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THE EFFECT OF LEADERSHIP BEHAVIORS AND MENTORING STYLES

UPON PRESBYTERIAN CHURCH PLANTERS

IN AMERICA

Philip D. Douglass, B.A., M.Div.

A Dissertation Presented to the Faculty of the Graduate School
of Saint Louis University in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Philosophy

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DIGEST

The problem investigated in this study concerned the effect of adaptable leadership behaviors and twelve distinct mentoring styles upon Presbyterian pastors as they performed the task of starting churches in the United States of America from 1955 to 1993.

A mentor is understood to be a person who is a non-family member who provides some of the following role behaviors: Confidant, Friend, Teacher, Coach, Sponsor, Role Model, Developer of Talent, Strategist, Protector, Effective Leader, Supervisor, Nurturer. Leadership role behaviors are conceptualized in terms of Telling, Selling, Participating and Delegating. Adaptability is the degree to which the leader is able to vary style appropriately to the readiness level of the mentoree in a specific situation. These leadership behaviors were measured by the Leadership Evaluation and Development Scale (LEAD), developed by Hersey and Blanchard.

The LEAD tests were completed during the summer of 1994 by church planters in the Presbyterian Church who were supervised by ministers in their church planting efforts. The questionnaire was completed by the church planters in reference to the leadership role behavior of their supervisors. Subsequently, the same questionnaire was completed by the mentors in reference to their own perceived leadership role behavior.

The level of success of the church planters was defined by the pastor starting a church that within three years of its inception was: self-governing with its own in-house lay governing board, was financially self-supporting and was contributing at

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least 10% of its annual income to ministries outside of its own local institution.

Descriptive and correlational analyses were conducted to investigate the extent to which, (1) variations in the degree to which the church planters were mentored, and (2) variations in the leadership role behaviors of the mentors then corresponded with success in church planting.

COMMITTEE IN CHARGE OF CANDIDACY:

Professor Albert E. Bender,
        Chairperson and Advisor

Professor John J. O'Brien

Asssistant Professor Paul J. Shore

Dedication

With gratitude to my family for their love and support

my wife, Rebecca

our children, Christopher, Clayton, Stephen and Marta

my parents, Dr. and Mrs. Jack E. Douglass

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION TO THE STUDY

Telemachus, you will not be a fool or a cringing coward; if it is true that you have drawn upon your father's force and worth (for he was one whose acts fulfilled his words), your journey will not go to waste.
—Mentor, The Odyssey[1]

Homer, the notable Greek poet, developed the idea of mentor 2800 years ago when he created the mythical figure Mentor for the great epic, The Odyssey. Odysseus, the king of Ithaca as well as a great warrior, appointed his old and trusted friend, Mentor, to serve as guardian to the royal household but especially to train his son, Telemachus. During the years that Odysseus was away fighting the Trojan Wars, Mentor served as a teacher, helper, advisor, guide and spiritual director to Telemachus.

After the war, Odysseus was condemned to wander vainly for ten years in his attempt to return home. As a result, Mentor urged Telemachus, now a young man, to launch a mission to look for his father. Telemachus' search was for Odysseus but ultimately for a new and fuller sense of his own identity. During the journey Athena, the goddess of wisdom, arts and industry, appeared before the young man in the form of Mentor at critical junctures along the way. Mentor then reappeared in human form near the end of the journey to encourage father, son and grandfather to return to the homeland to reclaim their heritage.

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[1]Homer, The Odyssey, trans. Allen Mandelbaum (Berkeley: University of California, 1990), 34.

In this poetic manner, Homer portrayed Mentor as a demigod--half human, half god; half male and half female; half mortal and half immortal; half physical and half spirit. He served as a transitional figure that assisted the young man on life's journey and in the search to define himself. He assisted Telemachus as a guide in the attainment of his life purpose, served as a helper, equipper, encourager and one who had gone before and therefore was able to point the way. The classic figure of Mentor serves as the prototype for the mentor-protégé relationship.[2]

Homer's epic portrayal in The Odyssey invites us to make several inferences concerning the relationship that adopted the name of Mentor. First, mentoring is a proactive process. Mentor deliberately performed his obligations for Telemachus. Second, mentoring is a caring activity that guides the growth of the protégé toward full maturity. It was Mentor's responsibility to encourage the development of Telemachus' full capabilities. Third, mentoring is a discerning process in which the protégé possesses and internalizes the knowledge and attributes of the mentor. It was Mentor's duty to assist Telemachus' growth in wisdom without creating a spirit of rebellion in the young man. Fourth, mentoring is a nurturing, sheltering process. Telemachus was to learn from the counsel of Mentor, and Mentor was to keep him emotionally secure.

It is also clear from Athena's actions in The Odyssey that role modeling is an essential characteristic of mentoring. Taking human form, Athena modeled for Telemachus a pattern and mode of behavior that he could appreciate and follow. Athena characterizes mentors whose modeling stimulates outlook, attitude, and a sense of authorization within the protégé.[3]

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[2]Laurent A. Daloz, Effective Teaching and Mentoring (San Francisco: Jossey-Bass Publishers, 1986), 210-222.

[3]Eugene M. Anderson and Anne Lucasse Shannon, "Toward a Conceptualization of Mentoring," Journal of Teacher Education (January-February, 1988): 3-42.

Certain people in history have always been known and praised for their genius in guiding others on their journey through life: the shaman of primitive tribes, the sage of the Greeks, the guru of the Hindus, the rabbi of the Jews, the abba and amma of the Early Desert Christians, the anamchara of the Irish. All of these various cultures and traditions speak of the significance of the person who listens well, can offer perspective, helps others clarify their concerns, penetrate options, make responsible choices and accomplish the particular calling which is theirs. What all these traditions seem to identify is that such a vocation of care and leadership involves specific gifts and abilities—some inherited, some gained through some form of instruction or mentoring.[4]

Down through the ages there have been mentors and their protégés (derived from the French verb *protégér*, meaning to protect) in philosophy, the arts, literature, professional sports, the military, business, religion and in virtually every field of human endeavor.[5] Some of the most prominent figures in history have served as mentors, including Socrates, the mentor of Plato; Aristotle, the mentor of Alexander the Great; Leonardo da Vinci, the mentor of Michelangelo; Haydn, the mentor of Beethoven; Sigmund Freud, the mentor of Carl Jung; Anne Sullivan, the mentor of Helen Keller; Ruth Benedict, the mentor of Margaret Mead; Sartre, the mentor of de Beauvoir.[6] "If mentors did not exist, we would have to invent them. Indeed, we do so from childhood on. They come in an array of forms, from the

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[4]Edward C. Sellner, "Mid-Life and Mentoring: A Pastoral Theology of Spiritual Guidance," Chicago Studies (25, no. 2, 1986): 133-144.

[5]Gerard R. Roche, "Much to Do About Mentors," Harvard Business Review (January-February, 1979): 14-28.

[6]Nathalie J. Gehrke. "On Preserving the Essence of Mentoring as One Form of Teacher Leadership," Journal of Teacher Education (January-February, 1988): 43-45.

classic bearded Merlin to the grand motherly fairy Godmother to the otherworldly elfin Yoda of the Star Wars trilogy."[7]

Daniel Levinson contends that his research indicates the mentor-protégé relationship "is one of the most developmentally important relationships a person can have in early adulthood," and that "being a mentor with young adults is one of the most significant relationships available to a man in middle adulthood." Levinson believes the omission of such a relationship in one's experience is "a waste of talent, a loss to the individuals involved and an impediment to constructive social change" —a sad commentary considering his claim that the mentor-protégé relationship is "more the exception than the rule."[8]

However, now research on the topic of mentoring is increasing. Some of this attention reflects transformation in work. Professional and managerial jobs in the contemporary world, in contrast to the blue-collar work of the past, are ill-defined. Instead of finding clear-cut roles in the workplace, white collar employees must develop their own job descriptions and interactions. Under these circumstances, personal counsel and advice by someone who knows the particular working environment can provide valuable service to a new white collar worker.[9]

Moreover, a young adult entering for the first time into the working world meets a number of formidable developmental tasks. He or she enters, much like the college freshman, with a diversity of expectations, assumptions and desires. The beginner must digest in the very first year an overwhelming amount of material related to the job. During this time of initiation, fundamental questions occupy the

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[7]Daloz, Effective Teaching and Mentoring, 210-222.

[8]Daniel J. Levinson et al., The Seasons of a Man's Life (New York: Ballantine Books, 1977), 97, 253, 334.

[9]Howell S. Baum, "Mentoring: Narcissistic Fantasies and Oedipal Realities," Human Relations, 45 (no. 3, 1992): 223-245.

thinking of the novice: "Why did I come? Will I make it? Is it worth it? Does it get better? Will I make it through the week? How do I do a good job and still have a life outside of my work?" Most take on their responsibilities with some notion of where the experience will take them, but then quickly lose a sense of their personal priorities and dreams in the midst of the socialization pressures, intellectual challenges, and emotional trials.[10] It is a striking commentary on the challenges of these beginning months that 15 percent of new teachers leave the profession after the first year.[11] The attrition rate is probably similar for pastors who plant churches immediately after their seminary training.

It is usually during the first year or two that beginning teachers or pastors are also searching for a sense of personal identity, making important family decisions, developing values and ethical principles, beginning to acquire technical skills and competencies, and learning to function relationally and politically within the organization that they have chosen. It is during this phase of life that a mentor can prove to be quite valuable in showing the way and providing perspective as one who has gone before through similar experiences. The mentor acts as a facilitator and enabler to the protégé in the fulfillment of their emotional, intellectual, social and spiritual potential.[12]

In a study conducted in the educational field, 70 percent of the student teachers being trained through school induction programs ranked their cooperating teachers

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[10]Thomas V. McGovern, "The Dynamics of Mentoring," in Learning About Teaching, ed. John F. Noonan (San Francisco: Jossey-Bass Inc. Publishers, 1980), 53-62.

[11]Sandra J. Odell, "Teacher Induction: Rationale and Issues," in Teacher Induction: A New Beginning, ed. Douglas M. Brooks (Reston, Virginia: Association of Teacher Educators, 1987), 69-80.

[12]Kathy E. Kram, "Phases of the Mentor Relationship," Academy of Management Journal , 26 (no. 4, 1983): 608-625.

or mentors as being their most significant other. Peers, relatives and other non-professionals ranked second in significance.[13]

Other writers confirm that mentors can serve young adults as they learn to cope with the various stresses of life. Specifically, mentors are often able to point the way as protégés struggle to discern the meaning of life and develop a philosophy that leads to the formation of a sense of personal mission. Self-help groups such as Alcoholics Anonymous and Alanon have recognized for the past fifty years the value of mentors or sponsors for ongoing recovery from alcoholism.[14]

In the spiritual domain for the last 2,000 years, mentoring has been known as discipleship after the model of Jesus mentoring his twelve disciples. Stanley and Clinton report that in their study of major biblical figures and the biographies of church leaders throughout history, one of the major influences in the development of those leaders was mentors. In their survey of several hundred modern day leaders they discovered that, "Almost all of them identified three to ten people who made a significant contribution to their development."[15]

Although many of the examples of mentoring have been in business, other vocations have been increasingly creating mentoring relationships. For example, police departments in Houston, Fresno, Miami, and several other cities have developed Field Training Officer programs through which experienced officers mentor young trainees for three to six months. In addition, the nursing profession makes use of mentors to facilitate the passage of novices from nursing student to

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[13]Fanchon F. Funk, Bruce Long, Anne M. Keithley, and Jeffrey L. Hoffman, "The Cooperating Teacher as Most Significant Other: A Competent Humanist," Action-in-Teacher-Education, 4 (2): 57-64.

[14]Sandra J. Odell, Mentor Teacher Programs (Washington: National Education Association, 1990), 5-28.

[15]Paul D. Stanley and Robert J. Clinton, Connecting: The Mentoring Relationships You Need to Succeed in Life (Colorado Springs: NavPress. 1992), 38.

professional nurse. At the Children's Hospital of San Francisco beginning nurses serve under a mentor nurse for about three months during which time the experienced nurse provides teaching, nurture and direction to the beginner. In a more restricted way, colleges and universities employ mentoring relationships. Students in the education department at St. Louis University are attached to faculty mentors who assist and supervise the students' movement through the program. Graduate schools have commonly made use of a mentoring approach to direct students through their thesis or dissertation process.[16]

Over the last several years, mentoring has received much recognition as a means of fostering church planting in the Presbyterian Church in America. Denominational leaders are working to link seminary graduates and other new church planters with experienced pastors who often are former church planters. A formal church planting mentoring program involves setting explicit goals and practices as well as encouraging mentoring by arranging relationships that serve developmental purposes for both the church planter and mentor. Such programs will be useful in filling the leadership vacuum that presently exists with competent church planters.

Mentoring programs have the potential to: improve the ministry performance of both mentor and church planter, reduce church planter burnout in the early career stages, develop sufficiently talented church planters to start new churches and thus replace those churches that are dying, maintain high levels of mentoring contribution to young people through the mentor's middle age and beyond, and

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[16]Michael M. Fagan and Glen Walter, "Mentoring Among Teachers," Journal of Educational Research (vol. 76, no. 2, 1982) 113-118.

prepare mentors and church planters for roles of denomination-wide leadership in church planting.[17]

An Historical and Theological Perspective

Concern and caring in the context of mentoring relationships relate closely to Judeo-Christian theology. From the beginning of time, we are told, God spoke mankind into existence, made in God's image, male and female,[18] given a world and existence that is essentially good. Before its loss of innocence, mankind lived in a beautiful garden and walked with God as mentor and friend.[19] Despite human deeds of injustice and deliberate alienation, the teachings of the Old Testament continuously assert that God has compassion for people beyond any possible expectations. Biblical stories, psalms, and poetry disclose a God revealing himself in various means and forms. For instance, the compassionate and wise God is presented as a suffering servant who, as a model, is worthy of imitation in his extraordinary self-sacrifice: ". . . ours were the sufferings he bore, ours the sorrow he carried. . . . On him lies a punishment that brings peace, and through his wounds we are healed."[20] God is the inspirer of a prophet's calling, a ministry that includes both consoling and challenging God's people. The prophet Isaiah's comprehension of his mission is one that Jesus would later recognize as speaking of his calling: "He has sent me to bring good news to the poor, to bind up hearts

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[17]LuAnn Ricketts Gaskill, "A Conceptual Framework for the Development, Implementation, and Evaluation of Formal Mentoring Programs," Journal of Career Development, 20 (2, 1993): 76.

[18]Genesis 1:27

[19]Genesis 1:26-31

[20]Isaiah 53:4-5

that are broken; to proclaim liberty to captives, freedom to those in prison, . . . to comfort all those who mourn."[21]

This compassionate God who is portrayed as friend, counselor, guide, teacher, servant, wounded healer, liberator, comforter, restorer, proclaimer of good news became incarnate in human history. Jesus, divine son of God, taught sons and daughters of God about his mentoring compassion and their own accountability for providing mentoring care to others. At the beginning of his three year public ministry in 27 AD, Jesus quickly became recognized as a teacher, mentor and rabbi. He instructed his disciples that they were "the salt of the earth" and "the light of the world"[22] as they served through a ministry of compassion to one another. As mentor, he shared with them what his Mentor had taught and modeled to him:[23]

> I call you friends, because I have made known to you everything I have learned from my Father. . . . I commissioned you to go out and to bear fruit, fruit that will last. . . . What I command you is to love one another.[24]

In practical terms, Jesus demonstrated mentoring in his relationship with his twelve disciples. First, he selected them because of their faithfulness, availability and teachableness. Second, he had them be associated with him for three years of training. He took them everywhere he went so they could observe and learn ministry along the way. Third, he increasingly required greater levels of consecration to his mission He exhorted them to "count the cost." Fourth, he based his mentoring on relational commitment--he was willing to give up his life for these friends. Fifth, he delegated to his disciples over the course of three years the responsibility for the mission but only as the protégés grew in their ability. Finally,

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[21]Isaiah 61: 1-3

[22]Gospel of Matthew 5:13-16

[23]Edward C. Sellner, Mentoring: the Ministry of Spiritual Kinship (Notre Dame, Indiana: Ave Maria Press, 1990), 24-32.

[24]Gospel of John 15:15-17

he expected and required his disciples to begin mentoring others as he had mentored them.[25]

In addition, Jesus did not expect to accomplish his mentoring task in few short weeks or months, but over three years. There were three time phases in his mentoring program. First, the "come and see" phase[26] that lasted approximately four months. During this time, the prospective disciples only watched and observed Jesus from a distance. Then he sent them home for two to three months to ponder what they had seen. The second phase was the "come and follow me" period,[27] which lasted approximately ten months. During this time, they left their professions and followed Jesus about as he ministered. The final phase was, "come and be with me" and lasted for twenty months. During this period of mentoring he required them to give up everything on a permanent basis for the sake of the mission. His task now was to train them to mentor others even as they had been mentored unto.[28]

The term church planting, as commonly used today, refers to the establishing of local churches. In the primary biblical reference to church planting, the Apostle Paul said:

> Who then is Paul, and who is Apollos, but servants through whom you believed, as the Lord has assigned each his task. I have planted, Apollos watered; but God gave the increase. So then neither is he that planted anything, neither he that watered; but God who gives the increase. Now he that plants and he that waters have one purpose, and each will be rewarded according to his own labor. (I Corinthians 3:5-8).

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[25]Robert E. Coleman, The Master Plan of Evangelism (Westwood, NJ: Fleming H. Revell Co., 1963), 21-101.

[26]Gospel of John 1:38-39.

[27]Gospel of Mark 1:16-20.

[28]William Hull, Jesus Christ: Disciple-Maker (Colorado Springs, CO: NavPress, 1984), 48-49.

Church planting then refers to the expansion of the church through the establishment of new local churches.

Church planting is supported by the example of the first century apostles. The book of Acts in the Bible sets forth a clear pattern of church planting. Within a short time, the local church at Jerusalem had increased from 120 to 3,000 people. Persecution ensued and "they were all scattered abroad throughout the regions of Judea and Samaria . . . everywhere preaching the word" (8:1-4). Peter went to Samaria and then later to Caesarea to speak with Cornelius about the gospel (Acts 10). Wherever he and the other apostles went, new churches sprang up.

Tradition holds that the Apostle Thomas was sent to the Indian subcontinent with the gospel where he planted churches. Other missionaries went to Africa organizing local churches. Paul established indigenous churches which chose their own leaders (Acts 6: 1-5), administered their own government (I Cor. 5: 17) and sent out their own church planters (Acts 13: 1-3). In other words, the churches of the first century were self-supporting, self-governing and self-propagating.

The church planter 's goal was always to develop indigenous churches. A newly planted church identified with the culture of the country or region in which it was established. In addition, the church planter's ministry was often temporary. He was sent into an area to gather people and then equip them to carry on the ministry of the local church.

The New Testament pattern for church planting was to concentrate on the cities, the population centers. The outlying districts were then reached by those local churches. There are twenty-three cities mentioned in the New Testament. Most of them were areas in which church planting had taken place. For instance, church planting involved reaching population centers like Ephesus, Philippi, Berea, Thessalonica, Corinth and Rome—strategic cities in the Roman Empire. The Apostle Paul's method was to reach the city—the population center. Today this

strategy is comparable to planting churches in heart of New York, Detroit, Philadelphia, Cleveland, Chicago and St. Louis.[29]

Beginning in 1522 Ignatius Loyolla, the founder of the Jesuits, developed The Spiritual Exercises as a mentoring tool containing principles and points of spirituality the spiritual director or mentor was to provide the exercitants or disciples. Only the spiritual director who had been mentored himself in the essence of Ignatian spirituality could fulfill the task of adapting the Ignatian principles to the specific requirements of the individual or group that he was serving. A competent retreat master would make numerous adaptations in his applications of the meditations to fit the educational level, temperament, life stage, age bracket, and well-being of the exercitants.[30]

This brief historical perspective reflects two broad aspects now found in modern perceptions of mentoring. Descriptions in historical and contemporary studies on mentoring fall somewhere along a continuum between a "comprehensive relational investment" and "career--pragmatic" conceptualizations. Other terms for these polar perspectives include "intrinsic" and "instrumental," "social intensity" and "goal focus," "psycho-social" functions—role modeling, acceptance and confirmation, counseling, and friendship. On the other side of the continuum are the "career" functions—sponsorship, exposure and visibility, coaching, protection, and challenging assignments. Both of the polar opposite meanings, plus the many expressions along the continuum, are used in the realms of education, religion, business corporate life, and professional groupings such as sales organizations.[31]

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[29]Roger N. McNamara (ed.), A Practical Guide to Church Planting (Cleveland, OH: Baptist Mid-Missions, 1985), 1-9.

[30]Anthony Mottola, The Spiritual Exercises of St. Ignatius (New York: Doubleday, 1964), 22-23.

[31]Ann D. Carden, "Mentoring and Adult Career Development: The Evolution of a Theory," Counseling Psychologist 18 (1990): 275-299.

Theoretical Framework

Erikson's theory of generativity, Levinson's pyscho-social perspective, Bandura's social learning theory, Buber's insights concerning the "I-Thou" relationship, Dewey's progressive educational approaches, Knowles' andragogical emphasis and Hersey-Blanchard's situational leadership concepts provide the primary theoretical framework elements for this investigation.

Erikson's Generativity Versus Stagnation

Erik Erikson began with the pioneering studies of Freud in stage theory related to children and expanded into the adulthood stages. One of Erikson's greatest contributions to personality theory has been his descriptions of what occurs in the lives of people during their middle years. He terms the opposing tendencies during this stage as generativity versus stagnation. Generativity is primarily the human concern to establish and guide the next generation either through procreation and parenting or through mentoring. Erikson theorized that humans need to be needed, and require encouragement from protégés. Where there is no such relationship, lust for pseudo-intimacy results with the experience of emotional stagnation and personal impoverishment. Individuals, then, often begin to indulge themselves selfishly "as if they were their own or one another's—one and only child." Erikson theorized that during the middle age years, adults need involvement in mentoring relationships for the sake of their own emotional well being.[32]

In other words, Erikson theorizes that the challenge in mid-life is a conflict between generativity that is "primarily the concern for establishing and guiding the

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[32]Erik H. Erikson, Childhood and Society, (New York: Norton, 1963), 231.

next generation" versus self-absorption.[33] Becoming generative includes an eagerness to use one's understanding and power trustworthily in service that moves beyond one's self interest. Mid-life and the task of generativity mark a pivotal time in an adult's life, a critical point in personality development. To avoid the venture, to become self-interested and narcissistic will only lead to greater adolescent behavior, a confining of creative and nurturing activity, and ultimately the greater probability of entering old age with less principled behavior and greater despondency.

Overall, psychologists assert that the growth of mature behavior in any individual is the concern of everyone. Such growth is a community responsibility in which all life stages need support, accountability and counsel. Especially older people can and need to provide service as mentors if they themselves are to experience well-being, a sense of satisfaction and personal improvement.[34]

Levinson's Pyscho-social Perspective

Daniel Levinson conducted an in-depth study of forty men over a period of several years and discovered a pattern of mid-lifers desiring to invest themselves in the next generation. Levinson asserted that this mid-life need was what Erikson described as his 7th stage of adult development, "generativity." According to Levinson's research, there is an aspect of good will involved in mentoring--a sense of meeting a responsibility, of accomplishing something for another person. However, mentoring involves much more than selfless good will because the mentor is doing something for himself. He is making fruitful use of his own experience and abilities in middle age and is continuing to learn in ways not

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[33]Erik H. Erikson, Identity: Youth and Crisis (New York, Norton, 1968), 138-139.

[34]Sellner, Mentoring, 24-32.

otherwise possible. He is maintaining a relationship with the dynamism of youthfulness in his protégés and in himself. He needs the advantages of mentoring as much as the mentoree needs him.

Levinson writes that a mentor may act as a "teacher" to improve the protégé's skills and intellectual development. Serving as "sponsor," he may use his prestige to enable the young person's access and promotion. He may be a "host and guide," welcoming the novice into a new vocational and relational world and familiarizing him with its purposes, mores, assets and significant personalities. Through his own charisma, accomplishments and philosophy of life, the mentor may be an "exemplar" that the protégé can esteem and seek to imitate. He may provide advice and support in time of difficulty. The mentor has another responsibility: to assist and enable the accomplishment of the young person's Dream. He encourages the young adult's maturation by believing in him, sharing the protégé's vision for his future and giving it his support, helping the young person discover his identity in the context of the working world. Levinson declares that acting as a mentor with young adults is one of the most significant relationships available to a person in middle adulthood.[35]

Bandura's Social Learning Theory

Albert Bandura's social learning theory is an interesting mixture of Piaget, Adler and Skinner. From Piaget: emphasis upon cognition rather than observable behaviors; from Adler: interaction with the environment determines much of what a person becomes; from Skinner: how a person learns is central to understanding his personality. However, Bandura deviates from these theorists; Piaget: Bandura believes the environment shapes cognitive structures, as would Skinner, rather than

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[35]Levinson et al., Seasons, 29, 97-101, 123, 166, 196, 254, 323, 333-334, 338.

genes determine mental structures. Skinner and Adler: rather than our actions being learned through reward and punishment and only from the environment, Bandura asserts that thoughts intervene between the stimulus and response.[36]

Bandura's unique contribution, which he developed from careful laboratory research, is that learning develops through the imitation of models, i.e., observational learning. When a person desires improvement in a particular activity then he often looks for a model or mentor to imitate.[37] His social learning theory teaches that a person can learn not only by being directly reinforced as theorized by Skinner but also by observing or being educated in the results of other people's behavior, especially that of mentors. One can then imitate those actions that result in rewards and avoid those behaviors that elicit negative response.

