

1

CHAPTER 5

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EVALUATION AND OUTCOMES

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Exit Interviews

4 At the sixth mentoring session (September 2011) I (ministerial secretary) spent an
5 extra session with the pastors so they could respond to the exit interview questions (As
6 noted above, a pastor requested the exit interview one month early because he was re-
7 locating.). The extra session took anywhere from 30 minutes to one hour depending upon
8 the pastor's need to respond. The project proposal stated that the ministerial secretary
9 would ask exit interview questions of the pastors; so, the interview was conducted
10 verbally. This was noted at the beginning of the interview with the option of any pastor to
11 abstain from responding to a question. All pastors answered each of the questions.

12 There were 11 questions in the exit interview divided into the three sections: a)
13 three questions evaluated the book, b) four questions evaluated the sessions, and c) four
14 questions related to an overall evaluation of the mentoring experience. The purpose of the
15 three sections of questions in the interview was to evaluate specific content in the
16 sessions. The first section evaluated the book, focusing on: a) the benefit of the book, b)
17 the concepts learned from the book, and c) mentoring principles that could be
18 implemented in pastoral ministry. The second section evaluated the sessions, addressing:
19 a) the benefit of the sessions for pastoral ministry, b) the contributions made to a
20 mentoring relationship, c) competencies that were improved during the sessions, and d)
21 character enrichment that emerged from the sessions. The third section evaluated the

22 overall benefit of the time spent together by the pastor and ministerial secretary,
23 pertaining to: a) the biblical support for implementing mentoring relationships with laity,
24 b) mentoring concepts that could be transferred to training laity, c) recommendations to
25 the ministerial secretary for using a spiritual mentoring model, and d) mentoring
26 principles that the pastors plan to practice in their ministry as a result of the sessions.
27 Follow-up questions were asked by the ministerial secretary only when seeking
28 clarification. The character enrichment question challenged the pastor-respondents. Exit
29 interview questions are listed in Appendix G.

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Evaluation of the Book

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In evaluating the book the pastors a) agreed with the principles of mentoring, b)
34 desired to implement mentoring with their laity, c) expanded their awareness of
35 mentoring, d) understood that mentoring is more than friendship, e) liked the emphasis on
36 accountability in the mentoring relationship, f) found insightful the intensive, occasional,
37 and passive mentoring functions continuum of Appendix C, g) noted that the
38 constellation model of Appendix D broadened their view of mentoring, h) learned that
39 mentors and mentees both have responsibilities, i) discovered that mentoring
40 opportunities occur frequently in their presence, j) were influenced to pursue mentoring
41 opportunities, k) applied the passive mentoring function and discovered the freedom of
42 their influence, and l) appreciated the book's balanced approach to addressing mentors
43 and mentees. The pastors' positive responses to the book indicate their appreciation for
44 the opportunity to learn the functions and dynamics of mentoring in a relationship
45 between the mentor and mentee.

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Evaluation of the Sessions

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48 The pastors' feedback from evaluating the sessions focused upon their
49 appreciation of a) dialogue with the ministerial secretary; b) someone listening to them;
50 c) preparing the materials in advance; d) communicating the chapter reading assignments
51 in advance; e) envisioning the transfer of this model to the laity; e) presenting a model
52 that included confidentiality, discipline, initiative, listening, reflection, structure, trust
53 levels, and vulnerability; f) demonstrating interest in preparing NIM pastors for ministry;
54 g) sharing how this model can be used for evangelism; h) spending time as NIM pastor
55 and ministerial secretary in prayer together; i) improving character qualities such as
56 patience in the mentoring experience; j) learning together; k) experiencing motivation for
57 mentoring by these sessions; and l) recognizing the pastors' power of influence upon
58 members who are observing them. While critiquing the session one pastor expressed the
59 need for clarification of authority/communication lines between the ministerial secretary
60 and administration in relation to budgeting evangelism finances. The exit interviews
61 revealed that the NIM pastors embraced the six monthly sessions and book discussion as
62 a mentoring model to develop relationships with the ministerial secretary.

Overall Evaluation

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66 An overall perspective indicates the pastors learned new mentoring insights from
67 reading and discussing the book by Clinton and Stanley (1992). They attested that the
68 monthly mentoring sessions were beneficial in developing relationships with the
69 ministerial secretary. They would like to implement this model in the local church for
70 mentoring lay leadership. Included among the pastors' responses of Bible
71 characters/groups that demonstrate mentoring relationships were Moses and Jethro,

72 Moses and Joshua, the Holy Spirit and Rahab, Elisha and Gehazi, Jeremiah and Israel,
73 Jesus and the disciples, Jesus and Zachaeus, Jesus and the Syro-Phoenician woman, Jesus
74 and John, Paul and Barnabas, Paul and Timothy, and Lois and Eunice. A pastor cited the
75 scripture to “encourage one another” (Heb 10:25) as mentor-related admonition.

76 One pastor would like to implement more personal responsibility and
77 accountability to model sermon preparation for his lay leadership. He also feels the
78 importance of taking initiative for himself. Another pastor wants to spend more
79 individual time with members to empower them with their gifts and develop leadership.
80 A pastor reflected upon the six sessions together and desires to similarly model problem
81 solving and conflict resolution by training lay members to become mentor counselors. He
82 further desires to help members discover their spiritual gifts such as teaching. Another
83 pastor has used mentoring principles to deal with a rigid church leader. In his feedback
84 one pastor commented that all three types of mentoring functions (intensive, occasional,
85 and passive) may be operating simultaneously in church life. Several pastors mentioned
86 the value of fostering relationships with young people to practice mentoring principles
87 with them. To empower lay people a pastor stated that he wants to have meetings with
88 church leaders to discuss concepts of mentoring with them. One pastor expressed how he
89 learned that spending time with his leaders was important whether or not he was teaching
90 on the mentoring topic.

