="checkbox"/>	19.7	35
	Adequate <input type="checkbox"/>	50.0		Adequate <input type="checkbox"/>	62.3	
	Poor <input type="checkbox"/>	36.7		Poor <input type="checkbox"/>	18.0	

COMPETENCIES	AT TIME OF GRADUATION	%	RANK		AT PRESENT	%	RANK
(48) Understanding age-group characteristics.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	13.0 59.3 27.8	30		Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	44.1 52.5 3.4	11
(49) Appreciation of the tenets of denominations other than my own.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	15.0 38.3 46.7	48		Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	28.3 55.0 16.7	33
✓ (50) Ability to understand the roots of community (or congregational) conflict.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	11.9 56.0 32.2	33	<i>my</i>	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	39.3 52.5 8.2	23
(51) Ability to work constructively with persons whose ideas, attitudes and behavior are radically different from my own.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	1.8 71.9 26.3	28		Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	22.8 64.9 12.3	30
(52) Ability to manage my own personal finances responsibly.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	39.3 52.5 8.2	6		Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	50.0 48.4 1.6	4
(53) Ability to help parishioners plan, participate in and appreciate innovative forms of public worship.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	10.3 43.1 46.6	47		Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	37.3 37.3 25.4	40
(54) Ability to think and speak (e.g., preach) logically and with clarity.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	36.7 58.3 5.0	4		Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	72.1 27.9 0.0	1
(55) Ability to use the original biblical languages sufficient to read the commentaries critically.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	13.3 38.3 48.3	49		Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	10.0 20.0 70.0	45
(56) Knowledge of diocesan and national church structures and programs.	Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	13.3 48.3 38.3	41		Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>	44.3 49.2 6.6	21