Since learning by observation takes place in the intellect, it is far too cognitive a theory to fit easily within the behavioral theories of Skinner. First, a person observes someone else such as a mentor experiencing a particular result, then the person imitates the behaviors involved in attaining that goal. Motor imitation assists in developing a more accurate cognitive picture of the skill. The more accurate this cognitive picture becomes, then the more fully the protégé can duplicate the observed behavior in his own life.

According to social learning theory, personality development tends to occur in two broad stages. When an individual is very young, parents and the rest of a person's social environment shaped behaviors the way that Skinner shaped pigeons to perform behavioral tricks. Bandura refers to this as the first or passive stage of development. The second or interactive stage grows out of the first. As the person

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[36]S. L. Jones and R. E. Butman, Modern Psychotherapies (Downer's Grove, IL: IV Press, 1992), 196-223.

[37]A. Bandura, D. Ross, and S.A. Ross, "Vicarious Reinforcement and Imitative Learning," Journal of Abnormal and Social Psychology (67, 1963): 601-607.

acted, he was also creating cognitive structures in his mind. This was the same as Piaget claimed. These cognitions accomplish at least two things: first, they allow the person to observe and evaluate the actions of others, and to change one's own behaviors consciously; and second, his cognitions allow the person to reshape the environment. As the person's external world changes, he responds to it differently. The person-environment interplay is a continual process of complementary shaping. Bandura refers to this interaction as reciprocal determinism. For example, a mentor influences the person's internal standards, which is the external environment at work. However, then human beings tend to avoid people who don't share their standards but seek out those who do. So the person influences his environment by seeking out those mentors and those settings that will allow him to act in the way that his internal standards dictate. The individual may also try to influence the people around him, so that they reinforce him for what he considers appropriate behavior. There is a reciprocal interplay between his social inputs, his perceptions, and his responses.[38]

In summary, according to Bandura's social learning theory, direct and observational learning is useful in acquiring behavioral patterns and strengthening expectations regarding the ability to perform tasks successfully.[39] Mentor training programs include aspects of social learning theory such as modeling and vicarious reinforcements, which have successfully developed managers' interpersonal skills and provided for their psycho-social needs.[40]

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[38]James V. McConnell and Ronald P. Philipchalk, Understanding Human Behavior (New York: Harcourt, Brace, Jovanovich College Publishers, 1992),281-282, 445-447, 587-588.

[39]Albert Bandura, Social Learning Theory, Engelwood Cliffs, NJ: Prentice-Hall, 1977.

[40] Raymond A. Noe, "An Investigation of the Determinants of Successful Assigned Mentoring Relationships," Personnel Psychology (41, 1988): 619-636.

Buber's I-Thou Concept

Martin Buber speaks of a dialogic relationship between God and man, then man and man. He asserts that the place where one learns the unconditional love that is essential to mentoring, that love which gives itself sacrificially and unconditionally to another, is through experiencing the unconditional love of God for him or her. For Buber, the primary aim of life is to imitate God, who created us in his image. A person may interact with other people and things in two ways, the "I-You" and the "I-It." The model of an "I-You" relation is when two people meet in authentic esteem. Each appreciates the other unconditionally for the other's sake; neither manipulates the other for his or her own selfish ends. The "I" has learned to behave this way because the "Thou" models such unconditionality towards him. The "I-It" relationship tends to be self-absorbed and utilitarian. It means using the other person (or thing) for some end other than what is best for the other. The heart of the matter for Buber is that human beings cannot relate selflessly in community with one another until they are in community with God.[41]

All caring relationships have the quality of the "I-Thou" to a greater or lesser degree. Buber emphasizes that even among those who interact this way there will be many times of associating with each other as "I-It." However, the "I-Thou" experiences do occur, and these priceless times become the principal sources of individual development for each person in accordance with his potential. Personal development of the protégé is a result of the "I-Thou" relationship—he is willing to improve because a selfless mentor has faith in his capabilities.[42]

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[41]George Kneller, Movements of Thought in Modern Education, New York: Macmillan Publishing Company, 1984.

[42]Nathalie J. Gehrke, "On Preserving the Essence of Mentoring as One Form of Teacher Leadership," Journal of Teacher Education (January-February, 1988): 43-45.

Dewey's Progressive Educational Approach

John Dewey was the great theorist who initiated the movement to a student centered or andragogical focus in education. His progressive approach contrasted with the traditional system that entailed being instructor centered or pedagogical in emphasis. He understood a primary role of the teacher/mentor to be one of supplying the child with experience opportunities that would enable the student to test out theories and hypotheses that may have resulted from problems that he has met in his real life experiences.

In essence, the teacher assumes the role of guide not pontificator. This andragogical emphasis begins with a psychological insight into the child's capacities, interests, and learning style. Every point of the instruction then applies to the unique needs of the student.

Dewey taught that a primary aspect of progressive education was training the student in the use of the scientific method: stating the problem, developing hypotheses, surveying what experts have written on the subject, and then testing out the hypotheses in real life to draw conclusions from the empirical data gathered. In summary, Dewey taught through his progressive educational approach that the effective mentor will focus on the developmental needs of the protégé.[43]

Knowles' Andragogical Emphasis

Malcolm Knowles applied the teachings of Dewey by developing the theory of "self-directed learning." The teacher is the guide and mentor who provides resources to the learner. He does not center the instruction upon a series of subjects or preconceived curricula but upon the task or problem at hand. Such learning describes a process in which individuals take the initiative, usually with the help of a mentor or instructor, in diagnosing their learning needs, formulating learning

[43]John Dewey, Experience and Education, New York: Macmillan, 1938.

goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. The theory is that internal incentives and curiosity rather than external rewards drive the student. Mentoring draws important direction from Knowles' andragogical methods and theories.[44]

Knowles lists his "modern assumptions" as follows: 1. The aim of education leads to a capable person—one who can transform understanding and competence into productive work. 2. Education is a process of gaining knowledge, skills, and perspectives by a learner with assistance from a mentor acting as a resource guide. 3. Learning takes place most effectively when learning sources of a wide variety are available to learners at their convenience. 4. With rapidly developing knowledge, a professional person becomes ineffective unless he/she is involved in a continuous course of professional growth.[45]

In summary, andragogical learning theory redetermines the roles in the mentor-protégé relationship. In accordance with Knowles' theory, mentoring is not primarily communication of information, knowledge, skills and attitudes but is the guidance of learners in their journey.[46]

Hersey-Blanchard's Situational Leadership Theory

Leadership style has been a topic of research for at least forty-five years. In 1951, Bales introduced the concepts of task oriented behavior and socio-emotional behavior to describe two types of leadership.[47] These key dimensions recur in

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[44]Malcolm S. Knowles, Self-directed Learning: a Guide for Learners and Teachers, Chicago: Association/Follett, 1975.

[45]Malcolm S. Knowles, "Speaking From Experience," Training and Development Journal (33, no.5, 1979): 36-40.

[46] Malcolm S. Knowles, The Modern Practice of Adult Education: From Pedagogy to Andragogy, Englewood Cliffs, NJ: Prentice Hall Regents, 1980.

many studies of leadership style. Blake and Mouton developed their managerial grid based on these dimensions that they called "concern for production" and "concern for people," and identified six ideal-type combinations of style, one of which (high concern for production/high concern for people) is the most desirable managerial style.[48] In 1970, Reddin, using the same dimensions, stressed that no one style is effective in all situations.[49] Hersey and Blanchard[50], who used the maturity level of the follower as the variable to determine appropriate leadership style, further developed this situational approach to leadership.[51]

Douglas McGregor, in his study of the presuppositions and philosophies of managers, compared two classifications of management styles of operation that he termed Theory X and Theory Y. The traditional manager, the theory X leader, focuses on dominating and organizing the work requirements. He is highly task driven and directs his workers in what they should accomplish. Workers are not allowed to take the initiative since this type of leader is inclined to be authoritarian, with communication moving only one way. The leader believes that workers must be constantly directed or they will not perform as they should. This style is the pyramid or "top-down" style of leadership.

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[47]R.F. Bales, Interaction Process Analysis, Cambridge, MA: Addison-Wesley, 1951.

[48]R. Blake and J. Mouton, The Managerial Grid (Houston: Gulf, 1964), 212-223.

[49]W.J. Reddin, Managerial Effectiveness (New York: McGraw-Hill, 1970), 181-201.

[50]Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982), 95-103, 295-312.

[51]Gillian E. Cook and Nicholas M. DeLuca, Managerial Styles of Prospective Instructional Supervisors and Educational Administrators, Paper presented at the national meeting of the American Educational Research Association, San Francisco, CA, 15-20 April 1986, ERIC, ED 269 848.

The theory Y leader chooses to use relational interaction to motivate workers. This type leader de-emphasizes structured organization, believing that workers are internally directed. Interaction is bi-directional and the leader "enables" the work of employees. The belief is that if the leader creates a supportive atmosphere, followers will work competently. This is the "bottom-up" leadership style.

Theory X leaders direct from a "position" power orientation. They exert authority because some person or organization has commissioned them to leadership. Power is applied unilaterally and the leader is not influenced by the way workers react to the way he behaves. The theory Y leader depends on "personal" power. That is, if he develops credibility and personal loyalty, then people will work capably.[52]

Hersey-Blanchard contend that neither of these methods is the "best" style of leadership. Rather competent leaders use both types because they recognize there are circumstances that require different approaches. The theory is that situational elements can determine which form of leadership is best.

Hersey-Blanchard categorize four primary leadership methods created by the interaction of the task and relational dimensions. First, an "exhortational style" of leadership uses instruction while providing little relational support. However, this does not imply it is dictatorial. Second, when employing the "edifying style" of leadership, the leader exercises both direction and high relational support. Hersey-Blanchard also call this mode the coaching style. The third mode of leadership uses considerable relational support but limited if any direction; this is an "enabling style." The fourth style of leadership uses very limited direction or relational support. When appropriately practiced, this mode is an "empowering style" since it

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[52]D. McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960), 33-58.

has been determined the worker is sufficiently mature to initiate unsupported action concerning the assigned task.

The theory states that neither the task oriented nor the relationally centered style is always the appropriate style to employ. Similarly, a competent leader will not employ any one the leadership styles consistently. The particular situation should determine what leadership mode to use.

Some situational considerations that direct the determination of a leadership style are the following:

• The leader's primary or most comfortable leadership style

• The capability and dedication of one's workers

• The amount of flux taking place in the organization

• Job requirements: the complications, unfamiliarity, or the significance of the task

• Time available for completing the work

• The limitations on the work

• The leadership styles that other leaders are utilizing in the organization

While any of these factors might be a primary consideration in a particular circumstance, a leader will always need to reflect primarily on the first two items on the list. If he has learned to use one leadership mode solely, he is not apt to adjust to the changing situation. If he cannot assess the capabilities and commitment of his workers, it is unlikely he will apply the appropriate leadership style to maximize productiveness.[53]

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[53]Thomas M. Graham, Leadership Development: A Discipleship Model (La Habra, CA: The Center for Organizational and Ministry Development, 1989), 2-12.

Statement of the Problem

A large number of churches are dying in North America every year. According to Winston Arn[54] approximately 3500 to 4000 churches die each year. Lyle Schaller states that, "Approximately 30,000 congregations ceased to exist sometime during the 1980's."[55]

Because of the demise of so many churches, denominations are finding it necessary to plant new churches even though there is an insufficient supply of entrepreneurial personalities who can plant a church without supervision and guidance. To meet this challenge, Covenant Theological Seminary of St. Louis has established a goal of training and placing in the field annually at least 15 percent of its ministerial graduates to start new churches. The seminary has only produced a per year average of four church planters because the students are reluctant to volunteer for appropriate training. This is understandable because the students recognize they will not receive proper supervision and mentoring once they are in the field.

The transition into the normal pastorate, even more a position in church planting, is a difficult passage. Thirty-one percent of pastors in the United Church of Christ, a generally liberal denomination, left the parish ministry within six years after they were ordained. In the Christian Reformed Church, a generally conservative denomination, the demission rate is nearly twice as high within six years: 56.9 percent.[56]

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[54]Winston Arn, The Pastor's Manual for Effective Ministry (Monrovia, CA: Church Growth, Inc., 1988), 41.

[55]Lyle Schaller, 44 Questions for Church Planters (Nashville: Abingdon, 1991), 20.

[56]Robert C. DeVries, "Transition From Seminary into Ministry" (Doctor of Ministry diss., McCormick Theological Seminary, 1983), 1.

According to a 1991 survey of pastors by the Fuller Institute of Church Growth, 80 percent of American pastors believed that the pastoral ministry had a negative effect upon their families; 33 percent reported that being in the ministry was an outright hazard to their families. Seventy-five percent reported a stress related crisis of some significance at least once in their ministry. Fifty percent felt they were incapable of meeting the needs of their ministry responsibilities. Ninety percent believed they were inadequately trained to cope with the demands of their ministries. Forty percent claim they have a serious conflict with a church member at least once a month. Seventy percent claim that they do not enjoy the benefit of someone they consider a close friend.[57]

DeVries reported research among the graduates of five Presbyterian seminaries over a twenty-five year period to determine why they left the parish for a non-ministry position. There were two factors that seemed most significant: 37.8 percent stated they felt personally inadequate as church leaders and 36.3 percent expressed uncertainty about their sense of calling to pastoral ministry. Several other factors were mentioned by 31.4 percent as reason for demitting the ministry: not enjoying the work of the parish, involvement in serious conflict with lay people, inadequate compensation and housing arrangements, and the experience of personal crisis. DeVries stresses that:

> Early in ministry young pastors must begin to develop a sense of personal autonomy, an ability to resolve within themselves conflicting roles and expectations. Young pastors must learn to distinguish their own personal needs and goals from those of the organization. A style of leadership must be developed which is integrative in nature and which is instrumental in developing the leadership capabilities of the members of the congregation. Young pastor must be able to prize the emotional and spiritual side of their private lives in order to enhance their ministry to others. Early affirmations of their calling and professional skills must be embraced and celebrated.[58]

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[57]H. B. London and Neil B. Wiseman, Pastors At Risk, Wheaton, IL: Victor Books/SP Publication, Inc., 1993: 22.

[58]Robert C. DeVries, "Transition From Seminary into Ministry" (Doctor of Ministry diss., McCormick Theological Seminary, 1983), 7-9.

As reported by Huffman and Leak, a significant problem for teachers newly graduated from college is isolation from other teachers. However, the same is true for beginning church planters who spend almost all of their time separated from fellow pastors located even in the same geographical area. In addition, the participants in the new church often expect the novice pastor to perform the same tasks at an equal level of quality as the veteran pastors the members may have known in the past. Fully responsible for the church planting effort from his first working day, the beginning planter performs the same tasks as the five year veteran. Moreover, the beginner church planter must learn while performing the full array of pastoral duties. Therefore, it is impossible to add gradually such tasks as: discerning the nature of problems, considering alternative solutions, making selections and, after acting, assessing the outcome.

The challenges identified by Huffman and Leak appear to occur in stages, with early worries centering primarily on those aspects of the job that affect the new church planter personally. Worries about management of the many facets of the church planting project and how to get tasks accomplished seem to occur next. Unless these types of concerns are addressed, new teachers and church planters are unlikely to resolve them and be able to move on to issues more related to the impact of their leadership upon people.[59]

Often the reality of beginning ministry shocks the new church planter. For instance, the beginning church planter needs to be able to: demonstrate security and assertiveness in implementing a philosophy and style of ministry without abusing or exploiting authority; identify felt and real needs of people in the community using demographic data; attract, orient and enfold new members into the church and

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[59]Gail Huffman and Sarah Leak, "Beginning Teachers' Perceptions of Mentors," Journal of Teacher Education, (Jan.-Feb., 1986): 22-25.

then into meaningful relationships with others; train leaders in biblical understanding and ministry skills and then release them into ministry; motivate leaders and create systems of accountability that assist their development; manage conflict openly and tactfully; establish long-range and short-range goals; develop, monitor and update action plans; prioritize responsibilities and set limits on availability; schedule times for direct and indirect people involvement; evaluate personal strengths, weaknesses, gifts and direction for personal growth; evaluate personal growth in spiritual disciplines and in managing personal priorities, time and money; perform multiple tasks without becoming too frustrated; know how to handle adversity in a tough-minded manner.[60]

If the realities of beginning church planting are not dealt with in helpful ways, and if beginning pastors are not appropriately nourished, guided and encouraged when they are most vulnerable, then the most promising new church planters will leave the ministry.

Statement of the Purpose

These findings suggest that an induction process led by a mentor for the beginning church planter appears to be a necessary addition to the church planter training received in seminary. To initiate this program it will be necessary to develop an assessment, recruitment and training center for mentors of church planters. This assessment center will involve administering evaluative instruments to determine competency levels of the prospective mentors. However, to determine competencies by which these prospective mentors will be assessed, it has been necessary to conduct research of ministers who have successfully mentored church

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[60]Thomas Hawkes, "Evaluating Church Ministry Competency," The Church Planting Center, Atlanta, GA. 1992.

planters as they started Presbyterian churches in the past. Then the attributes that need to be present in the effective mentors of the future will be determined.

The specific purpose of this research involves the investigation of the effect of adaptable leadership behaviors and twelve distinct mentoring styles upon Presbyterian pastors as they performed the task of church planting in America.

Hypotheses and Research Questions

The hypotheses tested were based on the statement of the problem and the theoretical framework of this study.

Hypotheses

1. Those Presbyterian church planters who are mentored, experience a significantly higher success rate than do non-mentored Presbyterian church planters.

2. Those Presbyterian church planters who are mentored by supervisors who exhibit higher levels of adaptability in their leadership role behavior, experience a significantly higher success rate than do church planters who are mentored by supervisors who exhibit lower levels of adaptability in their leadership role behavior.

Research Questions

1. What percentage of Presbyterian Church planters were mentored?

2. Did those Presbyterian church planters who were mentored, experience a significantly higher success rate than did non-mentored Presbyterian church planters.

3. What is the level of adaptability in the leadership role behavior of the mentor and does the mentor's adaptability level significantly affect the success of the church planting effort?

4. To what degree do the mentor and church planter agree concerning the mentor's adaptability of leadership role behavior?

5. To what degree do the mentor and church planter agree concerning the nature of the mentor's supervisory activities as defined by the mentoring descriptors?

6. Does the passage of time create a greater disparity between the recollections of the nature of the mentoring relationship in the view of the church planter versus that of the mentor?

Definition of Terms

The first key concept is "church planting mentors" that will be defined by the descriptors of mentors provided by the literature review. In the survey, if the church planters check three of the twelve descriptors, as presented below, concerning their supervisors then for the purposes of this research those supervisors will be considered to be "church planting mentors."

In the broadest sense, mentors enhance beginning church planters' character development and ministry skills. As sponsors, mentors may host and guide, and thereby welcome protégés into the new professional and social world of the pastor and acquaint them with its values, customs, resources and personalities. Through their own virtues, achievements and way of life, mentors may be exemplars that church planters can admire and emulate. Further, mentors can provide counsel and moral support in times of stress. One of the mentor's functions is to be a transitional figure, fostering the beginning church planter's development from student or pastor to being a church planter.

Predominant mentoring styles -- A mentor is understood to be a person who is a non-family member who provides some of the following role behaviors:

Confidant: One to whom secrets are confided. The mentor is interested and available to hear and counsel the church planter about personal and professional concerns and problems during the church planting process.

Friend: One who is interested in the church planter personally, and is a good listener while maintaining open communication to the point that almost anything could be discussed. The mentor and church planter have enough personal and social time together because the mentor makes sure their two schedules are meshed.

Teacher: One who instructs and imparts knowledge. The mentor models ministry philosophy, priorities and methodologies that are applicable to church planting situations.

Coach: One who orients the church planter concerning significant elements of the church planting task while at the same time provides freedom to minister according to own personal style and temperament.

Sponsor: One who answers and vouches for the mentoree. The mentor believes in the church planter and is wholeheartedly supportive both financially and before the various ecclesiastical governing bodies.

Role Model: One who sets a standard that exemplifies excellence. The mentor demonstrates superior ministerial and professional qualities that the church planter aspires to duplicate.

Developer of Talent: One who coaches and challenges. The mentor encourages, assists and provides the church planter with opportunities to develop and improve ministerial and church planting skills.

Strategist: One who provides comments and instruction in ways to be effective. The mentor helps the church planter to develop leadership, instructional,

motivational, and management strategies as well as relational and communication skills.

Protector: One who defends the mentoree. The mentor stands up, speaks up and defends the church planter to others even when errors are made.

Effective Leader: One who demonstrates leadership and management skills. The mentor is recognized by peers and the church planter as one who is effective in ministry. The church planter is encouraged to set high standards for ministry because of the example of the mentor.

Supervisor: One who understands the role of overseer and provides the mentor sufficient comments and evaluation in the context of purposeful conferences.

Nurturer: One who places value upon the caring aspects of the relationship and was faithful, dependable and true to me as a person of worth and significance.[61][62][63]

Leadership role behaviors are conceptualized as Telling, Selling, Participating and Delegating. Adaptability is the degree to which the leader is able to vary relational style appropriately in reference to the readiness level of the mentoree in a specific situation. Adaptability score is based on a scale of 0-36. High leadership role adaptability is indicated by 30-36; 24-29 moderate degree of adaptability; 0-23 indicates the need to improve one's ability to diagnose task readiness and to use appropriate leader behaviors.[64]

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[61]Richard Stahlhut et al., Mentoring Relationships During Student Teaching, Paper presented at the Annual Meeting of the Association of Teacher Educators, Houston, TX, February, 1987, ERIC ED 315 391.

[62]Eileen Guiffre Cotton and Charlotte Rice Fischer, School and University Partners in Education: The Selection and Preparation of Effective Cooperative Teachers, Paper presented at the Annual Meeting of the Association of Teacher Educators, Orlando, FL, February, 1992, ERIC, ED 344 842.

[63]Carol Gilligan, In a Different Voice (Cambridge: Harvard University, 1982), 1-23.

These leadership behaviors were measured by the Leadership Evaluation and Development Scale (LEAD). The church planters in the Presbyterian Church who were supervised by ministers in their church planting efforts completed the LEAD test during the summer and fall of 1994. The questionnaire was completed by the church planters in reference to the leadership role behavior of their supervisors. Subsequently, the questionnaire was completed by the mentors in reference to their own perceived leadership role behavior.

The level of success of the church planters is defined by the pastor starting a church that within three years of its inception is: self-governing with its own in-house lay governing board, is financially self-supporting, and is contributing at least 10 percent of its annual income to ministries outside its own local institution. This data will be researched in the Yearbooks of the Presbyterian Church[65] for the last twenty five years.

The rationale for these criteria of church planting success are derived from mission theory and strategy developed in the nineteenth century by Henry Venn, general secretary of the Church Missionary Society in London, and Rufus Anderson, foreign secretary of the American Board of Commissioner for Foreign Missions. The two men arrived independently at these same three basic principles called "the three self" formula and with them established the recognized strategic aim of Protestant mission from the middle of the nineteenth century to the present. The formula is stated succinctly as planting and fostering the development of churches which will be self-governing, self-supporting, and self-propagating.[66]

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[64]Hersey and Blanchard, Management of Organizational Behavior (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982), 95-103, 295-312.

[65]Stated Clerk of the General Assembly. Yearbook of the Presbyterian Church in America. Atlanta: Committee for Christian Education and Publications.

[66]R. Pierce Beaver, "The History of Mission Strategy," in Ralph D. Winter and Steven C. Hawthorne, Perspectives on the World Christian Movement (Pasadena, CA: William Carey Library, 1981), 200.

The time limit of three years in which the church would attain the "three self" status was established as the norm by the national church planting board of the Presbyterian Church as the period of time during which denominational financial support would be provided. After three years, the church was expected to be able to survive on its own.

Of course, there are exceptions to the above general rule. Usually ethnic church and urban church planting are provided support for longer periods of time because it is recognized that the people drawn to such churches often do not possess the financial resources to support the new church as do more affluent peoples in other parts of the country. However, it is also understood that church planting pastors will live at the same economic level as the people to whom they are ministering. Since the urban pastor's modest salary is the largest single segment of any new church budget, urban and ethnic churches do not require the same level of finances to become self-supporting.

