

CHAPTER 5

EVALUATION AND OUTCOMES

Introduction

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

Exit Interviews

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

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

Evaluation of the Book

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

Evaluation of the Sessions

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

Overall Evaluation

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

characters/groups that demonstrate mentoring relationships were Moses and Jethro, Moses and Joshua, the Holy Spirit and Rahab, Elisha and Gehazi, Jeremiah and Israel, Jesus and the disciples, Jesus and Zachaeus, Jesus and the Syro-Phoenician woman, Jesus and John, Paul and Barnabas, Paul and Timothy, and Lois and Eunice. A pastor cited the scripture to “encourage one another” (Heb 10:25) as mentor-related admonition.

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

When addressing suggestions for the mentoring model in INSDA, a pastor spoke of the value of the presence of another pastor mentoring him. He found the structure and schedule of six sessions beneficial. While books can help, he emphasized the need for

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

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

Responses related to mentoring principles that the pastors plan to practice in their ministry as a result of the six mentoring sessions include a) addressing goal-setting,

evaluation, and expectation; b) practicing the 10 commandments of mentoring; c) an awareness of the constellation model; d) the power of doing things together; e) practicing coaching; f) building trusting relationships; g) approaching conflict from a relationship perspective; h) becoming an intentional mentor and guide; i) living as a qualified mentor; j) availability, presence, attention, and listening; k) mutual respect of peers; and l) collaboration with the church in pastoral staffing.

Ordination Track Expectations

NIM Training Sessions

As the NIM pastors explore mentoring opportunities with INSDA leadership, the ministerial secretary, the local church leaders/members, and the community, certain expectations exist for the pastors prior to ordination. NIM pastors will be expected to attend the six NIM training sessions each year before ordination. These sessions will include exposure to various pastoral roles of ministry by presenters with expertise in their giftedness. A notebook manual with material for future ministry will be provided including agendas, handouts, session evaluations, and supplementary articles. These six sessions will include at least one annual retreat at the conference youth camp for a couple of days. The topics covered will be determined based upon the feedback of ministry needs from the NIM pastors and their evaluation sheets.

NIM Competency Resources

In addition to the training sessions, the *Intern's Ministry Development Handbook: A Competency-Based Approach to Pastoral Intern Development* (2010) will be provided for each NIM pastor. Pastoral competencies addressed will include communication, administration, scholarship, teaching/mentorship, counseling, and Christian leadership.

Each page of the *Intern's Ministry Development Handbook* should be signed by a mentor demonstrating that the NIM pastor has experienced that particular competency in ministry.

The NIM pastors are expected to provide a personal development portfolio of pastoral ministries three months prior ordination. Details of this pre-ordination portfolio are outlined in the handbook cited above and will be discussed with the ministerial secretary.

NIM Pastors Mentoring Sessions

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

Three Mentors

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

President Review and Planning Session

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

Seminary Degree

It is expected that NIM pastors will collaborate with INSDA to incorporate seminary studies in their ordination track. The goal of these graduate studies should result in a Master of Divinity or Master of Religion degree.

Ordination Review Committee

Following the above expectations with three or four years practicing pastoral ministry, the NIM pastor will be recommended for ordination consideration. A committee composed of three conference officials and three experienced pastors will conduct the ordination review. Planning for the ordination event should be scheduled six months in advance. The ordination review committee should meet at least three months before the ordination in order to prepare programming, speakers, and determine the location. The administrative assistant to the president and ministerial secretary will coordinate the publication of the ordination service with a family portrait. An ordination certificate and appropriate credentials will be issued by the conference administration.

Conclusion

Because this project and the exit interviews with the NIM pastors yielded positive results, the six monthly sessions with the book, *Connecting*, by Clinton and Stanley (1992) will be continued. These sessions will be arranged by the ministerial secretary for each NIM pastor placed by the INSDA. The ordination track will include a) six annual NIM group training sessions, b) competency assessment from the *Intern's Ministry Development Handbook*, c) portfolio records of special pastoral events, d) six mentoring sessions with the ministerial secretary, e) three mentors assigned to each NIM pastor, f) president's annual review and planning session, g) seminary studies for a graduate degree, and h) an ordination review committee evaluation.