91 When addressing suggestions for the mentoring model in INSDA, a pastor spoke
92 of the value of the presence of another pastor mentoring him. He found the structure and
93 schedule of six sessions beneficial. While books can help, he emphasized the need for
94 NIM pastors to seek out mentors. Another pastor seconded this model and wished it

95 could be used as an opportunity for all pastors to eat, talk, and share together with the
96 president also. A pastor acknowledged the difficulty of matching mentor with mentee, but
97 suggested that each pastor have another pastor close to them. He also prescribed calling
98 the ministerial secretary monthly by phone, attending regional pastors' meetings, and the
99 ministerial secretary calling him once a month. In the spirit of a learner one pastor
100 requested the mentoring process continue with the NIM pastors as a model to learn from
101 other pastors.

102 One pastor offered four suggestions for the conference in training new pastors: a)
103 the conference set up a mentorship for unordained pastors, b) all pastors go through the
104 mentoring book for training, c) regional classes with pastors cover the chapters in the
105 book, and d) a mid-course evaluation occur to consider if closure is necessary. Another
106 pastor recommended polling all pastors to determine how they would feel about a
107 mentoring relationship. He suggested a conference symposium to address the topic of
108 mentoring. He also felt the need to match seasoned pastors spending time with several
109 different NIM pastors. While speaking to field education for pastors one NIM pastor
110 stressed the value of a full-time officer to mentor new pastors. He recommended that the
111 new pastor not be assigned to a church or district immediately, but work under the
112 direction of a more experienced pastor. These recommendations might be synthesized
113 into categories that include communication, presence, group collaboration, and evaluation
114 for a healthy mentoring model to be fostered in INSDA.

115 Responses related to mentoring principles that the pastors plan to practice in their
116 ministry as a result of the six mentoring sessions include a) addressing goal-setting,
117 evaluation, and expectation; b) practicing the 10 commandments of mentoring; c) an

118 awareness of the constellation model; d) the power of doing things together; e) practicing
119 coaching; f) building trusting relationships; g) approaching conflict from a relationship
120 perspective; h) becoming an intentional mentor and guide; i) living as a qualified mentor;
121 j) availability, presence, attention, and listening; k) mutual respect of peers; and l)
122 collaboration with the church in pastoral staffing.

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Expectations of Ordination Track

125 As the NIM pastors explore mentoring opportunities with INSDA leadership, the
126 ministerial secretary, the local church leaders/members, and the community, certain
127 expectations exist for the pastors prior to ordination. NIM pastors will be expected to
128 attend the six NIM training sessions each year before ordination. These sessions will
129 include exposure to various pastoral roles of ministry by presenters with expertise in their
130 giftedness. A notebook manual with material for future ministry will be provided
131 including agendas, handouts, session evaluations, and supplementary articles. These six
132 sessions will include at least one annual retreat at the conference youth camp for a couple
133 of days. The topics covered will be determined based upon: a) the feedback of ministry
134 needs from the NIM pastors and their evaluation sheets, and b) the *Intern's Ministry*
135 *Development Handbook: A Competency-Based Approach to Pastoral Intern Development*
136 (2010). Pastoral competencies addressed will include communication, administration,
137 scholarship, teaching/mentorship, counseling, and Christian leadership. The NIM pastors
138 are expected to provide a personal development portfolio of pastoral ministries three
139 months prior ordination. Details of this pre-ordination portfolio are outlined in the
140 handbook cited above and will be discussed with the ministerial secretary.

141 In the first 12 months the ministerial secretary will build a mentoring relationship
142 with the new NIM pastor as described in the project narrative. Clinton and Stanley's book
143 would be provided and six one-hour sessions would be invested with the pastor. The
144 ingredients of those sessions would include: a) 10 minutes of prayer together, b) 30
145 minutes discussing the pre-assigned book chapters, and c) 20 minutes in discussion of
146 local church issues. During this time a) competencies to be mentored, b) character
147 qualities to be mentored, c) intensive, occasional, and passive mentoring, and d) the
148 constellation model will be discussed.

149 After the first 12 months of ministry at INSDA, in consultation with the
150 ministerial secretary, the NIM pastor will select three mentors to guide them on their
151 journey toward ordination. From areas of their strengths these mentors will provide the
152 NIM pastor growth opportunities for pastoral competencies needing improvement. A
153 sample mentoring covenant in Appendix I can facilitate the mentor-mentee relationship.

154 The NIM pastors will be expected to meet with the conference president annually
155 to affirm and reflect upon past growth in their districts. They will also share plans that
156 have been laid with the church regarding equipping leadership, evangelism outreach,
157 stewardship training and resources, facility expansion, church nurture, and preaching
158 schedules. A form is provided in Appendix J to facilitate planning with the church in
159 these areas and discuss the plans with the conference president.

160 It is expected that the NIM pastor will collaborate with INSDA to plan for
161 seminary studies that will result in a Master of Divinity or Master of Religion degree.
162 Following the above expectations with three or four years practicing pastoral ministry,
163 the NIM pastor will be recommended for ordination consideration. A committee

164 composed of three conference officials and three experienced pastors will conduct the
165 ordination review. Planning for the ordination event should be scheduled six months in
166 advance. The ordination review committee should meet at least three months before the
167 ordination in order to prepare programming, speakers, and determine the location. The
168 administrative assistant to the president and ministerial secretary will coordinate the
169 publication of the ordination service with a family portrait. An ordination certificate and
170 appropriate credentials will be issued by the conference administration.

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