Predicated on the two basic dimensions of mentoring--concern for the relationship with the individual and for the performance of the individual--this study investigates differences in leadership style effectiveness of church planting mentors. The first instrument used in the study was a questionnaire developed from the literature search that inquires into the various behaviors exhibited by the mentor as the church planter was conducting the first one to three years of ministry. Hersey and Blanchard developed the second instrument: the Leader Effectiveness and Adaptability Description, a 12-item questionnaire which measures the leadership behavior perceptions of the protégé concerning the mentor and the mentor concerning him or herself.[67]

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[67]Paul Hersey and Kenneth H. Blanchard, Leadership Effectiveness & Adaptability Description (San Diego: Pfeiffer & Company, 1988), 1-4.

Justification of the Study

Over the last decade there has been considerable study conducted into the induction phase of teacher training, the educational counterpart to church planter training. Research has delved into the psychological, sociological and instructional needs of new teachers and how they were assigned, supervised and evaluated. However, very little inquiry has been conducted into the leadership behaviors and mentoring styles of the supervisors of student teachers or of church planters.[68]

In addition, seminaries in the last several years have formally involved themselves in the process of initiating new church planters by establishing church planter training programs as part of their curricula. Such programs take a variety of forms and are in place for various periods of time, but always the paramount objective of the programs is to provide preparatory training for the new church planter. An obvious concern, which should arise quickly in designing a training program, is identifying precisely the nature of the assistance that would be most helpful to the new church planter from a mentor.

This interest in the mentoring role in the church planting process is the result of some of the research findings in the educational and business fields that indicate a protégé learns effective work procedures quickly and efficiently when a mentor is part of their first vocational experience. However, currently there exists very little research data to support these observations in the field of church planting. This study seeks develop a knowledge base concerning the mentor-protégé relationship during church planting efforts and determine how these relationships are perceived by the mentor and church planter.[69]

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[68]Richard Stahlhut, Conceptual Model for Mentoring Student Teachers, Paper presented at the Annual Meeting of the Association of Teacher Educators, St. Louis, MO, 18-22 February 1989, ERIC ED 304 405.

[69]Richard Stahlhut et al., Coaching Student Teachers To Elicit Mentor Role Behaviors from Their Cooperating Teachers, Paper presented at the Annual Meeting

Limitations of the Study

First, since the population to be studied is comprised only of Presbyterian church planters and their mentors, there is no intention to claim a valid generalization of the results to other ecclesiastical bodies or to other fields such as education or business. Second, the findings reported in this study were based on self-report measures and therefore may be rather subjective. However, since respondents were aware that their anonymity was guaranteed, there is a good probability they gave straightforward evaluations of their experiences in the mentor/protégé relationship. Third, the individuals who failed to complete the surveys may have been more disenfranchised than those who completed the forms. In other words, the memory of the church planting experience may have created such unpleasant thoughts that some may have refused to revisit the negative emotions of the past by filling out the questionnaire. Thus, the data may overly represent the individuals who were more satisfied and successful in their church planting ministry. In spite of these limitations, it is believed that this study will provide a contribution to the general field of research concerning mentoring in a wide range of educational settings.

Assumptions

This study is based on the following assumptions:

1. Presbyterian church planters are assumed to have possessed the basic skills and competencies necessary to start a new church successfully at the time they began the planting process.

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2. After spending from one to three plus years together, it is assumed that church planters are qualified to evaluate their mentors and that church planters are qualified to evaluate their mentors.

3. It is assumed that the Presbyterian Church planters and their mentors responded straightforwardly to the questions on the descriptor and LEAD questionnaires because of the anonymity that was promised them.

4. Church planters in the Presbyterian Church and their mentors are assumed to be within the "normal" range of psychological functioning.

5. Research concerning cooperative teachers mentoring beginning teachers is highly transferable and applicable to church planting veterans mentoring new church planters.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II presents a review of the literature that reflects topics pertinent to this dissertation on mentoring. This chapter gives an overview in four sections: 1) concepts of mentoring, 2) qualities of the mentor, 3) activities of the mentor, and 4) outcomes of mentoring. "Concepts of mentoring" are those general ideas and understandings of the mentoring art and function that are based on known facts and observations. "Qualities of the mentor" are those characteristics, features, and traits that make up the essence of the model mentor . "Activities of the mentor" are those behaviors, conducts and practices of the mentor that accomplish the mentoring function. "Outcomes of mentoring" are the results, consequences, and significant effects of the mentor's activities. These four categories are interrelated, tending to flow into one another.

Most studies in the area of mentoring have focused on the protégé in the relationship. In recent years, however, there has been greater attention shown to the mentor. This review and dissertation will focus on the mentor. The literature in this chapter and the theoretical framework presented in chapter 1 provide the basis for the twelve mentoring descriptors in the study's questionnaire and led to the choice of the Hersey-Blanchard LEAD instrument to analyze the leadership styles of the mentors.

Mentoring Concepts

Carden contends that in rediscovering mentoring, society has the ability to expand insight, emotional stability, problem-solving and decision-making capacities, imagination, possibilities, influence, and vitality in individuals, as well as *esprit de corps* and effectiveness in institutions and vocations.

Through studying over 500 journal articles on the subject of mentoring, Carden discovered subjects ranging from power-dependent dyads to stages of the mentoring arrangement and found objectives varying from practical counsel to empirical study. Based on her investigation, it is possible to divide mentoring concepts into three social grouping categories—educational (especially mentoring of new teachers), organizational and professional (mentoring for career training and advancement in the corporate sector and professions), and religious (mentoring for spiritual growth and competency development). Each of these social groupings gauges, executes, and defines mentoring activities in terms of its own requirements, objectives, and capacities. Educational institutions primarily concern themselves with the development of individuals' intellectual and communication abilities. Organizational and professional corporations focus on effective marketing of services and return on investment. Whereas, religious groups utilize mentoring to deal with theological and ecclesiastical issues as well as transformation of behavior.[1]

Two seminal concepts of mentoring characterize opposite points on a continuum on which Mentor Protégé Relationships (MPRs) have been effectively defined in the studies of the 1980s and '90s. Levinson and his associates characterize a mentor as a bridging figure who transitions a young person into the adult world. Such a

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[1]Ann D. Carden, "Mentoring and Adult Career Development: The Evolution of a Theory," The Counseling Psychologist 18 (1990): 275-299.

person serves as "guide, teacher and sponsor," and "gives his blessing to the novice and his Dream." Mentoring arrangements in Levinson's research continued an average of 2 to 3 years; the age differential in the relationship varied from 8 to 15 years.[2]

In antithesis to Levinson's developmental viewpoint, organizational sociologist R. Kanter's concept of the MPR—or "sponsor relationship"—emphasizes the instrumental character of the association. Drawing on research from her consideration of power alliances in a large corporation, Kanter points out three roles of mentors: (1) to "fight for" the sponsored person in circumstances of conflict, (2) to offer occasions for the mentored person to "bypass the hierarchy," and (3) to aid as a means of "reflected power." Kanter asserts that "sponsored mobility" (patronage-based) more often than "contest mobility" (merit-based) foreordained U.S. corporate ladder advancement.[3]

In summary, a contrasting set of mentoring roles exists that can be generalized into two broad categories. Psychosocial functions are those characteristics of a relationship that increase a sense of capability, understanding of identity, and productivity in a professional capacity. Career roles are those characteristics of a relationship that assist in learning duties and planning for promotion in an organization. While psychosocial roles affect each individual on a personal basis by enhancing self-worth both inside and outside the institution, career roles assist primarily in aiding promotion up the ladder of an organization. Together these mentoring roles enable individuals to cope with the challenges of each career stage.[4]

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[2]Levinson et al., Seasons, 71-89, 90-111.

[3]R. Kanter, Men and Women of the Corporation (New York: Basic Books) 181-182.

[4]Kathy Kram, "Mentoring in the Workplace," in Douglas T. Hall and others, Career Development in Organizations (San Francisco: Jossey Bass Publishers, 1986): 161-166.

Both of these polar opposites, as well as the many expressions along the continuum, are used in the disciplines of education, business/corporate life, and religion. This paper reviews the mentoring concepts predominant in each particular field.

Educational Mentoring

Because teachers mentor teachers with differing degrees of involvement and expertise, a multitude of mentor concepts are available for examination. The most common of these designate teacher mentors as coach, positive role model, developer of talent, opener of doors, protector, sponsor, and successful leader.

Traditionally, the ideal teacher mentor is a trusted guide and counselor or teacher-guardian. More current descriptors of the teacher mentor's role have been derived from Anderson's differentiation of four mentor designations and roles, including: clinical mentor (a skilled classroom teacher who assists the enhancement and progress of beginning teachers by periodically observing their classroom performance and offering critique); colleague mentor (a skilled classroom teacher who in addition to teaching full time, aids, supports, and counsels beginning teachers on a regular basis); consultant mentor (a skilled classroom teacher with experience in the disciplines of curriculum and pedagogy, who can counsel beginning teachers and others, as the necessity develops, on classroom organization, lesson planning, and instructional procedures); and community mentor (a resident of the district who on the basis of certain expertise assists teachers in developing professionally and/or personally).[5]

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[5]E.M. Anderson, "Proposal for the Development of a Comprehensive Program for Mentoring Beginning Teachers," (Minneapolis: University of Minnesota, College of Education, n.d.) in Nancy Zimpher and Susan Rieger, "Mentoring Teachers: What Are the Issues," Theory Into Practice 27 (1985), 175-182.

Anderson and Shannon assert that mentoring can best be characterized as: a nurturing activity in which a more accomplished or capable person, assisting as a role model, initiates, champions, assures, guides through a personal relationship to a less experienced or less able person in order to enhance the latter's professional and personal growth. These mentoring activities are best performed in the context of a sustained, nurturing relationship.[6]

Zimpher and Rieger examined studies that refer to the mentor teacher as: a helper-friend, a teacher consultant, and a supporter. The title "clinical support teacher" designates teachers serving in full-time support roles. The notion of guide suggests that the mentor directs another teacher in the movement toward professional development by: (a) pointing the way, (b) providing support, and (c) encouraging fellow teachers to strive for higher levels of professional attainment.[7]

Odell develops a sampler of mentor descriptors drawn from the literature on mentoring. These include: trusted guide, host, counselor, supporter, guru, advisor, coach, trainer, positive role model, developer of talent, opener of doors, protector, successful leader, supportive boss, organizational sponsor, patron, invisible godparent, challenger, confidant, consultant, and befriender.[8]

Business Mentoring

A distinct majority of studies on mentoring have centered on professional development in the field of business. These studies have offered various definitions of mentoring that serve the purposes of economically based institutions.

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[6]Eugene M. Anderson and Anne Lucasse Shannon, "Toward a Conceptualization of Mentoring," Journal of Teacher Education (January-February, 1988): 3-42.

[7]Nancy L. Zimpher and Susan R. Rieger, "Mentoring Teachers: What Are the Issues?," Theory Into Practice 27 (1985): 175-182.

[8]Sandra J. Odell, Mentor Teacher Programs (Washington: National Education Association, 1990), 5-28.

Phillips-Jones defines mentors as influential people who significantly assist protégés to attain their objectives: "They have the power — through who or what they know—to promote . . . welfare, training, or career." She defines six categories of mentors. "Traditional mentors" are usually senior authority figures who, over an extensive interval of time, safeguard, represent, and care for their protégés. They, in effect, enable their protégés to climb the institutional ladder on their coattails. "Supportive bosses" are individuals in a immediate administrative relationship with their protégés. Like traditional mentors, supportive bosses instruct and direct, but they serve more as coaches than as long-term defenders and supporters. "Organizational sponsors" are higher-up administrators who determine that their protégés are advanced within the institution. Unlike traditional mentors and supportive bosses, they do not remain in regular communication with their protégés. "Professional mentors" include a diversity of career advisors who are remunerated for their services. "Patrons" are persons who expend their economic assets and prestige to assist protégés in planning and beginning their careers. "Invisible godparents" assist protégés in attaining their professional objectives without their awareness by secretly creating opportunities.[9]

Hunt and Michael use somewhat different terms for these functions, but they also place the various roles on a power continuum. They describe "Mentors" as being at one end of the continuum of descriptors that provide upward movement for their protégés. Mentors are the most professionally benevolent of the patrons, those described as godfathers. "Sponsors" are next on the continuum and have less institutional power than do mentors in forwarding their protégés careers. "Guides" are even less influential. They can counsel in areas such as comprehending the system and can point out traps and bypasses. The final place on

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[9]L. Phillips-Jones, Mentors and Proteges (New York: Arbor House, 1982), 21-24, 79-89.

the continuum is taken by "peer pals." Peers cannot be mentors or godfathers to each other, but they can assist each other on the path to prosperity.[10]

Spiritual Mentoring

Matthaei presents four principal descriptors of the faith mentor: guide, model, guarantor, and mediator. A "guide" is one who travels through life with another, revealing markers, identifying options, supporting decisions, and clarifying life occurrences. All of this is accomplished for the purpose of enabling another's discovery of identity and developing relationship with God. Describing, modeling, aiding, and clarifying are terms common to teachers. Teachers as guides may not decree the conclusion of the journey, but they certainly influence decisions made along the way. Guides continue to grow and thereby increase their ability to help others grow. A guide maintains some detachment but interacts with the travelers. A teacher who guides notes landmarks, reveals choices to be made, and intentionally directs the journey.

"Modeling" is a second descriptor of faith-mentoring significant in teaching. A faith mentor is one who, by statements, behavior, and demeanor, models a purposeful lifestyle, elucidates primary life issues, and offers direction for spiritual growth in a nurturing and loving environment. In many ways, the ministries of guide and model overlap and are here distinguished merely for instructional purposes. The best portrait of the modeling role is that of the protégé looking over the shoulders of the mentor.

Looking over a faith mentor's shoulders involves sharing time together, conversing with one another, and sharing life's experiences. A teacher whose ideas and emotions are transparent and who is accessible offers this opportunity. A

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[10]David Marshall Hunt and Carol Michael, "Mentorship: a Career Training and Development Tool," Academy of Management Review 8 (1983): 475-485.

teacher also needs to be a stable force during periods when ideas or behavior are disputed. Modeling demonstrates the faith mentor's conclusions concerning life but does not mandate answers for another's life. Watching a faith mentor on the journey of life teaches people principles necessary for their own journeys.

A third descriptor of faith-mentoring is that of guarantor. In this capacity, a person is provided an accepting relationship and safe environment in which to develop. In such a comfortable situation, a person is able to think of themselves in fresh ways, to handle troublesome emotions, and to try out new approaches. By recognizing and accepting persons as they are, a guarantor creates opportunities for the possibilities within others to be awakened.

Another descriptor for a spiritual mentor is mediator of the faith. This is a person who through examination, discernment, and direction offers others an opportunity to define their relationship with God, to focus their objectives, and to explain their experience to others. The mediator is the one who positions himself in the middle, the one who facilitates another's developing relationship with others and with God. A befitting image for the mediator role is that of a bridge builder. A mediator builds bridges between persons as well as between persons and God. Mediators of the faith are predisposed to make their lives transparent so that they can encourage the spiritual development of others.[11]

Stanley and Clinton point out that there are not enough competent people who can provide all of the functions of the ideal mentor. However, there are people who can accomplish one or more of the mentoring roles. Once the needed aspect of mentoring is identified, then the question, "Who can mentor me?" can be answered. Stanley and Clinton describe several mentoring types on three different levels: On the intensive level—

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[11]Sondra Higgins Matthaei, "Faith-Mentoring in the Classroom" (Ph.D. diss., School of Theology at Claremont, 1989).

1. Discipler: Enablement in the basics of spirituality.

2. Spiritual Guide: Accountability, direction, and understanding for commitments and resolutions impacting spirituality and development.

3. Coach: Support and competency training necessary to meet a goal or objective.

On the occasional level—

4. Counselor: Timely guidance and accurate insights on viewing one's identity, other people, challenges, and service opportunities.

5. Teacher: Information on and comprehension of a particular subject.

6. Sponsor: Career direction and security as one rises in an institution.

On the passive level—

7. Contemporary Model: A living, personal ideal of life direction, service, or career who so embodies the convictions to which one ascribes that he motivates imitation.

8. Historical Model: The life of a person now deceased that teaches vital philosophies and beliefs for life, service, and career.

Stanley and Clinton point out that each person needs a balance of:

• Upward mentors . . . those who have gone before and can point the way.

• Downward mentorees . . . those who disturb the mentor's comfort, revitalize his beliefs, stimulate him, and multiply his impact.

• Peer co-mentors . . . those who know the mentor personally and understand him, offering intellectual stimulation and moral accountability.[12]

This dynamic is termed the relationship constellation. It is defined as a range of relationships with superiors, peers, subordinates, (outside work) friends, and family that aid an individual's growth. The relationship constellation recognizes the

[12]Paul D. Stanley and Robert J. Clinton, Connecting:the Mentoring Relationships You Need to Succeed in Life (Colorado Springs: NavPress, 1992), 42.

fact that mentoring roles are often found in several associations rather than in just one. While an association with a higher ranking mentor may often provide the most extensive variety of professional and relational roles, associations with colleagues provide complementary mentoring functions such as sharing. For example, in peer associations individuals can grow in expertise by sharing insights over time. This relationship allows one to develop from the beginner stage to the collaborator stage of a profession.

Associations with superiors, subordinates, peers, and family members can also offer a variety of developmental opportunities. Superiors can offer coaching, challenging assignments, role modeling, and recognition. It appears, however, that mentoring tasks are often restricted by either the organizational hierarchy or career stage. For example, because a superior judges subordinates' accomplishments, it may be impossible to also aid in the role of trusted intimate. Alternatively, a superior may be reluctant to sponsor a subordinate because his or her rise in the institution may be a significant challenge to either his promotion or his sense of self-worth.

Those outside of the work setting, such as family members and friends, are unhindered by the formal role associations of institutional life. This organizational insensibility allows them to offer counseling, coaching, role modeling, support, and aid whenever needed. Peers from outside the business organization can often offer a refreshing perspective on problems one faces at work . Also, family members tend to have an expansive comprehension of the complete person and his or her life (rather than just the person's professional) problems. Although there is potential for conflict in peer and family mentoring, the literature has failed to give the benefits of aid from these quarters sufficient emphasis.

Finally, associations with subordinates seem to provide a variety of growth opportunities. For workers at the middle of their career and beyond, subordinates

provide the opportunity both to meet regenerative needs and to develop the self-image of the mentor. At the same time, subordinates can offer technical and social assistance to their mentor, regardless of professional level. Indeed, in some fields, subordinates have become coaches and mentors in technical spheres because they have more knowledge than their superiors. Recognizing that learning from subordinates is not only legitimate, but also a key means to future growth is extremely important to the mentor-protégé relationship.[13]

Relational Aspects of Mentoring

Given commonality, extensiveness, deep warmth, and admiration—this mentor-protégé association can be a form of love relationship. Certainly, it is different from strong camaraderie, romantic attachment, and parent-child affection. But in its shared commitment, extensiveness, and strong regard, it has components that are shared with each. One can usually distinguish this more platonic mentor-protégé association from these other three love commitments on the basis of biology and passion. However, the distinctions are not always precisely formed or constant. For instance, Will and Ariel Durant began their relationship as teacher and student, became sweethearts, then husband and wife, and finally colleagues in the distinguished series, History of Civilization.[14]

Mentoring relationships can also have many of the characteristics of parenting or falling in love. The literature often portrays the mentor as having the strength and concern of a father or mother who wants his or her child to grow up strong and safe. Such an similarity is based on some obvious parallels. The mentor is older than the protégé, often by the same number of years that might separate a parent and

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[13]Kathy Kram, "Mentoring in the Workplace," 161-166, 171-174.

[14]Nathalie J. Gehrke, "On Preserving the Essence of Mentoring as One Form of Teacher Leadership," Journal of Teacher Education (February 1988): 43-45.

child. The mentor is usually more capable, more practiced, more competent, and more knowledgeable of institutional mysteries than is the protégé. It is often comfortable and pleasant for the mentor and protégé to understand their relationship in these parenting terms. Because of this, losing a mentor can be almost as emotionally devastating as the loss of a parent, spouse, or other member of the family.[15]

Overview of the Mentor Concept

Bova and Phillips complete this section on mentoring concepts by providing a variety of descriptors gleaned from the literature on the field. A mentor is:

1. One of comparatively prominent institutional rank who by mutual agreement takes a working concern in the vocational development of another.

2. A guide who embraces another person's dream and assists its realization.

3. One defined not in reference to the formal role, but in terms of the nature of the relationship and the service it renders. A mentor's primary job is to be a bridging figure, one who enables the younger person's maturation by being a combination of parent and peer.

4. A non-parental professional role model who actively offers direction, enabling and opportunity for the protégé. The service of a mentor involves being a role model, consultant/advisor and supporter.

5. One who acts as a guide, an instructor-coach, and companion.

6. One who exhibits genuine liberality, caring, and concern. He or she listens interactively, demonstrating emotions as well as concepts.

7. One who is able to look rationally at achievements and to give reassurance, and also to protect protégés being trained for upper level positions.

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[15]Howell S. Baum, "Mentoring: Narcissistic Fantasies and Oedipal Realities," Human Relations 45 (1992): 223-245.

8. One who may serve as a host and director receiving the novice into a new professional and relational world by familiarizing the protégé with its values, proprieties, conventions, assets, and significant players.

9. One who shares "the dream"—not necessarily a predetermined career objective but rather a deeply held perception of self-worth.

10. One who is powerful enough to substantially assist protégés in obtaining significant life goals. He has the influence—through whom or what he knows—to advance the welfare, training, and career of the protégé.[16]

Mentor Qualities and Characteristics

To take the concept of mentoring one further step, it is helpful to identify qualities and traits that mentors should usually possess in order to accomplish their normally expected functions and activities.

Introductory Comments

A mentoring quality is an attributed descriptor of a mentor, one that identifies the nature of the mentor's character and behavior in specific contexts. Qualities and characteristics are broader constructs than skills and denote typical core attributes of identity.[17]

No distinct mentor-type exists. Mentors seem to be a special combination of intuitive awareness and technical ability. No matter the field in which they choose to function, they will be highly effective teachers with a solid base of insight and successful expertise. In general, effective mentors can elicit confidence and esteem

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[16]Breda Murphy Bova and Rebecca R. Phillips, "Mentoring as a Learning Experience for Adults," Journal of Teacher Education 35 (May-June 1984): 16-20.

[17]Eugene M. Anderson and Anne Lucasse Shannon, "Toward a Conceptualization of Mentoring," Journal of Teacher Education (January-February, 1988): 3-42.

from others so that the mentoree will be able to respect them. In order to be competent in the variety of roles required of them, mentors will be self-assured, stable, adaptable, benevolent, and perceptive.[18]

Mentor Qualities in the Educational Field

Mentoring dispositions can develop from the concept of mentoring as well as from the philosophies held by those who create mentor programs. Anderson and Shannon assert that three character qualities are central to the purposes of mentoring. 1) Mentors should be able to make themselves transparent to their protégés. Thus, they will provide opportunities for the mentoree to see them in action and will seek to communicate to the mentoree the rationale behind their behavior. 2) Mentors should possess the ability to direct their mentorees step-by-step over a period of time. 3) Mentors should possess the capacity to communicate genuine care and concern about the personal and professional well being of their mentorees.[19]

A number of viewpoints are provided in the literature with regard to the characteristics of teachers who are competent for the mentoring task. The most important consideration is that mentor teachers be perceived as experts by their colleagues. A second key characteristic in a mentor is the capacity to be reflective and analytical about one's own abilities.[20] Varah et al. assert that the selection standards should make certain that a mentor has "a dedication to teaching and a

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[18]Mary Ann Blank and Nancy Sindelar, "Mentoring as Professional Development: from Theory to Practice," The Clearing House (vol. 66, no. 1, 1992): 22-26.

[19]Anderson and Shannon, "Toward a Conceptualization of Mentoring," 3-42.

[20]Nancy L. Zimpher and Susan R. Rieger, "Mentoring Teachers: What are the Issues?," Theory Into Practice (vol. XXVII, no. 3): 175-182.

willingness . . . to extend his or her teaching responsibility to include work with a new member of the profession."

Some consider "expertise" in terms of the length of one's teaching experience. The literature believes that 3 to 5 years is an appropriate minimum level of experience for mentor teachers.[21] In addition, some authors encourage people to become mentors in the early adult phase or mid-life transition phase of their lives. Levinson asserts that the people who serve most effectively in the mentoring role are usually older than the mentoree by half a generation (8 to 15 years). He notes considerable difficulties if the age differential is much greater or less than this.[22]

In choosing mentoring teachers, many consider some more nebulous characteristics essential. Appreciation for peer faculty members and the ability to create change within the institution are difficult to measure, yet some authors believe these qualities are invaluable in a successful mentor. Mentoring teachers should also be able to relate to both students and colleagues, as they must exhibit proficiency in the classroom while maintaining a compassionate ear for adults. The literature also asserts that the mentoring teacher should exhibit discipline, humility, good humor, and courage, while being a rich blend of personal initiative, expertise, diplomacy, and responsiveness. Anderson and Shannon suggest that school districts should create selection standards that are specific to their needs. These selection standards will often require that prospective mentors: (a) possess exceptional ability in the classroom and several years of accumulated expertise; (b) demonstrate dedication to the mentoring task, perhaps through a record of involvement in extracurricular service and a willingness to be trained for the role;

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[21]Leonard J. Varah, Warren S. Theune and Linda Parker, "Beginning Teachers: Sink or Swim?," Journal of Teacher Education (Jan.-Feb. 1986): 30-34.

[22]Levinson et al., Seasons, 252.

(c) exhibit personal influence, self-esteem, and a history of integrity and caring interaction with peers; and (d) demonstrate ability in the mentoring role.

While mentoring teachers should be well-versed in the literature on competent classroom procedures and effective instructional techniques, classroom organization competencies, and proven methodologies in teaching students, this is not enough. Mentoring teachers should also demonstrate substantial knowledge about the intricacies involved both in classroom instruction and in enhancing classroom achievement. Various authors consider a prospective mentoring teacher's ability to be reflective and inquiry oriented extremely important.[23]

Others, particularly Galvez-Hjornevik, propound that novice teachers and mentoring teachers should have harmonious philosophies of teaching as well as a recognition of the importance of the mentoring teacher arrangement. Thus, compatible philosophies mean not only that the dyad share a common understanding of basics of education and instruction but also that both affirm that mentoring is an important means of growth in teaching competency.[24]

Blank and Sindelar list two characteristics of the mentor teacher: 1) Mentors should be competent teachers whom their superiors believe possess the competence to design and execute organized, educationally directed lessons. They should act exceptionally in the classroom setting, exercising disciplinary procedures in accord with school policy. They should be able to develop an instructional environment that encourages student accomplishment, appreciation for gaining knowledge, and respect for the teaching role. Finally, they should be reflective about their own

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[23]Anderson and Shannon, "Toward a Conceptualization of Mentoring," 3-42.

[24]Cleta Galvez-Hjornevik, "Mentoring Among Teachers: a Review of the Literature," Journal of Teacher Education (January-February): 6-11.

teaching philosophy and methodologies and be able to make informed decisions about how they might improve.

2) Mentors should be "team players," exhibiting a positive perspective toward the school and the students, teachers, administrators, and parents who comprise the academic community. In addition, they should be people-oriented and calm in temperament.[25]

Odell states that mentoring teachers often seem to possess particular qualities that attract student teachers to them. For example, protégés will want to develop relationships with older teachers who have high levels of integrity and who are "wise, caring, and committed to their professions." In addition, high moral standards, an expertise in acting as a catalyst, and a sense of humor are also significant mentoring qualities. Moreover, beginning teachers hope to be mentored by teachers who are able to encourage their professional development by highlighting their specific strengths. Perhaps the heart of the mentoring task is best defined by the ability of mentoring teachers to assist their protégés in finding "new ways to be and do."

Odell asserts that it is most advantageous to choose mentoring teachers who are "wise, caring, humorous, nurturing, and committed to their profession. In addition, they should exhibit confidence, openness, leadership, and emphatic concern." These qualities are especially important because mentoring teachers serve as role models for classroom instruction and will often be called upon to demonstrate teaching methods as well as to explain their particular instructional strategies to new teachers.

Odell points out that a person who excels at teaching young people is not necessarily a competent mentoring teacher. After all, mentor teachers are mentoring other adults. Therefore, mentoring teachers should be able to teach students in the

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[25]Blank and Sindelar, "Mentoring As Professional Development," 22-26.

classroom environment while relating equally well to adult learners outside the classroom.

Mentoring teachers must also possess mastery of the curriculum and effective instructional methodologies, including problem solving and analytical thinking. However, not only should the mentoring teacher demonstrate skill and insight into the philosophy and strategies of teaching, but the mentoring teacher should also be able to communicate these subjects through direction, counsel, and assistance. This requires the mentoring teacher to be receptive and responsive to the perspectives of the new teacher. Mentoring teachers who have the ability to listen reflectively and question competently will perform the mentoring teacher task with the greatest cooperation from the mentoree. Mentoring teachers likewise should be accomplished at conflict settlement, not only to minimize communication problems with the new teacher, but also to help shield, encourage, and sponsor the beginning teacher in relationships with other teachers, school administrators, and parents.

Clearly, mentoring teachers should be competent in dealing with the personal performance fears, self-esteem issues, and reality impact encountered by beginning teachers. However, offering emotional aid can be a seductive business for the mentoring teacher. Therefore, it is essential that the mentoring teacher establish specific guidelines for discussing personal and spiritual development. This will serve to keep the relationship with the beginning teacher within the capacities of the mentoring teacher and will focus the energies of the mentor solely on aiding the growth of the mentoree as a teacher.[26]

Another quality of the mentoring teacher is expressed by Levinson et al., "A young man in his thirties may do an excellent job of teaching, supervising, and guiding younger persons. To be a mentor in a deeper sense, however, he must first

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[26]Sandra J. Odell, Mentor Teacher Programs (Washington: National Education Association, 1990), 5-28.

have done the work of the mid-life transition." A factor that can impact the ability of the teacher to be a mentor is the need for attachment to and affirmation from others. The attachment/separateness polarity is one of the issues that Levinson identified as needing attention during the mid-life stage.[27] Using Levinson's research, McGovern asserts that mentors should be in their 40's and should have experienced successfully many of the normal difficulties and hardships of teaching. Mentors should have gained enough expertise to be able to trust their instincts and intuitions. Otherwise, potential mentors will be too involved with discovering solutions for themselves that they will not have the energy nor the experience to aid new teachers in discovering solutions to their problems. Competent mentors cannot be absorbed exclusively with their own challenges.[28]

Richard Kay asserts that mentoring teachers should place the development of their protégé above their own concerns except where both can be met without detriment to the former. Occasionally, people involve themselves in assisting others out of needs within themselves which, in the long run, prove harmful to the development of the person they are attempting to help. Therefore, those who provide assistance should distinguish their need to offer help from the other person's need to obtain help. Otherwise mentoring will sometimes involve providing a service that the person should indeed be providing for him/herself. Mentoring is assisting but not exchanging oneself for the beginning teacher. Helping another to acquire self-reliance should not create dependency.

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[27]Levinson et al., Seasons, 252

[28]Thomas V. McGovern, "The Dynamics of Mentoring" in John F. Noonan (ed.), Learning about Teaching (San Francisco: Jossey-Bass Inc., Publishers, 1980), 53-62.

Mentors who are themselves self-dependent are more willing and able to assist others to become the same. According to Kay, the best mentoring teachers are "self-reliant people are more inclined than dependent people to:

• Seek new opportunities with a positive attitude, anticipating success.

• Cooperate with others without competition or need to control.

• Be genuine in all their relationships and allow others to do the same.

• Accept the change and obligation of meeting their own needs.

• Make their own decisions and not be unduly influenced by others.

• Be productive and make a positive contribution to the quality of life for themselves and others."[29]

Hulig-Austin believes that teachers approach the mentoring process in quite different ways and that these different styles of facilitating beginning teachers have a strong influence on the success of mentoring efforts. Briefly, the three styles of facilitating beginning teachers are described below:

Responders—They place heavy emphasis on giving new teachers the opportunity to take the lead. They view new teachers as strong professionals who should be able to carry out their instructional role with only moderate guidance. Responder-mentors emphasize the personal side of their relationship with the new teacher. Before they offer guidance they often give the beginning teacher an opportunity to give input so that the mentor can weigh the mentoree's feelings or allow the mentoree to come to their own conclusions. A related characteristic is the tendency to offer guidance in terms of immediate circumstances rather than in terms of longer range instructional or school goals. Responder mentors encourage the beginning teacher to ask for help and generally provide assistance only in the specific area of concern. This methodology seems to be due in part to their desire

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[29]Richard S. Kay, "A Definition For Developing Self-Reliance," in Theresa M. Bey and C. Thomas Holmes (eds.), Mentoring: Developing Successful New Teachers (Reston, VA: Association of Teacher Educators, 1990), 25-38.

to please others and in part to their more limited vision of how the beginning teacher should develop personally and professionally.

Managers—They represent a broader range of behaviors. They demonstrate both responsive behaviors in answer to situations or people, and they initiate actions in support of the mentoring effort. The variations in their behavior seem to be linked to their rapport with the beginning teacher as well as to how well they understand and believe in the particular mentoring effort. Mentor managers work without fanfare to provide basic support to facilitate the beginning teacher's use of an innovation. They keep new teachers informed and are sensitive to their basic needs. Yet they do not typically initiate attempts to move beyond the basics of mentoring expectations.

Initiators—They have clear, decisive long-range mentoring procedures and goals that transcend but include the expectations of the mentoring role. They tend to have very strong beliefs about what good schools and good teaching should be like, working intensely to communicate this vision to the beginning teacher. They provide guidance in relation to their goals for the school and in terms of what they believe to be best for the beginning teacher, which is based on their personal educational philosophy and knowledge of classroom practice.

Initiators have strong expectations for students, beginning teachers and themselves. They convey and monitor these expectations through frequent contacts with their mentoree, clearly explaining their beliefs about school operations and teaching styles. Initiating mentors will be adamant but not unkind. They solicit input from the beginning teacher then offer guidance in terms of their personal philosophy and institutional goals for the school, even if the beginning teacher is ruffled by their directness and high expectations. Initiating mentors believe it is their responsibility to facilitate the professional growth of the beginning teacher. In addition to providing assistance when requested, initiators will regularly make

pointed suggestions to the beginning teacher. Hulig-Austin asserts that it is generally believed that the initiator mentor style is the most effective of the three.[30]

Sparks compiled two basic lists of qualities that an educational institution should observe when choosing mentoring teachers. The first list is a grouping of "paper screening" characteristics that are relatively simple to recognize and should be demonstrated by all teachers. The second list relates to "unique qualities" that people who mentor beginning teachers should hold. The paper screening characteristics include:

•Understand and can explain the basic goals of the educational institution

•Show evidence of continuing personal and professional development

•Accept oneself as an independent individual

•Recently participated in at least one educational enterprise as a volunteer

•Is well organized and can meet deadlines

•Holds to a philosophy that is well thought out and relevant

•Able to identify at least five teacher competencies expected of a student teacher.

The "unique qualities of a mentoring teacher" include:

•Knowledge of subject matter

•Qualities of concern and compassion for people

•Ability to diagnose weaknesses in a student teacher and to determine the corrective measures that should be taken

•Belief in and demonstrated emphasis on planning

•Excellent communication skills[31]

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[30]Leslie L. Hulig-Austin, "Mentoring Is Squishy Business," in Theresa M. Bey and C. Thomas Holmes (eds.), Mentoring: Developing Successful New Teachers (Reston, VA: Association of Teacher Educators, 1990), 39-50.

[31]W. G. Sparks, III, The Student Teaching Partnership: Collaboration and Collegiality, Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance, Las Vegas, NV, April 13-17, 1987.

Characteristics of Mentors in the Business and Corporate Fields

Gaskill states that selection standards for mentors should include effective human relations and leadership abilities, communication and problem resolution abilities, and time availability. Prospective mentors should also be judged on the basis of their place in the institution, understanding of the business environment, networking capacity, past career accomplishments, and career prospects. In general, mentors should be effective role models with a desire to be involved in the growth of junior executives.[32]

It is necessary for mentors to be self-assured professionals who care about the needs and development of their subordinates but who are not intimidated by the possibility of the protégé equaling or surpassing their status in the institution. Unfortunately, one of the desires that mentors may bring to the relationship is the perceived need for additional power. Although individuals in mid-level positions within an organization usually have established some degree of power, they may need additional influence to rise further in the organization. The tendency of such mid-level mentors will be to use the services of a protégé to advance themselves within the institution.[33]

Another important factor is the mentor's feeling toward relational intimacy as this will impact the degree to which open and enhancing relationships with peers and subordinates are developed. If one can share personal and professional interests with others in the office and has the ability to be transparent, to listen, and to build an argument, then he or she is likely to build strong mentoree and peer relationships. The individual who has a narrow view of what is relationally

[32]LuAnn Ricketts Gaskill, "A Conceptual Framework for the Development, Implementation, and Evaluation of Formal Mentoring Programs," Journal of Career Development (Vol 20, no. 2): 147-160.

[33]David Marshall Hunt and Carol Michael, "Mentorship: A Career Training and Development Tool," Academy of Management Review (vol. 8, no. 3, 1983): 475-485.

appropriate may have few or distant personal associations at work. This limited relationship constellation might consist of a boss, partial sponsorship from senior colleagues, utilitarian relationships with peers, and probably no mentoring associations with subordinates.

Individuals' views of their own competence level directly impacts the degree to which they are willing to develop peer relationships in the business setting. In addition, self-esteem influences the degree to which individuals in mid-career make themselves available to become mentors for subordinates. For example, in early career years, individuals form peer associations of developmental importance only if they believe that they have abilities to offer. Similarly, in the middle and later career years, individuals are likely to involve themselves in mentoring only if they have accepted their achievements to the point that they can take pleasure in seeing subordinates succeed and even surpass them in the institution.[34]

Characteristics of Mentors in the Spiritual Field

Stanley and Clinton list the qualities needed in the spiritual mentor:

• Ability to readily see potential in a person.

• Tolerance with mistakes, brashness, abrasiveness, and the like in order to see that potential develop.

• Flexibility in responding to people and circumstances.

• Patience, knowing that time and experience are needed for development.

• Perspective, having the vision to see down the road and the ability to suggest the next steps that a mentoree needs.

• Gifts and abilities that build up and encourage others.

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[34]Kathy Kram, "Mentoring in the Workplace," 161-166.

They describe the following dynamics as being vital to the mentoring

relationship:

1. Attraction--The mentoree is drawn to the mentor for various reasons:

perspective, certain skills, experience, values and commitments modeled, perceived

wisdom, position, character, knowledge, and influence.

2. Accountability--Mutual responsibility for one another in the mentoring process

ensures progress and closure. Sharing expectations and a periodic review and

evaluation will give strength to application and facilitate empowerment. The

mentor should take responsibility for initiating and maintaining accountability with

the mentoree.[35]

The Healing Ministries Committee of the Christian Reformed Church, in its

report to the Synod of 1982, suggested that mentors should be, "...persons who

demonstrate maturity, spiritual mindedness, love for the church, confidentiality,

personability, wisdom, pastoral ability, and candor." Reflecting on this summary

statement, Louis Taming asserts that the mature mentor has come to terms with his

or her own egoism and conceit and is therefore relatively impervious to petty

annoyances and antagonisms. Mentors should be persons of some self-awareness,

unperturbed when they err or need counsel themselves.

Mentors should consider their role a deeply spiritual calling rooted in their own

commitment to Christ. They must be given to regular intercessory prayer for the

younger pastor. An important element in the mentor's ministry is concern for

professional growth. The Gereformeerde Kerken in the Netherlands (GKN),

which has had a mentorship program since the early seventies, stresses the need for

Christian professionalism as much as they do Christian commitment and challenges

their mentors to upgrade their mentorship skills regularly. Though the relationship

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[35]Paul D. Stanley and Robert J. Clinton, Connecting: the Mentoring
Relationships You Need to Succeed in Life (Colorado Springs: NavPress, 1992),
43-46.

between mentor and mentoree is foremost a fraternal one, it must also be marked by professional quality. In addition, the GKN believes that the mentor should be bighearted enough to encourage the mentoree's freedom to experiment and to innovate, and he should be observant enough to have a clear understanding of the mentoree's needs and progress. Mentors need not feel threatened when their mentorees develop their own style, take their own initiative, and choose their own direction rather than becoming a carbon copy of their mentor.

Thus, mentors should see their role as a friend, a guide, a companion, a fellow pilgrim, and an encourager. They should never act like a boss or an overlord. Teaching is an indispensable element in this relationship, but mentors should carefully avoid acting the part of a formal teachers. They will rejoice at the mentorees' progress, but they should not see themselves as a supervisor. Mature mentors will bear in mind that the mentoree is an ordained pastor and a colleague worthy of respect.[36]

Robert C. DeVries, in his research into the mentoring program of the Christian Reformed Church, indicates several characteristics that most mentors and mentorees identified as ideal. Primarily, those surveyed said that a mentor should exhibit a willingness to invest in the relationship. The survey data suggested four indicators of the characteristic investment. They were (a) initiative, (b) frequency of meeting, (c) structure or planning, and (d) follow through. That the mentor should be the one held accountable to take the initiative to begin and to develop the relationship became apparent early in the data gathering process. When the mentor failed to take the initiative, the mentoree often felt cheated.

The frequency with which the mentoring pairs interacted with one another was also an indicator of the willingness of the mentors to invest themselves in the

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[36]Louis Tamminga, "A Pastoral Mentor Program," (Grand Rapids: The Pastor Church Relations Services, 1983), 1-15.

relationship. The frequency of interactions was, however, difficult to discern in some cases. The data suggested that there were at least three forms of interaction, (a) formal or planned meetings at which the mentoring relationship was the primary or sole focus; (b) coordinated meetings which were held in association with other activities or functions where both mentor and mentoree were present; (c) informal contacts which might range from telephone conversations to unplanned encounters with one another.

The second characteristic of effective mentors is that they recognize and utilize their advanced career status. Many researchers have indicated that the very nature of a mentoring relationship rested on the fact that the mentor should be older and more experienced than the mentoree. This age and experience differential seems endemic to the very definition of "mentor." Of the number of relationships DeVries studied, only two of them indicated that the age/experience differential was not important to them.

A third characteristic of a good mentor is self-confidence. DeVries identified four indicators of self-confidence. Self-confident mentors (a) allowed for differences of personality and opinion; (b) acted secure in their own person and position; (c) recognized the limitations of the relationship; and (d) were non-defensive in reference to their person and work.[37]

Psychological Characteristics of the Mentor

Clawson provided another important insight into the necessary characteristics of a mentor when he proposed his contingency theory of mentoring and other developmental relationships. He based his theory on Levinson's three part

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[37]Robert C. DeVries, "Growing Together: A Report of a Study of the Mentoring Program of the Christian Reformed Church," (Grand Rapids: The Pastor Church Relations Services, 1988), 1-46.

framework of the self-concept: an ideal-self (what one believes one should be), a self-image (what one perceives oneself to be), and self-esteem (feelings of self-worth). According to Levinson, to the degree that the ideal-self and the self-image overlap, to that same degree will an individual experience high self-esteem. Conversely, as the overlap of the ideal-self and the self-image narrows, self-esteem declines. Clawson reasoned that when a potential mentoree observes in a potential mentor an attribute (e.g., a skill or level of expertise) that is a part of that mentoree's ideal-self but not of that mentoree's self-image, the mentoree will desire to learn from the mentor how to achieve that particular attribute. This first contingency relationship—between the expertise of the mentor and the ideal-self/self-image gap of the mentoree motivates the initiation of the Mentor-Protégé Relationship (MPR). Therefore, Clawson asserts, an important characteristic of the mentor is that he or she possess one or more of the attributes desired by the mentoree. A second aspect of the potential relationship centers on the mentoree's trust and the mentor's trustworthiness. This perception determines whether the relationship will endure, and whether it will be an effective learning experience. This trust-trustworthiness relationship depends on the mentor's sincere interest in the well-being of the mentoree and his or her ability to consistently convey that interest to the mentoree. Therefore, the second characteristic of the mentor is that he or she be completely trustworthy. A third aspect of the potential MPR is the degree to which the mentor engages in active, planful coaching and the degree to which the mentoree allows him or herself to be influenced by the mentor. The relationship will be effective to the degree that it helps close the ideal-self/self-image gap that initially prompted the relationship. Therefore, the fourth characteristic of the mentor is that he or she must be willing and able to instruct the mentoree concerning the attributes desired by the mentoree.[38]

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[38]J. Clawson, "Chemistry, Contingency Theory, and Interpersonal Learning: A

Mentoring Activities

This section studies the various behaviors, conducts, and practices of accomplishing the mentoring function normally expected of effective mentors in the fields of education, business, and religion.

Mentoring Activities in the Educational Field

A review of the literature indicates that the following mentor roles are important in a new teacher supervision program:

1. Role Model

The mentoring teacher serves as a example of professionalism in all aspects of teaching, including: disposition toward teaching as a vocation; classroom teaching proficiency; interaction with peers, administrators and parents; and commitment to skill development. As beginning teachers experience the difficulties related to the classroom, teaching responsibilities, and personal and professional associations, mentoring teachers become examples for handling all of these challenges. Ideally, the new teacher will find in the mentor a standard of excellence, one who demonstrates superior professional qualities that the beginning teacher will aspire to imitate. The mentor encourages the new teacher to "act" like a professional educator.

2. Resource Person

The mentor orients the new teacher to the curriculum and resource material. The effective mentoring teacher also introduces the new teacher to the most helpful professional organizations, seminars, conventions, and publications. In addition, the mentor serves as a guide for planning and instructional preparation, teaching

Theory of Developmental Relationships in Organizations," in W. Gray & M. Gray eds., Mentoring Aid to Excellence in Career Development, Business and the Professions - Proceedings of the First International Conference on Mentoring, (Vancouver, Canada: International Association for Mentoring, 1986), 102-112.

approaches and strategies, classroom management, organization of paperwork, student assessment, and effective interaction with parents.

3. Observer Coach

The teaching mentor assists in the new teacher's development through acting as an observer and a coach. The mentor observes and provides evaluation of the beginning teacher's strengths and weaknesses and assists the new teacher in establishing objectives that help develop fundamental competencies and skills. In mentor coaching the beginning teacher invites the mentor coach to observe a portion of the teaching day. The mentor coach documents the beginning teacher's performance through scripting, videotaping, or anecdotal recording. Finally, the observational record is used as a basis for evaluating the teaching event. During this evaluation, it is preferable that mentors be relational coaches who through careful questioning and positive evaluation can encourage the new teacher to inspect their philosophies and feelings concerning their teaching. The effect of competent mentoring styles and strategies will be handicapped, no matter what methodology is used, if the mentor must provide summative judgments. Mentoring styles and strategies, competently applied, are a means of aid and should not be treated as verdicts.

4. Support Person

The mentoring teacher serves as a sounding board for emotions of confusion, anger, stress, and fears. They also share feelings of contentment and joy over a task well done. Understanding, perseverance, and the capacity to listen are significantly important in the mentor's task. The mentor's initial role is to assist the beginning teaching in building self-esteem, creating good work habits, and being productive in the classroom setting.

The Amherst School of Education identifies the following "Categories of Support for Mentoring Beginning Teachers":

Systems Information: Giving the new teacher information related to procedures, guidelines, or expectations of the school district.

Resources/Materials: Collecting, disseminating, or locating resources for use by the new teacher.

Instructional: Giving information about teaching strategies or the instructional process to the new teacher.

Emotional: Offering the new teacher support through empathetic listening and by sharing experiences.

Student Management: Giving the new teacher guidance and ideas related to discipline and managing students.

Scheduling/Planning: Offering new teachers information about organizing and planning the school day.

Environment: Helping the new teacher by arranging, organizing, or analyzing the physical setting of the classroom.

Demonstration Teaching: Teaching while the new teacher observes (preceded by a conference to identify the focus of the observation and followed by a conference to analyze the observed teaching episode).

Parental: Giving help or ideas to the new teacher related to conferencing or working with parents.[39]

Richard Stahlhut of Iowa State University defines the mentor as a non-family member who provides some of the following mentor role behaviors:

1. Confidant: To listen and keep personal matters close to heart. The mentor shows personal involvement by listening and advising the mentoree on personal as well as vocational issues.

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[39]Mentoring Handbook (Massachusetts University: Amherst School of Education, 1991), ERIC ED 338 571.

2. Teacher: To instruct and impart knowledge. The mentor models methodologies as they are applied to instructional material, children, parents, and peers.

3. Sponsor: To speak and vouch for. The mentor has faith in the new teacher and fully supports the person as an applicant for positions for which they are capable.

4. Developer of Talent: To coach and positively provoke. The mentor encourages, supports, and helps the beginning teacher with challenges that develop. Evaluation is offered and the new teacher is "coached" on methodologies that lead to increased productivity.

5. Opener of Doors: The mentor introduces the beginning teacher to powerful people and challenges which may further the person vocationally.

6. Protector: To guard. The mentor stands by the beginning teacher, defending the person to others even when they make mistakes.

7. Successful Leader: To display leadership and management abilities. The teaching mentor is acknowledged by other teachers as a person who is successful with the work he or she assumes. The mentor encourages the beginning teacher to set expectations for themselves so that they may assume the mentoring role sometime in the future.[40]

Cotton and Fischer developed a list of competencies for cooperating teachers that they consider to be the critical tasks involved in mentoring beginning teachers. Some of those descriptors are as follows:

1. Possesses professional characteristics/personal qualities.

2. Assists the student teacher in making the transition from college student to

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[40]Richard Stahlhut et al., Coaching Student Teachers To Elicit Mentor Role Behaviors from Their Cooperating Teachers, Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, New Orleans, La., 17-20 February 1988, ERIC ED 293 828.

teacher.

3. Helps student teacher develop motivation strategies.

4. Helps student teacher develop management and classroom discipline strategies.

5. Understands supervisory role.

6. Provides for evaluation of student teacher's performance.

7. Orients the student teacher to significant elements of student teacher experience.

8. Accepts the student teacher as a co-worker.

9. Helps student teacher develop a wholesome self-image.

10. Develops and maintains excellent helping relationship.

11. Is an exemplary model of a "good teacher."

12. Helps the student teacher develop instructional strategies.

13. Helps the student teacher develop his or her own teaching style.

14. Helps student teacher develop human relations strategies.

15. Helps the student teacher to become knowledgeable about students.

16. Helps the student teacher develop instructional planning strategies.

17. Helps student teacher develop communication strategies.

18. Is capable of self evaluating own professional development as a supervisor of student teachers.[41]

Carol Gilligan points out themes in human growth, especially moral development, that relate to males and females in different ways. Gilligan proposes that the formation of female identity takes place within a relationship setting, whereas the formation of male identity takes place within the sphere of

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[41]Eileen Guiffre Cotton and Charlotte Rice Fischer, School and University Partners in Education: The Selection and Preparation of Effective Cooperative Teachers, Paper presented at the Annual Meeting of the Association of Teacher Educators, Orlando, FL, February 1992, ERIC ED 344 842.

individualization. Femininity is defined in terms of attachment, masculinity in terms of separation. Male identity is threatened by intimacy, female identity by division. Boys play out-of-doors games more than girls do. Boys play more competitive games with many rules and with a range of age-mates. Girls play less competitive games that often end when disputes cannot be resolved.

Gilligan, on the other hand, suggests that women view morality in terms of concern for relationship and responsibilities rather than in the more male terms of rights and justice. Women value care; men devalue care. A morality of rights is associated with separateness (male); a morality of responsibility is associated with connectedness (female). To men a "female" morality may appear inconclusive, while to women a "male" morality may seem indifferent. Gilligan believes the essential aspect of mentoring to be the nurturing of the beginning teacher.[42]

Hersey and Blanchard provide an important functional definition of the mentoring activity. They see it as a supporting process in which a more capable and learned person demonstrates to less learned persons leadership styles that direct, coach, support, and delegate. In this way, the mentor hopes to develop the protégé's vocational and personal progress within the environment of empathetic interaction. The mentor guides the protégé through four stages of development:

1. Directing: Telling student teachers what, how, and when to perform structured tasks, expecting precision and productive output.

2. Coaching: Demonstrating, selling, and modeling expectations, developing talent, using persuasiveness, and resolving conflicts in a considerate way.

3. Supporting: Maintaining harmony, giving praise, cooperating, participating, and always emphasizing consideration.

4. Delegating: Allowing freedom to experiment, tolerating uncertainty, and being

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[42]Carol Gilligan, In a Different Voice (Cambridge: Harvard University, 1982) 1-23.

a facilitator for others.[43]

Mentors perform several distinct functions. They support, challenge, provide vision, listen, express positive expectations, advocate, share themselves, and make the experience special.

1. Supporting: This refers to those activities through which the mentor encourages the beginning teacher's sense of well being. The mentor communicates through empathy with the teacher's feelings that the person is "understood." Such empathy is like a physical embrace, as one feels that the mentor really cares about him or her. Therein lies the capacity to trust. Without this well-secured feeling of trust, the mentor will find it difficult to move ahead in the relationship.

2. Challenging: While the purpose of support is to bring people together, challenge keeps them at a respectful distance. The mentoring teacher may assign activities, introduce new approaches, question assumptions, or even risk harm to the relationship by refusing to provide answers to challenging issues.

3. Envisioning: Simply providing support and challenge leaves unanswered the question "Toward what?" Mentors provide a compass heading for the future. By their presence, mentors are proof that the journey can be made. Thus, mentors teach beginning teachers to look ahead and to form their own vision of the future.

4. Expressing Positive Expectations: Creating positive hope for beginning teachers is one of the essential aspects of effective leadership. Good mentoring teachers believe that beginning teachers are basically capable. They identify and encourage the person's abilities in order to give them hope for the future. Thus, they balance both a sense of where their beginning teacher is with a vision of what they can become.

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[43]Paul Hersey and Kenneth Blanchard, Leader Effectiveness and Adaptability Description (San Diego: Pfeiffer and Company, 1989), 1-4.

5. Serving as Advocate: Mentors intercede with those in authority, they explain procedures and rules, and they protect the beginning teacher from attack. This function of practical support is one of the most frequently cited activities of mentors in the business world. Academic mentors review their beginning teacher's work and may be called on to explain or defend it.

6. Sharing Oneself: As the relationship develops, the positive pressure increases for the mentoring teacher to be more transparent. As this happens over time, the beginning teacher finds it increasingly easy to understand the mind and heart of the mentor. A healthy relationship grows by sharing private matters more openly. With the appropriate nurturing, self-disclosure can lead to an important deepening of the relationship for both the mentoring teacher and the protégé.[44]

Mentors function in a variety of ways, but primarily they serve to enhance the new teacher's vocational abilities and personal development:

1. Instructional Guide: Most beginning teachers need help in lesson planning, instructional presentation, evaluating student development, locating and using resources, and encouraging students. This is why mentoring teachers need to be current on the relevant research as a means for recommending new and more effective methodologies.

2. Advisor: Mentoring teachers should also must be competent at observational techniques and insightful evaluation. Beginning teachers have a need for continued growth, and observations are essential to vocational development. In evaluating the productivity of beginning teachers, mentors need a theoretical understanding of the aspects of good teaching and an organized approach to analyzing instructional

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[44]Laurent A. Daloz, Effective Teaching and Mentoring (San Francisco: Jossey-Bass Publishers, 1986), 210-222.

technique. Teachers who are reflective practitioners and who possess evaluative and problem-solving capabilities become competent mentoring teachers.

3. Caring and Concerned Friend: They are available and open listeners who counsel with compassion when beginning teachers are upset and need someone to talk to about what they are experiencing. Mentors provide assistance, encouragement, and praise to their beginning teachers and relate their accomplishments to others.[45]

Equipped with their training as mentors and appropriately matched to their protégés, mentor teachers then embark on the actual journey. This process can be conceptualized as consisting of sequential phases, which culminate when the beginning teacher becomes self-reliant. Odell articulates three phases of the teacher-mentoring process:

Phase 1: Developing the Relationship—Since mentor teachers are likely to be assigned to beginning teachers, it is important at the outset that mentor teachers get to know their protégés as individuals. This is done most effectively outside of the teaching day or during a common planning time.

Mentor teachers frequently find it useful to meet beginning teachers somewhere off the school grounds. The informal atmosphere of a coffee shop or a restaurant can create an atmosphere more comfortable for the beginning teacher than the more formal environment of the school. Mentor teachers report that a few informal sessions with beginning teachers typically allow each person enough time to feel comfortable with the other. Developing a strong professional relationship will, however, take time beyond these first few meetings. The positive rapport built during these initial encounters, though, can lay the foundation for

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[45]Mary Ann Blank and Nancy Sindelar, "Mentoring as Professional Development: From Theory to Practice," The Clearing House 66 (1992): 22-26.

long-term trust between mentor and beginning teachers. A primary objective of this initial phase of mentoring is that the mentor teacher convey his support and openness to the beginning teacher.

Phase 2: Determining the Mentoring Content—An effective mentor teacher will be able to tailor their supporting talents to the immediate needs of the beginning teacher. The mentor teacher will further need to change the category of support being offered to correspond with the short and long-term variations that will occur in the beginning teacher's needs. A necessary first step, however, is that the mentor be able to accurately determine the needs of the protégé across time.

This determination should be protégé-centered. That is, the mentor should only offer support in the categories explicitly identified by the beginning teacher. If the beginning teacher is unable to identify an area of needed support, the mentor should resist the temptation to proscribe. Instead, the mentor should use pointed questioning to focus on areas of trouble that he or she has observed in the beginning teacher. Then the mentor can help the beginning teacher analyze and reflect on specific aspects of the teaching experience.

Phase 3: Disengaging the Relationship—Theoretically, mentoring teacher/beginning teacher relationships are finite and terminate when the protégé becomes self-reliant as an instructional leader in the classroom. However, there does not seem to be a theoretically optimal duration for a teacher-mentoring relationship. While at face value it might seem that longer-duration relationships would be desirable, even well-formed mentoring relationships yield diminishing marginal returns over time. As a practical matter, most current teacher mentor programs are designed to endure for no more than the first year of teaching. Accordingly, the mentor may need to prepare the protégé to disengage from the relationship early on—perhaps before the protégé is fully self-sufficient.

This disengagement need not be traumatic for the beginning teacher. The mentor teacher can help beginning teachers to establish their own support networks by interfacing with other teachers. In the ideal, healthy school, the teachers act as an interdependent network. While it is unlikely that support from colleagues will be as immediate or complete as that from mentors, new teachers quickly learn why veteran teachers value consultations with other teachers as a prime source of teacher knowledge. This transition from mentor-teacher support to colleague-teacher support is accomplished smoothly if mentor teachers have sufficiently educated their protégés about the resources available to them in the school district and have encouraged them to develop sources of personal support outside of the school context.[46]

Ideally, the most powerful mentoring environment is Buber's I-Thou relationship in which mentor and mentoree put aside the objective evaluation and enter into an authentic relationship. The mentor and mentoree each present themselves as they really are and accept the other person as he or she is. They do this, not with any utilitarian purpose in mind, but in order to relate genuinely to the other person. When this kind of relationship develops, their respective existence, worth, and potential is enhanced. They both grow by through the relationship.[47]

Buber said that in helping relationships such as between psychotherapist and client, experienced teacher and beginning teacher, or mentor and protégé, the more mature of the two should always be the more transparent one. The experienced teacher or mentor cannot force openness from the other, but can be a model of transparency. All caring relationships have the characteristic of the I-Thou to some degree. Buber points out that even between those who relate in a relatively

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[46]Sandra J. Odell, Mentor Teacher Programs (Washington: National Education Association, 1990), 5-28.

[47]Nathalie J. Gehrke, "On Preserving the Essence of Mentoring," 43-45.

transparent fashion there will be many times of relating to each other as I-Its. But the I-Thou experiences do occur, and these important times are the means of development of each as genuine persons. Personal maturation is a result of the I-Thou relationship—the willingness and desire to grow because someone has faith in you and your potential.[48]

Mentoring Activities in Business

A helpful comparison between the career-oriented vs. the psychosocial-based aspects of the mentoring task in the business realm is provided by Kathy Kram, as outlined below:

CAREER FUNCTIONS

Sponsorship
Opening doors. Having connecttions that will support the junior's career advancement.

Coaching
Teaching "the ropes." Giving relevant positive and negative feedback to improve the junior's performance and potential.

Protection
Providing support in different situations. Taking responsibility for mistakes that were outside the Junior's control. Acting as a buffer when necessary.

Exposure
Creating Opportunities for the Junior to demonstrate competence where it counts. Taking the Junior to important meetings that will enhance his or her visibility.

Challenging Work
Delegating assignments that stretch the junior's knowledge and skills

PSYCHOSOCIAL FUNCTIONS

Role modeling
Demonstrating valued behavior, attitudes and/or skills that aid the junior in achieving competence, confidence, and a clear professional identity.

Counseling
Providing a helpful and confidential forum for exploring personal and professional dilemmas. Excellent listening, trust, and rapport that enable both individuals to address central developmental concerns.

Acceptance and Confirmation
Providing ongoing support, respect, and admiration, which strengthens self-confidence and self-image. Regularly reinforcing both are highly valued people and contributors to the organization.

Friendship
Mutual caring and intimacy that extends beyond the requirements of daily work tasks. Sharing of expe-

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[48]Martin Buber, The Knowledge of Man , ed. and trans. M. Friedman (New York: Harper and Row Publishers, 1965), 75-88.

in order to stimulate growth and preparation to move ahead.

rience outside the immediate work setting.[49]

Kram asserts that there are four phases involved in the mentor relationship:

1. Initiation: A period of six months to a year during which time the relationship commences and begins to have significance for both mentor and mentoree. Expectations take shape and solidify. Initial expectations are generally successfully met. The mentor offers coaching, challenging opportunities, and visibility. The mentoree provides technical assistance, appreciation, and desire to be trained. Opportunities for a deepening of the relationship arise as work is accomplished.

2. Cultivation: A period of two to five years during which time the variety of vocational and psychosocial activities offered are expanded. Both mentor and mentoree continue to gain from the association. Opportunities for purposeful and regular relationship increase. Emotional bonding grows and intimacy continues to increase.

3. Separation: A period of six months to two years after a significant change in the institutional relationship and/or in the emotional experience of the association. The mentoree no longer desires assistance but rather the opportunity to work more independently. The mentor faces various crises and is less available to offer mentoring. Job rotation or promotion stifles opportunities for ongoing relationship; vocational and psychosocial functions can no longer be offered. Resentment and hostility may also curtail positive relating.

4. Redefinition: An indefinite period after the separation phase, during which time the relationship is discontinued or takes on different characteristics, making it a more peer-like association. The discomforts of separation recede, and a new relationship is developed. The mentor relationship is no longer desirable in its

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[49]Douglas T. Hall and others. "Career Development in Organizations," in Mentoring in the Workplace, by Kathy Kram (San Francisco: Jossey Bass Publishers, 1986), 161-166.

former shape. Resentment and anger recede; gratitude and appreciation for one another increase. Peer relationship is developed.[50]

Mentoring Activities in the Spiritual Realm

Stanley and Clinton categorize the following role behaviors in spiritual mentoring:

1. Mentors give to mentorees:

• timely advice

• letters, articles, books, or other literary information that offer perspective

• finances

• freedom to emerge as a leader

2. Mentors risk their own reputation in order to sponsor a mentoree.

3. Mentors model various aspects of leadership functions in order to foment the mentoree's character development.

4. Mentors direct mentorees to resources which will further aid development.

5. Mentors co-minister with mentorees in order to increase their confidence, status, and credibility.

In addition, Stanley and Clinton identify four distinct types of mentors, each with their own particular responsibilities: the spiritual guide, the coach, the counselor, and the teacher.

Functions of a Spiritual Guide: Most people need individual direction on spiritual matters at various junctures throughout their life, but not on a regular schedule. Spiritual Guides provide this need as they:

• assist mentorees in evaluating their own spiritual development.

• assess points of strength and weakness in spirituality.

• provide opportunities for growth and depth development.

[50]Kathy E. Kram, "Phases of the Mentor Relationship," Academy of Management Journal 26 (1983): 608-625.

• offer accountability for spiritual maturation.

"Coaching is a relational process in which a mentor, who knows how to do something well, imparts those skills to a mentoree who wants to learn them." Functions of the Coaching Mentor:

1. Communicate skill development (frequently, this involves understanding the initial skill level).

2. Convey self-esteem and knowledge in the implementation of those abilities.

3. Encourage people in order to extend them beyond what they thought possible.

4. Model the significance of understanding the fundamentals of a skill, an activity that will prove helpful in all of life.

5. Guide the mentorees to other helpful resources. Observe the mentorees in their implementation of new skills. Assess the mentorees' experience and provide evaluation.

The primary emphasis of a Counselor is giving appropriate advice and an unbiased viewpoint on the mentoree's perspective on self, others, surroundings, and ministry.

Seven Major Enabling Functions of a Counselor-Mentor

1. Encouragement: They communicate confidence and provide hope for further growth. They can often attest to how God seems to be working in a crisis and some of the good things that can occur in terms of spiritual maturation.

2. Sounding Board: Counselors pay close attention. Their attention is focused, and they give provocative insight to the mentoree. They can offer impartial ideas.

3. Evaluation: Counselors can quickly discover inconsistency in perspective, and analyze thinking for degrees of soundness.

4. Perspective: They give unbiased insight at critical junctures in a mentoree's life. They relate current events to the larger picture and therefore highlight opportunities even in difficult circumstances.

5. Specific Advice: They provide helpful counsel in regard to particular challenges. They are often able to provide alternative options, while leaving the ultimate judgment to the mentoree.

6. Linking: They connect the mentoree with available resources. Counselors are often aware of significant literature, people, capital, insights . . . or whatever a mentoree may need to unravel a difficult problem or to develop an idea.

7. Major Guidance: Many mentorees are at critical junctures in their lives and require direction when making important decisions. Counselors are able to picture the wider context of life's purposes and provide wise advice from that perspective.

The central thrust of a Teacher-mentor is to impart knowledge and understanding of a particular subject.

Functions of the Teacher-Mentor:

1. Know what resources are helpful and obtainable or who to contact in order to discover availability.

2. Connect mentorees to resources.

3. Prepare and convey information to mentorees.

4. Demonstrate applicability of information to mentorees' needs.

5. Encourage mentorees to persist in educational pursuits.

"Sponsorship is a relational process in which a mentor having credibility and positional or spiritual authority within an organization or network relates to a mentoree not having those resources so as to enable development of the mentoree and the mentoree's influence in the organization."

Sponsor Functions and Empowerment

FUNCTION	EMPOWERMENT	EXPLANATION
1. Selection	Confidence building, expectation, sense of uniqueness	They select potential leaders and build in them a sense of confidence and uniqueness—that they will bring a significant contribution to the organization.
2. Encouragement	Perseverance	They believe in their mentorees and encourage them to believe that will accomplish significant things.
3. Impart Skills	Some leadership, some influence skills	They impart relational skills—how to properly use networking, authority, and other direct leadership skills.
4. Linking to Resources	The resources	They link the mentorees to needed development resources including education, training, finances, and people.
5. Perspective	Analytical skill	Sponsors have an overall picture of the organization, its structures, its networks, its long-range purposes, etc. These provide a framework for decision making not usually accessible to lower-level positions.

| 6. Inspiration | Sense of destiny | Sponsors usually begin with the end in mind. They see what the mentorees are capable of being and achieving. Thus, they can inspire them to become that.[51] |

The Christian Reformed Church, an American denomination of Dutch origins with approximately 300,000 members, has developed an effective mentoring program for those who graduate from seminary and enter into the pastorate. Louis Tamminga, the national coordinator for the mentoring program has written a helpful manual outlining the expectations for both the mentor and mentoree. The following are some of the insights provided in the manual entitled, "A Pastoral Mentor Program."

As the mentor and mentoree grow in mutual understanding, they will begin to relate in a spirit of mutual trust and openness. In that spirit they can discuss a broad range of personal and professional concerns. Mentors should avoid the role of examiner, supervisor, and all-knowing teacher. Their function is not, in the first place, to provide solutions. They are primarily sympathetic and intelligent listeners who enter into the mentorees' situation, think and feel along with them, and explore with them more fruitful ways of living and serving--not according to the mentors' time-tested convictions, but rather, in keeping with the mentorees' mental makeup. Only with a spirit of respect can mentors make helpful suggestions and give counsel.

Mentors should remember that it is mentoree's potential, not their own, that must come to fruition. Young pastors will find it helpful simply to reflect on their ministry in the presence of a mentor who not only hears, but listens as well. By

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[51]Paul D. Stanley and Robert J. Clinton, Connecting: the Mentoring Relationships You Need To Succeed in Life (Colorado Springs: NavPress, 1992), 124-125.

articulating their feelings toward situations in the ministry, clarity is already being created in the mentorees' mind.

As time goes on, a number of personal ministerial concerns will become more pronounced in young pastors' minds, and they will want to explore them with their mentors. Some of the typical questions are included in the following:

- How do mentorees experience the ministry?

- What does it do to them personally, spiritually, professionally?

- Is the ministry what they had imagined it to be?

- Are their spouses happy?

- What do they think of themselves?

- Is personal prayer meaningful?

- Do their sensitivity and self-confidence grow harmoniously?

- What are some of their frustrations, and how do they deal with them?

- How do they deal with criticism?

- Can they find joy in their work?

- Are they happy with the response of their congregations?

- Do they establish meaningful relationships with mature people of their congregations?

- Do they find it hard to get along with certain people?

- Are their tasks too many?

- Can they prioritize the parts of their work: preaching, teaching, visiting?

- How do they go about sermon making? How do they select texts?

- Do they have specific problems?

- Do they take enough time for their family, and their private life?

- Do they have hobbies?

- Do they do physical exercises?

In the dialogues the approach should not become solution-oriented but growth-oriented. Mentors and mentorees should not feel upset when certain ideas are left "dangling." The mentors may suggest that the young pastors use their own insights, try the options of their choice, monitor the results, and bring them up for discussion with their mentors afterwards. The mentors should never give up because their advice was not followed, or because results are not immediately apparent. True collegial fellowship is forbearing, encouraging, and patient, not easily given to frustration and judgment.

It is also in the setting of such friendship that the young pastors will be free to share not only their feelings of failure and doubt, but their problems and misgivings as well. A key element in the relationship between mentors and mentorees is confidentiality. In cases of problems and conflict around the pastors, where the governing board of the church may have to act adjudicatingly, the mentors should normally not become involved in the judging process that follows. Neither governing boards nor pastors should call upon the mentors to testify. And, again, where a regional judicatory and church visitors have become part of an ongoing judicial process, the same privilege of confidentiality should be afforded to the mentors. Mentors supplement pastoral care; they should never replace existing ecclesiastical provisions.

Should the mentors report to the regional judicatory? Though the mentors were appointed after consultation with judicatory representatives, and should from time to time assure the judicatory that their mentoring responsibilities receive due attention, and are dealt with seriously, they should be careful not to divulge any details of a spiritual and professional nature. The mentorees should feel free at all

times to share weaknesses and disappointments with their mentors without fear that they will ever reflect on their performance as a ministers.[52]

Mentoring Outcomes

This section explores the desired results, consequences, and significant effects of the mentoring function in the fields of education, business, and religion.

Educational Outcomes

Mentoring of new teachers by veteran teachers is an effective way to encourage professional growth in mid career teachers, in beginning teachers, and in educational institutions as a whole. For beginning teachers, mentoring can enhance the probability that they will persevere in education. Mentoring arrangements offer a framework and help in assisting new teachers in developing the ability to educate, thereby creating an increased degree of teaching expertise as well as a sense of effectiveness and assurance. We recognize that the manner in which teaching skills develop during the first years greatly impacts how ongoing development will occur in the years following. Thus, early effective mentoring and supervision will lay a pattern for life-long professional improvement.

More experienced teachers providing the mentoring function become renewed due to the appreciation of their abilities and their enhanced level of prestige in the eyes of their peers and mentorees. They also grow in their abilities as they are in a position to reflect upon and reexamine their theory and methodologies of teaching, thus reverifying strategies that are effective and fine-tuning approaches which necessitate such. Mentors generally grow in a sense of accomplishment and enhanced attitude of self-esteem. Through mentoring the experienced teacher has

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[52]Louis Tamminga, A Pastoral Mentor Program (Grand Rapids, MI: Christian Reformed Church, April 1983), 1-15.

the opportunity to contribute to the next generation. Much of the wisdom that mentors communicate to the beginning teachers is subtle and not found in teacher preparation classes; rather, it is learned through experience.

Institutions are revitalized only if the people within them are revitalized. Mentoring creates positive feelings, a future orientation, and perspective. When teachers function together as associates (e.g., as experienced teachers with beginning teachers) toward beneficial purposes, they add to the overall feeling of kind-heartedness and esprit de corps within the school. Because mentoring makes the educational field more fulfilling to teachers, schools become better for the students as well.[53]

Mentoring also assists a beginning teacher in handling the primary pressures of teaching as well as his or her psychosocial development in early adulthood. Research has shown that beginning teachers can develop risk-taking abilities, communication competencies, political proficiency, and a variety of teaching skills from their mentoring teachers. Clearly, mentoring associations are essential for training professionals in the educational field.

An important outcome of the mentoring relationship that beginning teachers develop as "automentors." The term "automentor" applies to new teachers who through mentoring have developed the capacity to mentor themselves in a full-orbed fashion. An assumption here is that significant mentor-beginning teacher associations should have closure. Mentors should release from their beginning teachers as that beginning teacher develops competency at automentoring.

New teachers interpret events in the classroom differently from experienced teachers because they do not yet possess the frame of reference that experience provides. Often, the first-year teacher will ask questions such as, "Does it get better?" or "Will I make it to the end of the week?" or "How do I do a good job and

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[53]Blank and Sindelar, "Mentoring as Professional Development," 22-26.

still have a life outside of teaching?". New teachers ask these questions because they have no past experiences on which to rely in interpreting classroom events. Expert teachers, on the other hand, can more readily predict classroom occurrences since they have experienced similar circumstances in the past. Therefore, they are able to distinguish the typical from the unusual and thereby able to determine how the beginning teacher should prioritize his or her schedule.

Beginning teachers tend to think one-dimensionally as they try to make sense of classroom events. Initially, the beginning teacher simply want to survive. Mentoring teachers think more creatively as they strive to impact students from the reference point of their past teaching experiences. From this perspective, a mentoring teacher's role is to ease the fearful concerns of the beginning teacher and to direct her or him toward matters that will enhance rather than diminish competent teaching.[54]

One mentoring ideal presents three self-concepts and six competencies which will affect the capability of new teachers to become automentors. Self-reliant people usually possess the belief that they: 1) are capable and able to accomplish tasks, 2) can impact the environment and events of their own lives through exercising their own abilities, and 3) have a sense of self-worth that is unconditional and separate from their competencies, level of wealth, achievements, and other variables of life. Self-reliant people also have developed the skills to: 1) determine the proper standards for conducting personal assessments, 2) gather impartial data about their own endeavors, advancements, and achievements, 3) gather appropriate data from knowledgeable experts, 4) determine similarity between the data gathered and appropriate norms, 5) use the responses they receive

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[54]Sandra J. Odell, <u>Mentor Teacher Programs</u> (Washington: National Education Association, 1990), 5-28.

to initiate needed progress and changes, and 6) encourage and strengthen themselves by depending on personally developed, internal support.

An important mentoring outcome in education is the sense of personal accountability, defined as the sense of obligation to behave in accordance with properly instituted standards and the desire to have one's actions assessed accordingly. The most profitable type of accountability is when each beginning teacher holds him or herself responsible and does not require ordering by others to behave in a manner advantageous to himself, to the students, and to the educational enterprise.[55]

Surveys conducted by Bova and Phillips indicate that beginning teachers learn from their mentoring teachers risk-taking behaviors, communications skills, political skills, and other specific skills related to the teaching profession.

Risk-taking Behaviors: Growth in this area was difficult for those who were trained to "play it safe" by being rewarded throughout their academic career for cautiousness. Once they entered the teaching world, they must realize that teachers who advance are those willing to take risks.

Communication Skills: Through the modeling of the mentor, the beginning teacher is best able to develop the skill of active listening. New teachers are increasingly able to look at students and to communicate they are listening as their time with the mentor increases. They cultivate the art of being able to ask good questions that enable students to think through their ideas in greater depth.

Political Skills: Beginning teachers are able to learn from their mentoring teachers the political aspects of how the educational institution operates.

Specific Professional Skills: Mentoring teachers are able to teach beginning teachers how to put theory into practice. This is especially true if the mentor has a

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[55]Richard S. Kay, "A Definition for Developing Self-Reliance," in Mentoring: Developing Successful New Teachers, ed. Theresa M. Bay and C. Thomas Holmes (Reston, VA: Association of Teacher Educators, 1990), 25-38.

good grasp of the overall picture of the teaching profession. The new teacher is able to cope with the more boring details if the mentoring teacher is able to provide a more comprehensive view of how it all fits together. In general, beginning teachers best learn the meaning of the concept "professional" by viewing professionals in operation.[56]

Huffman and Leak surveyed beginning teachers who had been assigned mentoring teachers and received the following descriptions of the mentor and the mentor relationship: "Someone to turn to for help," "simply being available," "having someone to go to with questions big and small," and having the "help of a teacher who was genuinely interested." Another new teacher described "being able to ask any question you needed to without feeling like you were bothering someone" as the most helpful facet of the mentoring relationship.

The survey showed that mentors provide assistance in a variety of ways. They give practical help by explaining "the procedures, rules, and expectations of the school" and by offering "information on system wide policies." They relate perspectives and "assisted in familiarization with the curriculum." Mentors provide ideas for "instructional presentations," "the organization of time," and "classroom management." According to the new teachers surveyed, another important facet of the mentor's work is providing response and assessment. The mentor is understood to be a "friendly critic" who gives "constructive criticism." Respondents repeatedly mentioned the "beneficial feedback" that the mentor provides.

Respondents were then asked to rank the following six components in the order in which they received the most help from their mentoring teachers. Twenty-seven percent noted "Management of Student Behavior" as the area in which they received the most assistance. Nineteen percent ranked "Content," while another 19%

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[56]Bova and Phillips, "Mentoring as a Learning Experience," 16-20.

indicated "Instructional Presentation" as the area in which mentor's helped most. Fourteen-and-one half percent ranked "Management of Instructional Time," 11% ranked "Instructional Feedback," and 5% ranked "Instructional Monitoring" highest. On the other end of the scale, 39% ranked "Content" lowest; 15%, "Management of Student Behavior"; 12.6%, "Instructional Feedback"; 9%, "Instructional Presentation; 8%, "Instructional Time"; and 7%, "Instructional Monitoring."

Finally, respondents were asked to note in order the "functions" of the mentor that were most helpful to them. Sixty-seven percent ranked "Informal Conversation" with the mentor as the function that they appreciated the most. Nineteen percent ranked "Having time to observe other teachers and/or my mentor" as highest. "Written report of observation on my teaching" was ranked first by 11%.

The primary outcome of the mentoring task, according to the survey, was a collegial one. There was sense of "genuine empathy" on the part of the mentoring teachers that allowed new teachers the freedom to make mistakes and to try new approaches without penalty .[57]

Mentoring Outcomes in Business and Corporate Life

Mentoring programs have the capacity to: enhance the job achievement of both mentor and protégé; diminish turnover rates in the beginning career stage; train skillful managers to succeed those who retire; sustain higher levels of managerial involvements through middle age and beyond; and equip individuals for leadership roles in the organizational hierarchy.

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[57]Gail Huffman and Sarah Leak, "Beginning Teachers' Perceptions of Mentors," Journal of Teacher Education (Jan-Feb 1986): 22-25.

There are several ways the protégé benefits through regular involvement with an upper level company executive. This relationship can provide the junior executive a broader view of the company and a clearer understanding of the environment in which he or she operates. Through the sense of protection that arises from the mentoring relationship, the protégé can operate in the organizational structure with less fear of stumbling. The mentor can be a benevolent individual to rely on when difficulties arise; trust is established as the protégé develops the ability to solve problems independently. In general, the protégé gains advantage through the reception of assistance and perspective, through an enhanced sense of self-worth, by involvement in growth oriented associations, and by achieving perspective on vocational direction.

Mentoring involvement also provides a means to enhance upper level management's ability to stay current with programs developing in the company and guarantees that the executive hierarchy has a role in training the future leadership of the organization. Mentors also gain through greater recognition of the difficulties that challenge junior level employees. Problems which management might not speak to in a normal training program can be dealt with in mentoring relationships. Mentors also gain through the reception of important information concerning the company from a dependable source.[58]

Fagenson conducted a study that indicated mentored individuals have more "satisfaction, career mobility/opportunity, recognition and a higher promotion rate" than non-mentored individuals. The results of the study support the observation that an individual's reported job/career experiences and his or her protégé status are

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[58]LuAnn Ricketts Gaskill, "A Conceptual Framework," 147-160.

related. Mentored individuals report having "more career mobility, opportunity, recognition, satisfaction, and promotions than non-mentored individuals."[59]

In another study, 567 American scientists were randomly selected from professional society directories to establish whether scientists who had mentors were more self-actualizing than those who did not. Rawles found that 66.3% of the scientists stated that they had had a mentor, and a positive correlation was determined between the degree of self actualization (as measured by the Personality Orientation Inventory) and whether the scientist had had a mentor. Another finding of the study determined that scientists who assisted others as mentors earned more income and held higher positions of prominence than those who did not mentor.[60]

Negative outcomes for the protégé, however, can also result from mentoring associations. Mentor relationships that are between non-compatible persons or that are concluded in an untimely fashion may result in a lowered sense of self-worth, bewilderment, diminished opportunity, and a feeling of being deceived. In addition, after the mentor publicly supports the protégé to peers and superiors, the protégé may not live up to acceptable standards. Such inadequate achievement reflects negatively on the mentor.

Some of the specific problems may be that mentors may be discontented individuals who attempt to relive their lives through a protégé in an attempt to gain something for themselves. Protégés, on the other hand, may be attempting to relive

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[59]Ellen A. Fagenson, "The Mentor Advantage: Perceived Career/Job Experiences of Proteges Versus Non-proteges," Journal of Organizational Behavior 10 (1989): 309-320.

[60]B. A. Rawles, "The Influence of a Mentor on the Level of Self-actualization of American Scientists" (Ph.D. diss., Ohio State University, 1980). Reported by Sharan Merriam, "Mentors and Proteges: A Citical Review of the Literature," Adult Education Quarterly 33 (Spring 1983), 161-173.

a distressed childhood by solicited a father/mother figure in a mentor. Neither need is likely to be fulfilled in the mentoring relationship.[61]

Fury lists five potential difficulties protégés should recognize: 1) the mentor's authority or prestige in the organization could diminish through no fault of his or her own; 2) the protégé is sometimes confined by the mentor's bias; 3) the mentor could move on to another organization; 4) the male mentor could solicit sexual favors from his female protégé; and 5) the protégé could become associated with an incompetent mentor.[62]

Levinson et al. note from their research that a mentor might be abusive, self-centered, too oppressive, or overly paternal. They concede that in the majority of mentoring relationships, the association concludes with considerable ambivalence and even animosity, some protégés exhibiting both appreciation and anger at the same time. Much like a love relationship, such conflict develops that the mentor and protégé part ways and eventually develop new mentoring relationships that are more suitable to their particular needs.[63]

In certain situations, a mentoring relationship can even become shattering for the individuals involved. For example, a protégé may feel harmed and suppressed by his or her mentor, or a mentor may feel intimidated by his or her protégé's continued accomplishment and promotions through the corporate ranks. Difficulty can also develop when either the mentor enters a challenging mid-life stage of development or the protégé encounters institutional deterrents to promotion.[64]

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[61]Sharan Merriam, "Mentors and Proteges: A Citical Review of the Literature," Adult Education Quarterly 33 (Spring 1983): 161-173.

[62]K. Fury, "Mentor Mania," Savvy (December 1979): 42-47.

[63]Levinson et al., Seasons, 334.

[64]Kathy E. Kram, "Phases of the Mentor Relationship," Academy of Management Journal 26 (1983): 608-625.

<u>Spiritual Mentoring Outcomes</u>

In a survey of several hundred church leaders over a period of years, Stanley and Clinton discovered that most of them were able to name three to ten individuals who made important contributions to their growth. In addition, an investigation of major biblical individuals and the biographies of spiritual leaders clearly underscores the idea that one of the major influences most often used to mature a leader is a mentor or mentors.[65]

The expected outcomes of mentoring can be outlined in terms of the mentor helping the mentoree develop a number of basic relationships. The mentorees are encouraged to grow in: 1) a personal understanding of their own needs, abilities, ideals, fears, spirituality, etc.; 2) an understanding of interpersonal and group dynamics and to relate constructively to those around them; 3) the ability and confidence necessary for performing their duties and developing an imaginative vision of the ministry. The purpose of the mentoring relationship is to accompany new pastors as they learn to function more self-reliantly within the whole of their ministerial calling.[66]

In 1992, the author gathered with 14 other church planter trainers and practitioners for two separate 2 day sessions to identify church planter competencies or outcomes that were expected to result from effective training and mentoring programs. The group came to consensus on the following desired outcomes:

1. Prayer Life Understanding: places a priority on prayer through scheduled, individual, and corporate prayer.

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[65]Paul D. Stanley and Robert J. Clinton, <u>Connecting: the Mentoring Relationships You Need to Succeed in Life</u> (Colorado Springs: NavPress, 1992), 11.

[66]Louis Tamminga, <u>A Pastoral Mentor Program</u> (Grand Rapids, MI: Christian Reformed Church, April 1983), 1-15.

2. Servanthood Understanding: knows the elements of servant leadership and is cultivating a sacrificial spirit in a God-focused lifestyle.

3. Ethical Behavior Understanding: knows the biblical standards of morality and is adhering personal behavior to biblical norms.

4. Faithwalk Understanding: possesses a conviction regarding calling to pastoral ministry and is relying on God's activity and empowering.

5. Godly Character Understanding: understands biblical leadership standards and knows how to grow spiritually.

6. Visioning Skill: able to articulate a theme which highlights a vision and philosophy of ministry for a church and establish a clear church identity related to the theme and vision. Able to create lay ownership of the vision through teaching and celebration of milestones.

7. Motivating Skill: knows how to encourage people through personal enthusiasm, expectancy, openness and modeling before people.

8. Leading Skill: able to demonstrate security and assertiveness in a philosophy and style of ministry without abusing or exploiting authority. Knows how to draw lines once issues are adequately exposed and discussed. Able to delegate appropriate decision-making to responsible persons and groups.

9. Bonding Skill: Able to develop a nucleus group or groups which invite newcomers into the network of relationships. Also able to monitor the morale of people.

10. Doing Theology Skill: Given an issue, is able to develop a biblical perspective on it and apply that perspective to people's lives.

11. Worship Understanding: Able to articulate a biblically-based understanding of worship.

12. Worship Design Skill: Knows how to plan and conduct biblically rooted worship that is appropriate for the context of the group.

2. Servanthood Understanding: knows the elements of servant leadership and is cultivating a sacrificial spirit in a God-focused lifestyle.

3. Ethical Behavior Understanding: knows the biblical standards of morality and is adhering personal behavior to biblical norms.

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11. Worship Understanding: Able to articulate a biblically-based understanding of worship.

12. Worship Design Skill: Knows how to plan and conduct biblically rooted worship that is appropriate for the context of the group.

13. Preaching Skill: Able to communicate biblical truth in a powerful and effective preaching style.

14. Music Understanding: Knows the role and styles of music appropriate for worship.

15. Needs Assessment Skill: Able to identify felt and real needs of a group and community using demographic data and context analysis.

16. Church Growth Understanding: Understands church growth theory and its relationship to spiritual and relational growth.

17. Outreach Skill: Able to develop a carefully formulated outreach approach including follow-up procedures.

18. Assimilation Skill: Knows how to orient and enfold new members into meaningful relationships. Able to facilitate small group process.

19. Skill Identification: Able to articulate a biblically based understanding of skill identification and can identify leadership capabilities and skills in others through observation/discernment and appropriate inventories. Able to identify the knowledge and skill requirements of jobs, tasks, and roles. Can match skills of people with ministry needs and opportunities.

20. Equipping Skill: Able to train leaders in biblical understanding and ministry skills and release them into ministry. Motivates leaders and creates systems of accountability that are helpful to their development.

21. Program Design Skill: Understands systems design and is applying learning theory to leadership, outreach, and discipleship training.

22. Coaching Skill: Knows how to help leaders (small group leaders, elders, etc.) recognize and understand their personal needs, values, problems, alternatives, and goals.

23. Church-Multiplying Movement Understanding: Understands movement theory and how the dynamics of movements relate to each other and church planting.

24. Demographic Understanding: Knows the methods of gathering demographic data and can interpret demographic data for the purpose of needs assessment, understanding of the social/cultural context and ethnographic profile of the area and group.

25. Model Building Skill: Able to conceptualize and develop a theoretical and practical framework that describes a church-planting ministry appropriate for the group and area.

26. Computer Competence: Understands and is able to use computer applications appropriate to the task.

27. Financial Management Skill: Able to acquire financial commitment and support from others. Knows how to handle budgets, keep records, and make financial decisions.

28. Legal Understanding: Understands the legal rules and regulations regarding the operating of a church.

29. Building Understanding: Knows how to initiate and monitor a church building program.

30. Philosophy of Ministry Understanding: Able to verbalize a "style of ministry" as a result of the interaction of theological commitments, the needs and opportunities of the culture, and the abilities of the church's leaders and people.

31. Church Planting Methodology Understanding: Has a good grasp of the biblical and historical philosophy and methods of church planting.

32. Essentials of the Church Understanding: Has a practical understanding of ecclesiology from biblical and theological sources.

33. Outreach Understanding: Understands the need for outreach and church planting.

34. Writing Skill: Writing follows generally accepted rules of style and form, is appropriate for the audience, is creative, and accomplishes its intended purpose.

Can write advertising copy and job descriptions.

35. Relationship Building Skill: Able to establish relationships and networks across a broad range of people and groups. Can make others feel secure and comfortable; appreciates and accepts a variety of persons.

36. Team Process Skill: Influences teams and groups in such a way that tasks, relationships, and individual needs are addressed.

37. Feedback Skill: Communicates information, opinions, observations, and conclusions so that they are understood and can be acted upon.

38. Questioning Skill: Able to gather information through the encouragement of ideas by individuals and groups through the use of interviews, questionnaires, and other probing methods.

39. Conflict Management Skill: Able to manage conflict openly, tactfully and biblically. Is not a source of conflict through either abrasiveness or poor social judgment. Does not avoid unwarranted conflict through denial or unrealistic appraisal of situations.

40. Planning Skill: Able to isolate key result areas in order to establish long-range and short-range goals. Knows how to develop action plans, monitor and update plans, and develop visual schematic representations of plans.

41. Time Management Skill: Knows how to set limits to personal availability and is able to prioritize responsibilities. Able to schedule time for direct and indirect people involvement.

42. Records Management Skill: Knows how to store right data in an easily retrievable form useful for ministry decisions.

43. Problem-Solving Skill: Able to distinguish between principles and procedures in a given issue. Appreciates tradition without being bound. Able to use creativity and imagination to address issues.

44. Spousal Cooperation Understanding: shares the ministry vision with spouse and prays together for the ministry. Has an agreement to function as a team in ministry through individual and collective action. Agrees together regarding each partner's roles and involvement in ministry. Model wholesome family life before church and community.

45. Self-Assessment Skill: Knows how to evaluate the impact of personal history, cultural and social background upon the ministry in area and group. Able to evaluate personal strengths, weaknesses, gifts and direction of personal growth. Able to evaluate personal growth in spiritual disciplines and in managing personal priorities, time and money.

46. Stress Management Skill: Able to perform multiple tasks without being overly frustrated. Knows how to maintain good physical health and handle adversity in a tough-minded manner.[67]

The Association of Theological Schools, the accrediting organization for almost every Protestant and Catholic theological seminary in North America, has conducted helpful research to determine the most essential outcomes that should result from ministerial training. Their categories describe typical approaches that should be apparent in seminary graduates' ministerial relationships with others, perspectives on faith, and orientation to family relationships.

1. Fidelity to Tasks and Persons: Respect for persons is a high priority. They believe that all persons have value, that others' ideas and wishes should be heard and taken into account, and that they should be conscious of each others' needs. They believe that people should be informed and included in decision-making or guideline-setting that affects them. Honest communication between persons is important. They are responsible both to tasks and persons, and will consider the

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[67]Thomas Hawkes, et al. "Evaluating Church Ministry Competency," (Atlanta, Ga.: The Church Planting Center, 1992).

implications for both in decision-making. They do not see tasks, decisions, or improvements as ends in themselves, but view them primarily in terms of what they will do to or for people.

2. Personal Responsibility: They try to keep commitments, whether they are related to schedules, promises to other people, or to their own inner convictions. Where a previous commitment of time comes in conflict with some newly-discovered need, they will keep the prior commitment. In the face of two important but conflicting ministry responsibilities, they will make the decision on the basis of the original commitment.

3. Acknowledgment of Limitations: They accept responsibility for mistakes—whether in judgment or behavior. They will not shift responsibility for mistakes to other persons or outside circumstances. They readily apologize for mistakes and actively seek to make amends. They affirm the importance of humility and confession.

4. Flexibility of Spirit: They prefer to govern their behavior more by the present than by the past. They adapt to what is required by the unique character of each situation. Sometimes they take things seriously and sometimes lightly, as the situation warrants. They are willing to explore what is new, are able to cope with the unexpected, and can modify plans to meet new situations. They are willing to forget about past negative experiences with persons and to start afresh. While they like to plan ahead, they willingly alter their plans if the situation changes.

5. Involvement in Caring: They aid people with problems by helping them to explore and to evaluate their alternatives, to make their own decisions, and to act on those decisions. They help persons express their feelings in tragic or stressful situations and encourage them to seek the help of others who have been through similar experiences. They are likely to assist people who face problems by facilitating their movement through the resolutions they have chosen.

6. Perceptive Counseling: They are sensitive to the needs and feelings of people with whom they talk, always trying to be good listeners. They encourage persons dealing with feelings of failure to share their problems. They are accepting, affirming, and reassuring to people who doubt their own worth or value. They seek to minister to others when a person's comments or concerns suggest that they need care.

7. Mutual Family Commitment: They show respect for and appreciation for their family. They value good family relationships, know their importance to an effective ministry, and therefore protect time set aside for maintaining those good relationships. They are committed to keeping commitments both in their ministry and in their family. They appear to be sensitive to their family's needs and attempt to give as careful attention to them as they do to the demands of their profession.

8. Commitment Reflecting Religions Faith: They are conscious of God's loving and sustaining presence at work in the Church, their life, and the lives of others today. They show sensitivity to the activity of the Holy Spirit in contemporary life and to the human need for forgiveness. They do not hesitate to share these convictions with others, especially when others give evidence of doubting. Even when things look bleak, they trust in God's Providence and will express this conviction.

9. Belief in a Provident God: They understand that God loves humankind and offers the gift of life and hope. They repudiate the assumption that God operates by human rules, or within the limitations of human understanding or beliefs. Rather, they believe that God's being and actions are at times beyond human comprehension.

10. Pastoral Service to All: They extend pastoral service and church programming to all people. They would personally offer or urge the church to offer practical aid to non-members (e.g., assistance with food or shelter to vagrants,

minority groups or the poor of a community) as readily as to a member of their own church.

11. Active Concern for the Oppressed: They consider it important to help people understand the realities which confront oppressed people (e.g., citizens of Third World countries and Native Americans) and urge the Christian community to deal with these social and economic needs.

12. Building Congregational Community: They emphasize fellowship and a sense of community as meaningful goals for a congregation or group. When decisions are being made, one significant element in their thinking is whether the decision will help or hinder the sense of community within the church. They value people as much as programs, are as fellowship-oriented as they are task-oriented, and believe in investing significantly in building trust and rapport within a congregation. They would be likely to foster activities in the congregation that are purely for the sake of community or fellowship.

13. Conflict Utilization: They understand conflict not as an event to be avoided, or even played down, but as an inevitable part of group life that has the potential for good in it. Their consistent approach to conflict situations is to have all sides expressed and heard. They believe buried conflict is destructive and will reject proposals to avoid discussion of controversial issues by the congregation. Rather, they feel responsible for helping the congregation to learn how to resolve disagreements, or at least how to express them without destroying community.[68]

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[68]David Schuller et al., Readiness for Ministry (Pittsburgh: Association of Theological Schools, 1985).

Empirical Studies

There are three research studies that proved to be helpful in forming the direction for this dissertation. This section will briefly present them and explain their influence upon this particular study.

Richard Stahlhut and Richard Hawkes, serving on the faculty of Northern Iowa University in the field of education, conducted research that they presented to the Annual Meeting of the Association of Teacher Educators in 1989. Their study investigated Reciprocal Mentor Protégé Relationships (RMPR) during student teaching and how these relationships are understood by cooperating teachers and by student teachers. Specifically, the study researched how student teachers perceived their cooperating teachers' leadership practices. The problem had three parts: (1) to distinguish leadership behaviors that mentoring teachers used; (2) to determine if there were primary mentoring styles that existed when a mentoring teacher and a student teacher worked together; and (3) to discover if the leadership behaviors and mentoring styles impacted the student teacher's success, as measured by a final evaluation checklist. The Leader Behavior Description Questionnaire Form XII, developed by the School of Education at Ohio State University, was administered to 212 student teachers.

Some of the pertinent research questions the study answered are the following:
1. How were the leadership behaviors, as measured by the Leader Behavior Description Questionnaire Form XII (LBDQ-XII) ranked, and how frequently was each mentoring style exercised?
2. When the dependent variable was the success of the student teacher, as measured by his/her 11-item final evaluation checklist, what leadership behaviors, as measured by the LBDQ-XII, were influential to that success?
3. What were the relationships between the leadership behaviors and mentoring styles?

4. What were the relationships between the student teachers' success and the four styles of leadership used by the mentoring teachers?

5. What were the relationships between the various mentoring teachers' and beginning teachers' demographic variables, such as educational level, and the success of the student teacher?

The LBDQ-XI, was administered during the final week of the clinical field experience by 212 University of Northern Iowa student teachers. They had their clinical field experiences in 1 of 14 possible regional centers during the second or third quarter of the 1987/88 academic year. Student teachers had a minimum of eight weeks (five days/week and eight hours/day) to observe their mentoring teachers' leadership behaviors before they completed the survey instrument. Along with the 100 leadership behavior items surveyed, 14 demographic factors and 11 success evaluation scores were collected. Analysis of the data collected was completed by the software program called "The Statistical Package for the Social Sciences, revised edition" (SPSS-X2.1). Specific tests included: Pearson's Product-Moment Correlation Coefficients, chi-square, step-wise multiple regressions, two Cronbach's Alpha Reliabilities, and other descriptive statistical measures.

Research question 1 examined how frequently the twelve leadership behaviors and the four mentoring styles they implied were exercised. Research showed that all of the leadership behaviors and all of the mentoring styles were exercised equally. Cooperating teachers used various leadership practices and these adaptable practices were discerned by student teachers. The conclusion is that cooperating teachers use situational management techniques as part of their mentoring practices when they work with student teachers. This means that mentoring teachers should anticipate that they will need to vary their leadership practices so they can better lead student teachers during changing situations.

Research questions 2 and 3 examined how the twelve leadership behaviors were related to one another and to a student teacher's success. A leadership behavior that gives the student teacher more freedom to make decisions is positively related to a student teacher's success. On the other hand, leadership behaviors that develop structure by strictly defining roles and by emphasizing productive output are negatively related to a student teacher's success. The conclusion is that a cooperating teacher's leadership behaviors can both positively and negatively influence a student teacher's success. This implies that supervisors need to be sensitive to the potential consequences of their leadership behaviors.

Research question 4 examined how the four mentoring styles were related to a student teacher's success. Mentoring teachers who generally support their student teachers by maintaining a cooperative spirit, offering encouragement, being agreeable, and delegating responsibility allow opportunities for experimentation positively impact their student teacher's success. Mentoring teachers who are overly directive and precisely command student teachers what, how, and when to perform classroom tasks negatively influence their student teacher's success. This implies supervisors need to be alert and aware to the various influences and effects of the mentoring styles they use.

It was from this empirical study by Stahlhut and Hawkes that this researcher developed the idea of studying mentor/church planter dyads in much the same way that these two men studied cooperating teacher/beginning teacher pairings. Especially influential was the authors' methodology of determining how these relationships are perceived by both the mentor and the mentoree in reference to mentor and leadership behaviors. Also, it was from these two authors that the researcher grasped the idea of studying the impact of mentoring behaviors and leadership styles upon the success of the church planter. In addition, from these

two educators this researcher gleaned several very helpful research questions that provided guidance for the study.[69]

A study by Mark Barnett investigated the two basic aspects of leadership, the interest in the performance of the institution, and the relationships among its members, as understood by principals, school board presidents, and the superintendents themselves. Barnett surveyed all 153 Mississippi school board presidents and superintendents and a representative sample of 44 percent of each category of principals, using the Leader Effectiveness and Adaptability Description (LEAD), developed by Hersey and Blanchard.

Specifically, the purposes of this study were:

1. To investigate the differences in perceptions of secondary, elementary, and combination (K-12) school building principals regarding the leadership style effectiveness of elected and appointed superintendents.

2. To investigate the differences in perceptions of school board presidents concerning the leadership style effectiveness of elected and appointed superintendents.

3. To determine if elected and appointed superintendents perceive differences in their own leadership style effectiveness.

4. To investigate the differences in leadership style effectiveness of elected and appointed superintendents as perceived by principals, superintendents, and school board presidents.

This study introduced this researcher to the LEAD test by Hersey and Blanchard, which was subsequently used in reference to this dissertation's second hypothesis. In addition, the research questions that asked if there were differing perceptions of leadership style between leader and follower were used by this

[69]Richard Stahlhut and Richard Hawkes, Conceptual Model for Mentoring Student Teachers, Paper presented at the Annual Meeting of the Association of Teacher Educators, St. Louis MO, 18-22 February 1989, ERIC ED 304 405.

researcher to determine if there were discrepancies between the views of mentors and church planters in reference to leadership ability.[70]

Robert C. DeVries conducted a descriptive study with the primary purpose of capturing what was occurring in the Christian Reformed Church in its mentoring program. Thirty-two pastors (representing sixteen mentoring pairs) were selected at random. Each pastor was interviewed in a semi-structured format for approximately one hour. Tapes of these interviews were evaluated, coded, and analyzed. The first twelve interviews were used to provide a background to the study and to develop an inclusive categorization system by which the analysis of the remainder of the study was done. At the conclusion of the study, descriptions of the characteristics and duties of both mentors and beginning pastors were provided, as was a description of an effective relationship. This study provided this researcher with helpful insights into mentoring relationships between experienced pastors and beginning pastors.[71]

Summary, Discussion and Evaluation of the Literature

The previous sections of Chapter II presented a review of the literature that reflected topics that are relevant to this dissertation in mentoring. The sections presented an overview in four divisions: concepts of mentoring, qualities of the mentor, activities of the mentor, and outcomes of mentoring. These mentoring topics were studied in the context of three social grouping categories—educational (especially mentoring of new teachers), organizational and professional (mentoring for career training and

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[70]Mark Barnett, Perceptions of the Leadership Style Effectiveness of Superintendents in Mississippi. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, 11th, New Orleans, LA, November 1982, ED 242 087.

[71]Robert C. DeVries, "Growing Together: A Report of a Study of the Mentoring Program of the Christian Reformed Church (Grand Rapids, MI: The Pastor Church Relations Services, 1988), 1-46.

advancement in the corporate sector and professions), and religious (mentoring for spiritual growth, competency development, and positive transformation of character).

A contrasting set of mentoring roles were presented that were generalized into two broad categories. Psychosocial functions are those characteristics of a relationship that increase a sense of capability, understanding identity, and productivity in a professional capacity. Career roles are those characteristics of a relationship that assist in learning duties and planning for promotion in an organization. Both of these polar opposite functions, plus the many expressions along the continuum, were presented in the context of education, business/corporate life, and religion.

Mentoring Concepts: We reviewed the mentoring concepts prevalent in each of these fields to provide the descriptors for the dissertation's surveys of church planters and their mentors. Anderson's concept of the colleague mentor (a skilled classroom teacher who in addition to teaching full time, aids, supports, and counsels beginning teachers as they carry out their routine teaching activities) and the community mentor (a resident of the district who on the basis of certain expertise assists teachers in developing professionally and personally) were especially applicable to the mentoring role for the church planter. Usually the mentor is a neighboring pastor who is also fully engaged in ministering in a church context. Also particularly applicable to this dissertation is Phillips-Jones' concept of "traditional mentors" who, as senior officials, safeguard, represent, and care for their protégés over an extensive interval of time. They enable their protégés to climb the institutional ladder on their coattails. Often a pastoral mentor will actively recommend new ministry opportunities for the successful church planter. Also helpful in the church planting context is Matthaei's concept of the "modeling" mentor, as one who, by statements, behavior, and demeanor, models a purposeful

lifestyle, elucidates primary life issues, and offers direction for spiritual growth in a nurturing environment. The primary image for the modeling role is the protégé looking over the shoulders of the mentor. In church planting circles, there is a strong tendency to search for heroes to emulate. Thus, the question often asked of prospective church planters is, "Whom do you consider a model for your church planting ministry?"

Qualities of the Mentor: A mentoring quality is an attributed descriptor of a mentor, one that identifies the nature of the mentor's character and behavior in specific contexts. Qualities and characteristics are broader constructs than skills and denote typical core attributes of identity. Anderson and Shannon provide three character qualities that are central to the purposes of mentoring. First, mentors should be able to make themselves transparent to mentorees by offering their protégés opportunities to see them in action and by communicating to them the rationale and meaning behind the observed behavior and activities. Second, mentors should possess the ability to direct their mentorees step-by-step over a period of time. Third, mentors should possess the capacity to communicate genuine care and concern about the personal and professional well being of their mentorees. These qualities are as rare in pastoral mentors as in educational and business mentors, but are essential for effective mentoring.

Zimpher and Rieger point out that mentor teachers are chosen primarily because they are perceived as experts by their colleagues. Some measure the degree of expertise in terms of length of teaching experience. The literature generally advises that a mentor teacher possess a minimum of 3 years experience. Another important factor in selecting the best mentor-mentoree relationship is age differential. Levinson asserts that the person who serves most effectively in the mentoring role is usually older than the mentoree by half a generation (8 to 15 years) and notes special difficulties if the age differential is much greater or less than this.

McGovern asserts that mentors should be in their 40's and should have experienced many of the normal difficulties and hardships of teaching. Mentors should also have gained enough expertise to be able to trust their instincts and intuitions. Church planters tend to be aggressive and "hard charging" by temperament; they will not devote the time to a mentoring relationship with someone they do not respect. For these reasons, the above ideas concerning level of expertise, age and years of experience are fully transferable to the pastoral mentoring of church planters.

The above observations also show that Stanley and Clinton's list of the qualities needed in the spiritual mentor are especially applicable to the mentoring of church planters: ability to readily see potential in a person; tolerance with mistakes, brashness, abrasiveness, and the like in order to see that potential develop; and flexibility in responding to people and circumstances. Many church planters tend to be young, head strong diamonds in the rough. It takes the mentor qualities listed above to persevere with such personalities.

Robert C. DeVries, in his research into the mentoring program of the Christian Reformed Church, indicates that the prime characteristic that most mentors and mentorees identified as ideal is the mentor's willingness to invest in the relationship. His survey data suggests four indicators of the characteristic investment. They are a) initiative, b) frequency of meeting, c) structure or planning, and d) follow through. That the mentor should be the one held responsible to take the initiative to begin and develop the relationship became apparent early in his data gathering process. Because church planters are so absorbed in their beginning ministry, the mentors should be strong personalities who will compel the church planters to be accountable.

Mentoring Activities: This section studies the various behaviors, conducts, and practices of accomplishing the functions normally expected of effective mentors in

the fields of education, business, and religion. The Mentoring Handbook provides a helpful mentor descriptor entitled the Support Person, who is described as the mentor serving as a sounding board for emotions of confusion, anger, stress, and fears of rejection. The mentor also shares feelings of contentment and joy over a task well done. Often the most important ministry to the new church planter is to provide a listening ear.

Cotton and Fischer point out that the effective mentor assists the novice in making the transition from college student to teacher. This assistance is especially pertinent to the church planter who often has only recently graduated from theological seminary. The church planter needs help in adapting to the pastoral ministry as well as to the unique pressures and challenges of beginning a new church.

Kathy Kram describes the counseling function as providing a helpful and confidential forum for exploring personal and professional dilemmas. The mentor provides excellent listening, trust, and rapport that enables both individuals to address central developmental concerns. Often church planters learn the most when they are allowed to "vent" in a safe environment.

Mentoring Outcomes: This section explores the desired results, consequences, and significant effects of the mentoring function in the fields of education, business, and religion. Blank and Sindelar assert that mentoring by veteran teachers is an effective way to encourage professional growth in mid career teachers, in beginning teachers, and in educational institutions as a whole. They note that experienced teachers who provide the mentoring function become renewed due to the appreciation of their abilities and their enhanced level of prestige in the eyes of their peers and mentorees. They also grow in their abilities as they are in a position to reflect upon and reexamine their theory and methodologies of teaching. In these ways they reverify strategies that are effective and fine tune

approaches and discover new developments in teaching. Institutions are revitalized only if the people within them also are revitalized. Mentoring creates positive feelings, a future orientation, and perspective. When teachers function together as associates (e.g., as experienced teachers with beginning teachers) toward beneficial purposes, they add to the overall feeling of kindheartedness and *esprit de corps* within the institution. Pastors and churches are not fundamentally different from teachers and schools; they need to be regularly renewed and invigorated. Mentoring relationships are an important means to that end.

Odell points out that beginning teachers tend to think quite one-dimensionally and rather rigidly as they try to make sense of classroom events. Mentoring teachers think more creatively as they strive to impact students from the reference point of their past and present teaching experiences. From this perspective, a mentoring teacher's role is to ease the fearful concerns of the beginning teacher and to direct her or him toward matters that will enhance rather than diminish competent teaching. Church planters who have only recently graduated from theological seminary tend to be rather rigid in their theory and methodology because they have spent the previous three to four years dreaming about pastoral ministry in the safe environment of the educational institution. When real people and challenging circumstances begin to test their notions of the way things should be, some church planters find it difficult to adapt. At this point an older and wiser pastoral mentor becomes a valuable resource by offering the counsel of perspective and experience.

Levinson, et al. note from their research that a mentor might be abusive, self-centered, or too oppressive and paternal. They concede that in the majority of mentoring relationships, the association concludes with considerable ambivalence and even animosity. Much like a love relationship, such conflict develops that the mentor and protégé part ways and develop new mentoring relationships that are more suitable to their particular needs. There are a number of anecdotal reports that

church planters have experienced difficulties with their mentor because of neglect or insensitivity on the part of the mentor or because of unrealistic expectations on the part of the church planters.

Rationale for this Particular Study

The fields of education, business/corporate life, and religion offer very important perspectives and insights into the mentor/protégé relationship. However, until this dissertation, these findings have never been applied to the unique relationship between the pastoral mentor and the church planter. This study is important because the beginning pastor must digest in the very first year an overwhelming amount of material related to the ministry. Most church planters approach their responsibilities with some notion of where the experience will take them, but then quickly lose a sense of their personal priorities and dreams in the midst of the pastoral pressures, intellectual challenges, and emotional trials. These are only some of the reasons that mentors, who provide a stable force through the trials and difficulties, are so important to beginning church planters.

Over the last several years, mentoring has received more recognition as a means of fostering church planting in the Presbyterian Church in America. Denominational leaders are working to link seminary graduates and other new church planters with experienced pastors who often are former church planters. Such mentoring relationships have the potential to: improve the ministry performance of both mentor and church planter, reduce church planter burnout in the early career stages, develop sufficiently talented church planters to start new churches and thus replace those churches that are dying, maintain high levels of mentoring contribution to young people through the mentor's middle age and beyond, and prepare mentors and church planters for roles of denomination-wide leadership in church planting.

The unique contribution of this dissertation is that it applies the research on the mentor/protégé relationship from other fields to the special ministry of church planting. In addition, beginning with Chapter III this thesis delves into the nature and dynamics of the pastoral mentor/church planter relationship as experienced by the church planters in the Presbyterian Church in America over the last several decades.

CHAPTER III

DESIGN AND METHODOLOGY

Chapter III describes the design and methodology used in this study which analyzes the effect of adaptable leadership behaviors and the twelve distinct mentoring styles on the process of mentoring Presbyterian church planters. This chapter comprises five sections: 1) conceptual framework, 2) design and rationale of the study, 3) population, 4) instrumentation, and 5) data analysis.

Conceptual Framework

Conceptual frameworks endeavor to graphically represent the ideas studied by summarizing the main factors and then showing the relationships between them. Due to the extensive nature of this topic of study, a conceptual framework is needed to clarify the various perspectives on the particular areas of mentoring addressed. The conceptual diagram in Figure 1 focuses attention on those aspects of the mentoring activity which will be studied and on those mentoring church planting outcomes which will be addressed. From the diagram, one may see that the key actors in this study are pastors who have mentored at least one church planter in the past.

Several hypotheses arise from this conceptual framework. The first hypothesis is that Presbyterian church planters who are mentored by these pastors experience a significantly higher success rate than do non-mentored Presbyterian church planters. The second hypothesis is that those Presbyterian church planters

who are supervised by those pastoral mentors who exhibit higher levels of adaptability in their leadership role behavior will experience a significantly higher success rate than do church planters who are supervised by those mentoring pastors who exhibit lower levels of adaptability in their leadership role behavior. This study concentrates its analysis on the mentor roles, benefits, and outcomes of prosperous church planting. The conceptual diagram should allow the reader to focus more easily on what is being studied by excluding all that is outside the scope of this research project.

The following research questions relate to each of the numbered graphics in Figure 1:

#1: The 475 church planters are surveyed to determine whether they were mentored. On a four point Likert scale, if the church planter indicates "frequently occurred" or "sometimes occurred" (as opposed to "infrequently occurred" or "never occurred") to three of the twelve descriptors of a mentor, the church planter is considered to have been mentored.

#2: The mentors are surveyed to determine the degree of agreement with the church planters concerning their mentoring activities, in accordance with the twelve mentoring descriptors. Specifically, this study will answer the question: Do the church planters agree with the mentors in describing the supervision that the mentors said they provided?

#3: For those church planters who are considered to be mentored, the study then determines if the mentoring had a significant effect upon the success of the church planting effort.

#4: The level of adaptability in the leadership role behavior of the mentor is surveyed through the LEAD test taken by the church planter with the mentor's leadership role behavior in mind. A score between 12 and 36 is obtained. The higher the score, the more adaptable is the leadership role behavior of the mentor

from the perspective of the church planter.

#5: The mentors are administered the LEAD test to determine
view of their leadership role behaviors; a comparison is made to the views of their
mentorees.

#6: For those who are considered to be mentored, the study then determines if
the mentor's leadership role behavior adaptability had a significant effect upon the
success of the church planting effort.

#7: A study is conducted to analyze items #4 and #5 above in reference to
number of years since the mentoring relationship concluded. In other words, does
the passage of years create a greater disparity between the recollections of the
mentoring relationship in the view of the church planter vs. that of the mentor?
There will be two variables: a) the number of years since the mentoring relationship
concluded, and b) the difference in the mentor's score on the LEAD test vs. the
church planter's scoring of the mentor on the LEAD test.

Figure 1 Conceptual Framework

Figure 1
Conceptual
Framework
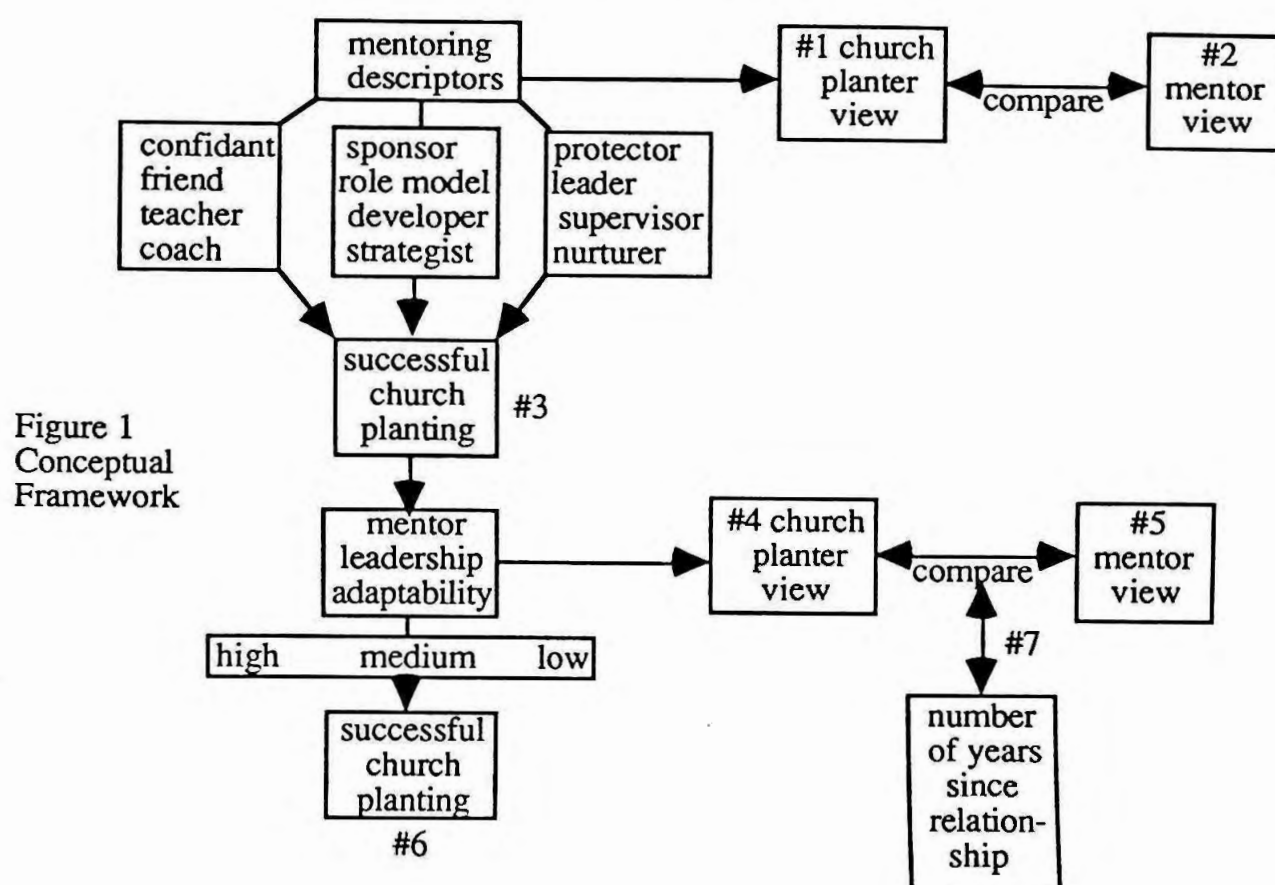
The arrows in the conceptual diagram represent the relationships between the various factors in the study.

Design and Rationale of the Study

Richard Stahlhut of Northern Iowa University has developed a methodology for evaluating the relationships between student teachers and their cooperating teachers during the student internship experiences. This study repeats Stahlhut's research procedures by administering a two part survey to the 475 Presbyterian ministers who are listed in the Yearbook of the Presbyterian Church as having planted churches.

The first part of the survey asks the ministers to note on a four point Likert

index how closely the twelve descriptors of mentoring activity apply to the supervisors who oversaw their church planting efforts. If the church planters had a supervisor and note either "very frequently occurred" or "often occurred" on at least 3 of the descriptors, they are considered to be mentored church planters. Of interest to the researcher are those descriptors of a mentor that are most frequently noted.

The second survey asks the church planters to rate their supervisors on the LEAD test. This information determines the leadership role behavior of these church planting mentors. Then a second series of questionnaires is sent to those who are considered to be church planting mentors. First, the mentors rate their own activity on the same list of mentor descriptors as provided the church planters. The results are then compared to determine the degree of agreement between the mentor and the church planter concerning the descriptors. In addition, the mentors take the LEAD test to determine their view of their own leadership role behaviors in relationship to their church planters. The mentor's score on the LEAD test is then compared to how the church planter scored the mentor on the LEAD test.

Descriptive and correlational research is conducted because this study investigates 1) the variations in the degree to which the church planters were mentored, and 2) the variations in the leadership role behaviors of the mentors corresponded with degrees of success in church planting. Also, correlational analysis is used to determine the degree to which the mentors and the church planters agree on the descriptors of the mentors' activities and the mentors' leadership role behavior.

The survey was developed to collect information about the name and current address of the church planter's mentor (if there was one), when and where the church was planted, present location of the church, month and year of first Sunday morning worship service, month and year when church was officially organized, i.e., when the church became self-supporting and self-governing (Copies of these

surveys and accompanying letters are found in Appendix A.

A pilot test was conducted with a prototype questionnaire of the mentoring descriptors and was administered to a random sample of church planters throughout the nation. In this way, various questions were tested for validity and reliability and suggestions solicited for more appropriate questions. Through the pilot study it was discovered that it was necessary to address the survey to church planters and former church planters. One respondent did not fill out the survey because he said he was no longer a church planter.

Also, the pilot survey pointed out the need to clarify that the planters' responses should reflect the interaction with the mentor only during the period in which they were planting their first church, as some of the pastors had planted more than one church. Also, it became apparent that that the survey needed to emphasize that the interest of this study is in the mentoring interaction during the time period of the church plant, rather than in mentoring that had been received in months and years previous to the planting of the church.

Moreover, the pilot study demonstrated that church planters did not necessarily understand that the mentoring relationship did not have to be official in nature. The revised survey emphasizes that the mentoring interaction could have occurred as little as once every couple of months over the telephone. Finally, two in the pilot study checked the line noted that they were not mentored and did not fill in the information on the last page asking for their name and the name of the church they planted. The revised survey was rewritten in the following form:

_____Yes, I think I was mentored.   _____No, I was not mentored.
Then, please continue   Then, please only fill out
on this page to the mentoring   the top half of page 4.
descriptions.

The pilot study proved to be a very important step in developing a survey that supplies the data required to answer the research questions of the study.

Population Studied

According to the <u>Yearbook of the Presbyterian Church-1994 edition</u>[1], there are
475 Presbyterian pastors still living who have planted at least one church at some
point in their ministry. Those church planting dates range from 1955 to 1993. On
average, ten years has passed since these pastors planted their first church. Nearly
all of these church planters possess at least the basic theological seminary degree,
Master of Divinity (MDiv). The average age of the pastors when they planted their
first church was 34 years. On average, these pastors had accrued 4 years of
pastoral experience before planting their first church. However, 37% of these
pastors planted their churches within a few months of obtaining their Master of
Divinity degree. Thus, more than one-third of the respondents had little or no
formal pastoral experience previous to their first church planting experience. The
average age of the mentors is 46 years, or 12 years older than the church planters.
This age differential fits Levinson's assertion that the ideal mentor is a half
generation older than the protégé, which he defines as 7 to 15 years older.

There are several necessary limitations to this study. The research excludes
Presbyterian missionaries who planted churches in Canada, Mexico, or overseas.
The primary reason for limiting the study in this way is that it is much more
difficult, perhaps impossible, to gather accurate statistics on church planting
activities outside of the United States. In addition, the responses of the 6% of those
surveyed who either planted their churches for other denominations or who planted
the church within the last three years are not included. These respondents were
excluded because these factors make it very difficult to determine levels of success
in the church plant (i.e., was the church within three years of being planted: self-
supporting financially, self-governing with its own lay board, and giving away at

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[1]Stated Clerk of the General Assembly, <u>Yearbook of the Presbyterian Church in
America</u> (Atlanta: Committee for Christian Education and Publications, 1993).

least 10% of its annual income to ministries outside of itself). Also, the four church planters that this reseacher has mentored over the past 16 years were not included in the survey in order to avert the "halo effect", the tendency for a strong positive or negative impression of a person or event to influence observations and ratings. One of the researcher's supervisors, the Dean of Administrative Affairs at Covenant Theological Seminary, was also left out of the study for the same reason even though he had been a Presbyterian church planter in the past.

Confidentiality was promised to each church planter and mentor through the following statement accompanying each survey, "Your responses to the survey and profile will be kept in strictest confidence and be reported on a large group basis only. Therefore, please be as straightforward as possible." Nevertheless, some church planters and mentors undoubtedly chose not to participate because they feared exposure of their failures in their respective roles.

Instrumentation of the Study

The primary sources of data for the study were: 1) the survey which contains 12 descriptors of mentoring behavior and Likert-type responses, and 2) the LEAD questionnaire, developed by Hersey and Blanchard, which measures type and adaptability of leadership style. The Likert-type responses are the quantitative measures used to assess the degree to which certain roles were performed, certain benefits experienced, and the extent to which outcomes were realized in each of the domains.

The categories and definitions for the roles were synthesized from literature available in the fields of education, business, and religion. Placing into one term words that connoted the same or very close meanings, the various roles referred to in the literature were recast into twelve categories that represented most of the meanings presented in the three fields of study. The definitions were written and

rewritten for added clarity. The final definitions represent discrete meanings, but not necessarily exclusive properties. Respondents were asked to indicate on a Likert-type scale which of these role-functions they performed in relationship with their church planter.

The final version was piloted on a representative sample of 28 former church planters. Only a few minor corrections were necessary. In addition, the mentor descriptors were examined by the researcher's dissertation committee, and the recommendation was made and accepted that Gilligan's mentoring concept of "nurturer" be included. Finally, the list of descriptors was submitted to a Ph.D. degreed colleague in the Presbyterian Church national office, who has developed a specialty in church planting mentoring. He made a few recommendations for minor changes in expression that were partially accepted. The final version of the twelve mentoring descriptors is found in Appendix A.

The category of "successful church planting" is defined as starting a church that within three years of its inception is: self-governing with its own in-house lay governing board, is financially self-supporting, and is contributing at least 10 percent of its annual income to ministries outside its own local institution. This data is found in the Yearbooks of the Presbyterian Church for the last twenty five years.

The second primary means of analyzing the mentor/church planter relationship is with an instrument developed by Hersey and Blanchard entitled the Leadership Evaluation and Development scale (LEAD)[2]. This instrument is based on Situational Leadership Theory (SLT), a theory of leadership style and adaptability interaction developed by Hersey and Blanchard. The SLT theory is established upon an interplay among the following: a) the amount of direction (task behavior) a leader gives, b) the amount of socioemotional support (relationship

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[2]Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982), 95-103, 295-312.

behavior) a leader provides, and c) the maturity level that followers exhibit in a specific task. Maturity is defined in terms of the capacity to set high but attainable goals, the willingness and ability to take responsibility, and the amount of education and/or experience an individual possesses in relation to a specific task being performed.

According to the SLT theory, as the level of maturity of their followers continues to increase in terms of accomplishing a specific task, leaders should begin to reduce their task behavior and to increase their relationship behavior. As the followers begin to move into an above average level of maturity, it becomes appropriate for leaders to decrease not only task behavior but relationship behavior, as well. The individual at this level of maturity sees a reduction of close supervision and an increase in delegation by the leader as a positive indication of trust and confidence. Thus, the SLT theory focuses on the appropriateness or effectiveness of leadership styles according to the task-relevant maturity of the followers.[3]

According to Hersey and Blanchard, style range is important in gaining insight into leaders' ability to influence others. Style adaptability is the degree to which leaders are able to vary their leadership style appropriately to the readiness level of a follower in a specific situation. In the LEAD test, points are awarded for each alternative action selected in response to the twelve situations provided in the LEAD instrument. The number of points awarded is determined by how well the alternative action selected matches the situation. Thus, a "3" response indicates the "best fit." A "0" response indicates that an alternative action was selected that has a very low probability of success. The use of a point system allows the leaders'

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[3]Mark Barnett, "Perceptions of the Leadership Style Effectiveness of Superintendents in Mississippi," Paper presented at the Annual Meeting of the Mid-South Educational Research Association (11th, New Orleans, LA, November 1982), ED 242 087.

Leadership Style Adaptability to be expressed as a score. The possible adaptability score ranges from 12 to 36. Expressing adaptability as a score allows some generalization to be made based on numerical benchmarks.

30-36   Scores in this range indicate a leader with a high degree of

adaptability. The leader accurately diagnoses the ability and

willingness of the follower for the situation and adjusts accordingly.

24-29   This range reflects a moderate degree of adaptability. Scores in this

range usually indicate a pronounced primary leadership style with

less flexibility into the secondary styles.

12-23   Adaptability scores less than 23 indicate a need for self-development

to improve both the ability to diagnose task readiness and the use

of appropriate leadership behaviors.

John Greene, Ph.D., provides the necessary reliability, stability, and validity analyses on the LEAD test as follows:

The LEAD test measures specified aspects of leader behavior in terms of the Situational Leadership theoretical model. The LEAD test yields four ipsative style scores and one normative adaptability (effectiveness) score. The scale was originally designed to serve as a training instrument, and the length of the scale (12 items) and time requirement (10 minutes) clearly reflect the intended function.

The LEAD was standardized on the responses of 264 managers constituting a North American sample. The managers ranged in age from 21 to 64; 30 percent were at the entry level of management; 55 percent were middle managers; 14 percent were at the high level of management.

The 12 item validities for the adaptability score ranged from .11 to .52, and 10 of the 12 coefficients (83 percent) were .25 or higher. Eleven coefficients were significant beyond the .01 level and one was significant at the .05 level. Each response option met the operationally defined criterion of less than 80 percent with respect to selection frequency.

The stability of the LEAD was moderately strong. In two administrations across a six-week interval, 75 percent of the managers maintained their dominant style and 71 percent maintained their alternate style. The contingency coefficients were both .71 and each was significant ($p < .01$). The correlation for the adaptability scores was .69 ($p < .01$). The LEAD scores remained relatively stable across time, and the user may rely upon the results as consistent measures.

The logical validity of the scale was clearly established. Face validity was based upon a review of the items, and content validity emanated from the procedures employed to create the original set of items.

Several empirical validity studies were conducted. As hypothesized, correlations with the demographic/organismic variables of sex, age, years of

experience, degree, and management level were generally low, indicating the relative independence of the scales with respect to these variables. Satisfactory results were reported supporting the four style dimensions of the scale using a modified approach to factor structure. In 46 of the 48 item options (96 percent), the expected relationship was found. In another study, a significant ($p < .01$) correlation of .67 was found between the adaptability scores of the managers and the independent ratings of their supervisors. Based upon these findings, the LEAD is deemed to be an empirically sound instrument.[4]

Leadership role behaviors are conceptualized as Telling, Selling, Participating, and Delegating. According to Hersey and Blanchard, the effective mentor guides the protégé through the following four stages of development:

1. Directing: Telling student teachers what, how, and when to perform structured tasks, expecting precision and productive output.

2. Coaching: Demonstrating, selling, and modeling expectations, developing talent, using persuasiveness, and resolving conflicts in a considerate way.

3. Supporting: Maintaining harmony, giving praise, cooperating, participating, and always emphasizing consideration.

4. Delegating: Allowing freedom to experiment, tolerating uncertainty, and being a facilitator for others.[5]

The leaders' primary style is the style that they would tend to use most frequently. These leadership behaviors are measured by the Leadership Evaluation and Development Scale (LEAD). The church planters in the Presbyterian Church who were supervised by ministers in their church planting efforts complete the LEAD test during the summer and fall of 1994. The church planters answer the questionnaire in reference to the leadership role behavior of their supervisors. Subsequently, the mentors complete the questionnaire in reference to their own perceived leadership role behavior.

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[4]John F. Greene, "A Summary of Technical Information About LEAD," San Diego: Pfeiffer & Company, 1980.

[5]Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982), 95-103, 295-312.

Data Analysis

Quantitative analyses of the surveys are examined by descriptive statistics such as mean/mode/median scores, frequencies, rank ordering, and coefficient correlations (Pearson's r) and Chi Square tests of independence in order to provide data analysis. Pearson's r statistics are reported in percentages and will be examined in three categories: 0%—33% = very low or non-existent correlation; 34%—66% = moderate correlation; 67%—100% = high correlation. Chi Square tests are conducted to determine if there is a significant relationship between effective mentoring and church planting success as well as between leadership adaptability and church planting success. The results are presented in tabular form as well in graphs.

Summary

The purpose of this research is to investigate the roles, benefits, and outcomes that accrue to the church planting enterprise through a mentoring relationship. Two instruments are used to study the research questions from a quantitative perspective. Grounded in the literature, mentoring concepts and activities are categorized into twelve role-functions of mentors, each with corresponding definitions. The mentor's leadership adaptability is investigated by means of the LEAD test, developed by Hersey and Blanchard.

The population consists of 475 church planters who started Presbyterian churches in the United States between 1955 and 1993. The survey instruments were mailed to the church planters and their mentors during 1994-95. The data from these two instruments form the basis for the analyses to follow in Chapters IV and V.

CHAPTER IV

RESULTS OF THE STUDY

This chapter presents the data obtained from the research instruments. It describes the results in terms of descriptive statistics (mean, median, mode, standard deviation, variance, kurtosis, skewness, maximum and minimum numbers) that summarize individual data points. In addition, statistical tests of correlation, chi-square test of independence, and t-tests are used. These analyses are presented in the form of charts and graphs. The structure of the chapter is built around the seven research questions. Through the charts and graphs, the statistical analyses present the data that is relevant to each question. In addition, relationships between variables that are not directly covered by the research questions but are of interest to this study will also presented.

The data presented in this chapter is garnered from the 475 Presbyterian church planters and the 104 mentors (84 individual mentors, as 13 pastors mentored more than 1 church planter) through the mentoring descriptor survey and the LEAD test (see Appendix A).

Research Question #1: The 475 church planters are surveyed to determine whether they were mentored by their responding to questions followed by a four point Likert index. If the church planter indicates "frequently occurred" or "sometimes occurred" (as opposed to "infrequently occurred" or "never occurred")

to three of the twelve descriptors of a mentor then the church planter is considered

to have been mentored.

Table 1

Number and Percentage of Church Planters Who Were Mentored
Mentored: 121 (41.7% of usable responses)
Unmentored: 169 (58.3% of usable responses)
Total of usable responses: 290 (61%)
Total responded to surveys: 319 (67.2%)

Figure 1a

Number and Percentage of Church Planters Mentored and Unmentored

58%

169   121   42%
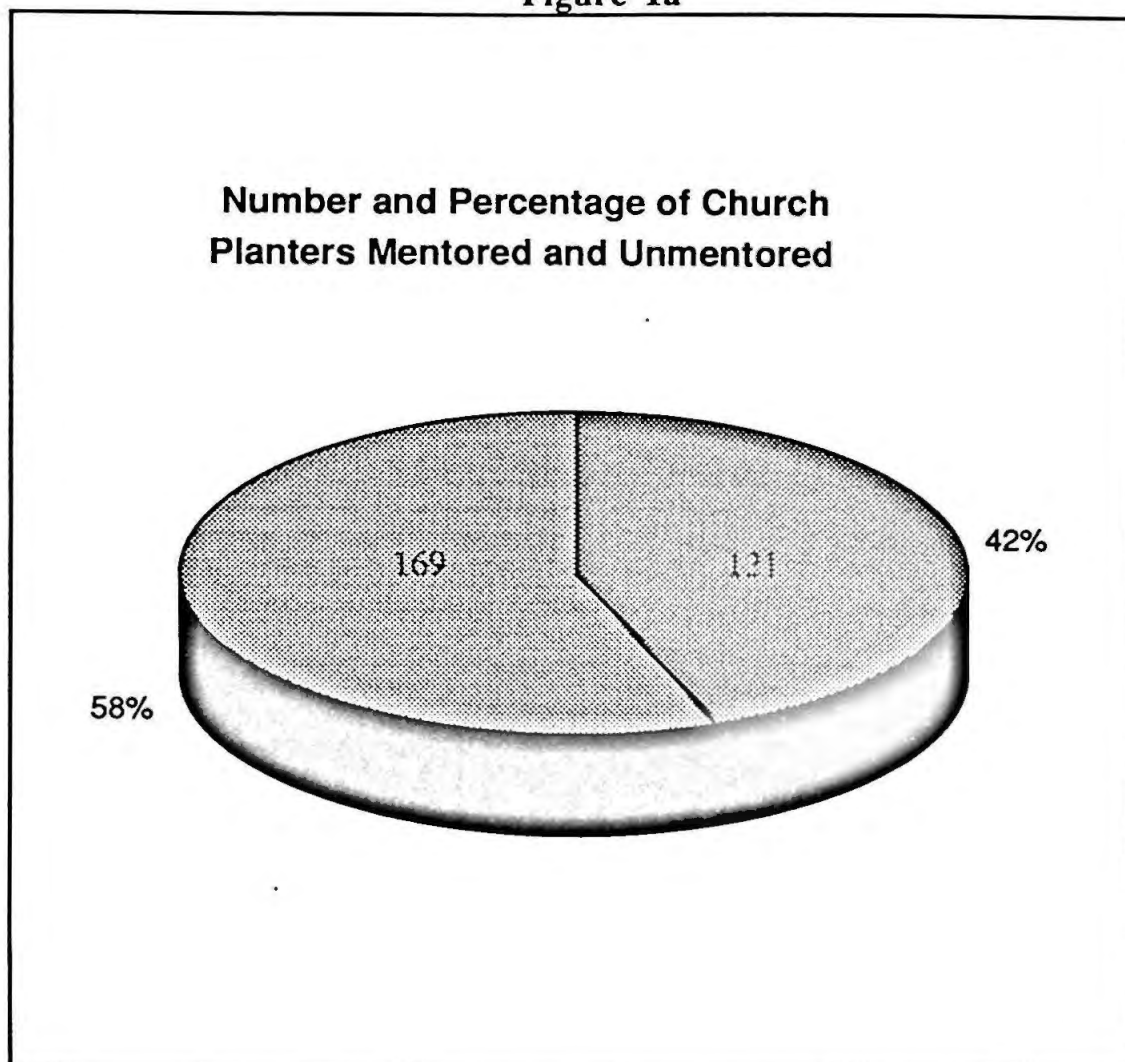
Table 1 shows that 319 of the 475 church planters 67.2% responded to the descriptor survey (see Appendix A). The researcher found it necessary to mail the survey on four separate occasions, plus an additional "reminder" postcard, in order to bring the response percentage over 67%. The first mailing elicited a 35% return; the postcard reminder, 10%; the second mailing of the survey, 12%; the third mailing of the survey, 5%; the fourth mailing, 5%; for a total of 67%. According to the literature on surveying, these response rates are normal.

In the cover letter accompanying the survey, the researcher encouraged the church planters to participate in the survey with the following statement, "Through this research I hope to identify the characteristics of an effective church planting

mentor in order to assist future generations of church planters." The thought was that the church planters would want future church planters to have greater advantages than they did, particularly in the area of mentoring.

Twenty-nine or 6.1% of the surveys were not usable because of the following reasons: 1) some of the pastors planted their churches for other denominations and independent groups, and it was therefore not feasible to research the data to determine if the church became "successful" (financially self-supporting, self-governing, involved in mission outside of itself through benevolence giving) within the three year limit; 2) the church had been planted within the last three years and therefore there had not been sufficient time to determine if the church would be "successful"; 3) the church had not properly submitted the necessary data to the Stated Clerk of the General Assembly of the Presbyterian Church so that the information could be published in the Yearbook. Therefore, it was not possible to determine if the church had been "successful"; (4) three of the church planters were mentored by the researcher and were therefore not included in the study.

Figure 1 shows that approximately 42% (121 of the 290 usable responses) of the respondents were mentored. This means that these church planters responded by circling "frequently occurred" or "sometimes occurred" to at least 3 of the 12 mentoring descriptors in the survey. Approximately 58% (169 of the 290 usable responses) were not mentored which means that they either marked at the beginning of the survey that they were not mentored or that they circled 2 or less of the 12 descriptors "frequently occurred" or "sometimes occurred." In this last category, of those who circled 2 or less of the 12 descriptors, there were only 5 respondents, or 4%, of the church planters who filled out the first portion of the survey that included the descriptors.

Table 2

Age of the Church Planter	
Mean	34.137254
Median	33
Mode	30
Standard Deviation	6.122575
Variance	37.48592
Kurtosis	0.9806461
Skewness	1.0192173
Range	29
Minimum	25
Maximum	54

Figure 2

Descriptive Analysis of the Age of the Church Planters
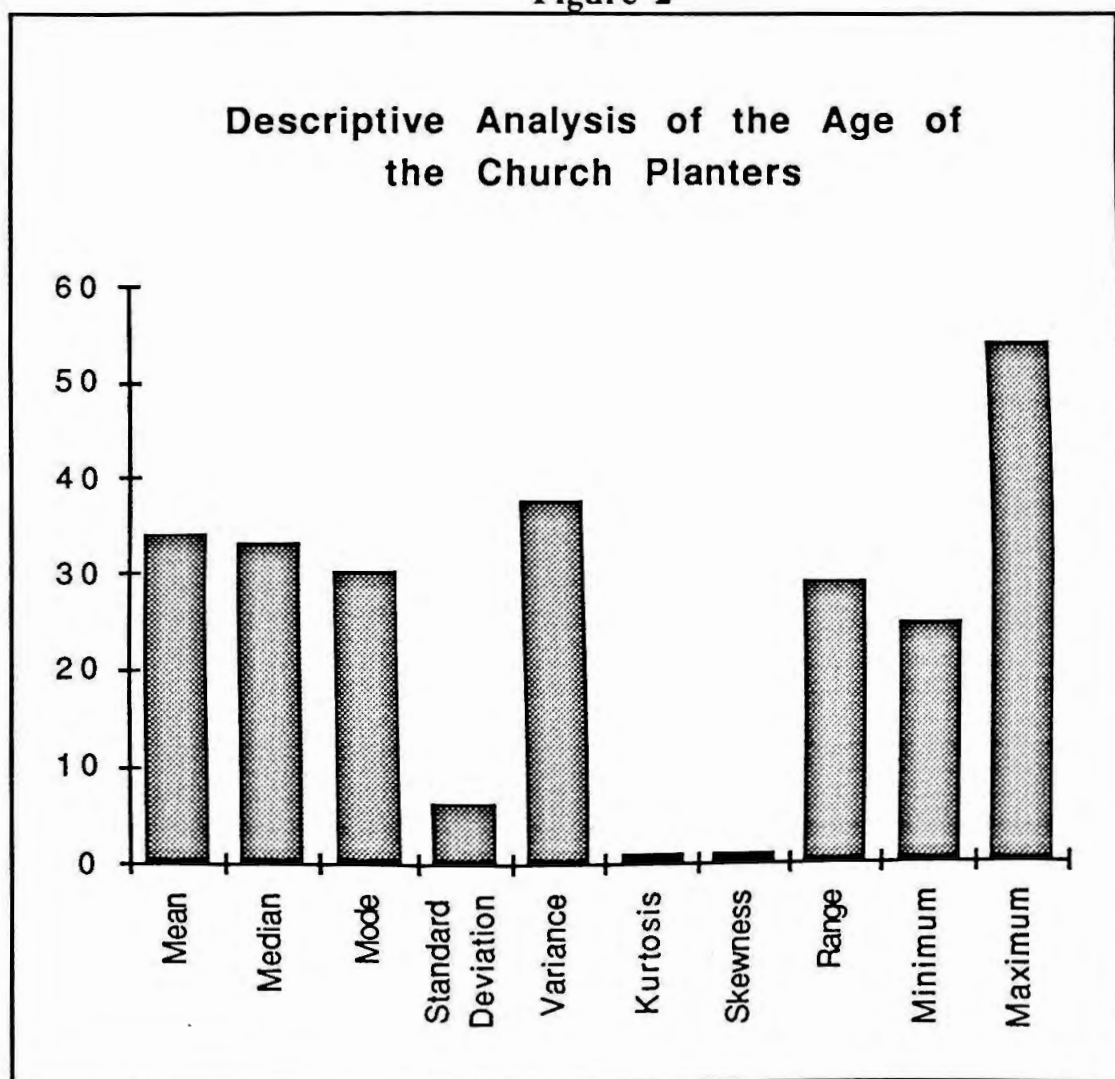
Table 2 presents a descriptive statistical analysis of the ages of the 290 church

planters. The "mean" is also commonly referred to as the "average." This figure is

determined by adding up the ages of all of the church planters and then dividing that total by the number of church planters. The mean age of these 290 church planters is 34.14 years of age. The "median" is the number that is the midpoint of all of the ages of the church planters if they were arranged from the youngest to the oldest. The median age of these 290 church planters is 33 years of age. The "mode" is the age that appears most often among the 270 church planters. The mode of these 290 church planters is 30 years of age. The "standard deviation" is the widely used measure of variability when the mean is the measure of central tendency. In other words, the average age of the 290 church planters is a little over 34 years. Since the standard deviation is 6.1 years then 68% of the all the church planters' ages will fall between 6 years in each direction, i.e., approximately 28 to 40 years of age. Ninety-five percent of the church planters' ages will fall within 2 standard deviations (2 times 6.1 years) on each side of the average age of 34, i.e., approximately 22 to 46 years of age. Ninety-nine percent of the church planters' ages will fall within 3 standard deviations of the mean, i.e., approximately 16 to 52 years of age. The "variance" is the standard deviation squared. This measure is used in descriptive statistical analysis but most often in inferential statistics. The variance of the ages of these 290 church planters is 37.5 years. "Kurtosis" presents the relative peakedness or flatness of the distribution of all 290 ages of the church planters in comparison to the normal bell curve. Because the kurtosis of the church planters' ages, +0.98 is almost +1, this means that the ages of the church planters are predominantly around the average age of 34. If the kurtosis were a -0.98 then this would mean that the ages of the church planters would vary quite widely from the average age of 34. "Skewness" means that the shape of the distribution of the frequency of ages on one side of the mean is not a mirror image of the distribution of ages on the other side of the mean. If there is a higher concentration of church planters whose ages fall below the average age of 34, as is the case with these 290

church planters, then the ages are positively skewed. But if the distribution of ages had fallen predominantly above the average age of 34 then the ages would have been skewed negatively. With skewness, the scores range from -3 standard deviations for negative skewness to +3 standard deviations for positive skewness. The "range" is the difference between the age of the oldest church planter, 54 years old, and the youngest church planter, 25 years old. That difference is 29 years. As previously stated, the "minimum" age is 25 years old.[1]

Figure 2 depicts the descriptive analysis of the ages of the 290 church planters in bar chart format. In summary, this descriptive statistical analysis indicates that the average age of the 290 church planters is 34 years old. However, as the median and mode ages indicate, the church planters are "bunched" more below 34 years of age than above. This fact is confirmed by the skewness score which indicates that there is a larger concentration of church planters just below the age of 34 than there are above it. In other words, the ages vary more widely above the average of 34 years old than below that mean. The range, maximum, and minimum ages indicate and the standard deviation and variance scores confirm that there are relatively few church planters at the extreme of ages 25 and 54. However, it should be noted again that there is a greater variance of the church planter ages at the maximum extreme than there is at the minimum extreme to cause the mean age to be higher than the median and mode age. This is confirmed by the fact that the difference between the mean of 34 years and the minimum of 25 is only 9 years but the difference between the mean of 34 years and the maximum of 54 is 20 years.

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[1]Richard M. Jaeger, Statistics (Newbury Park, CA: Sage Publications, Inc., 1990), 366-384.

Table 3

Age Difference Between Church Planter and Mentor	
Mean	12.522222
Median	10.5
Mode	12
Standard Deviation	8.8929056
Variance	79.08377
Kurtosis	-0.472101
Skewness	0.6506596
Range	35
Minimum	0
Maximum	35

Table 3 presents a descriptive statistical analysis of the age difference between the church planters and their mentors.

Figure 3

Descriptive Analysis of the Age Differences Between Mentors and Church Planters
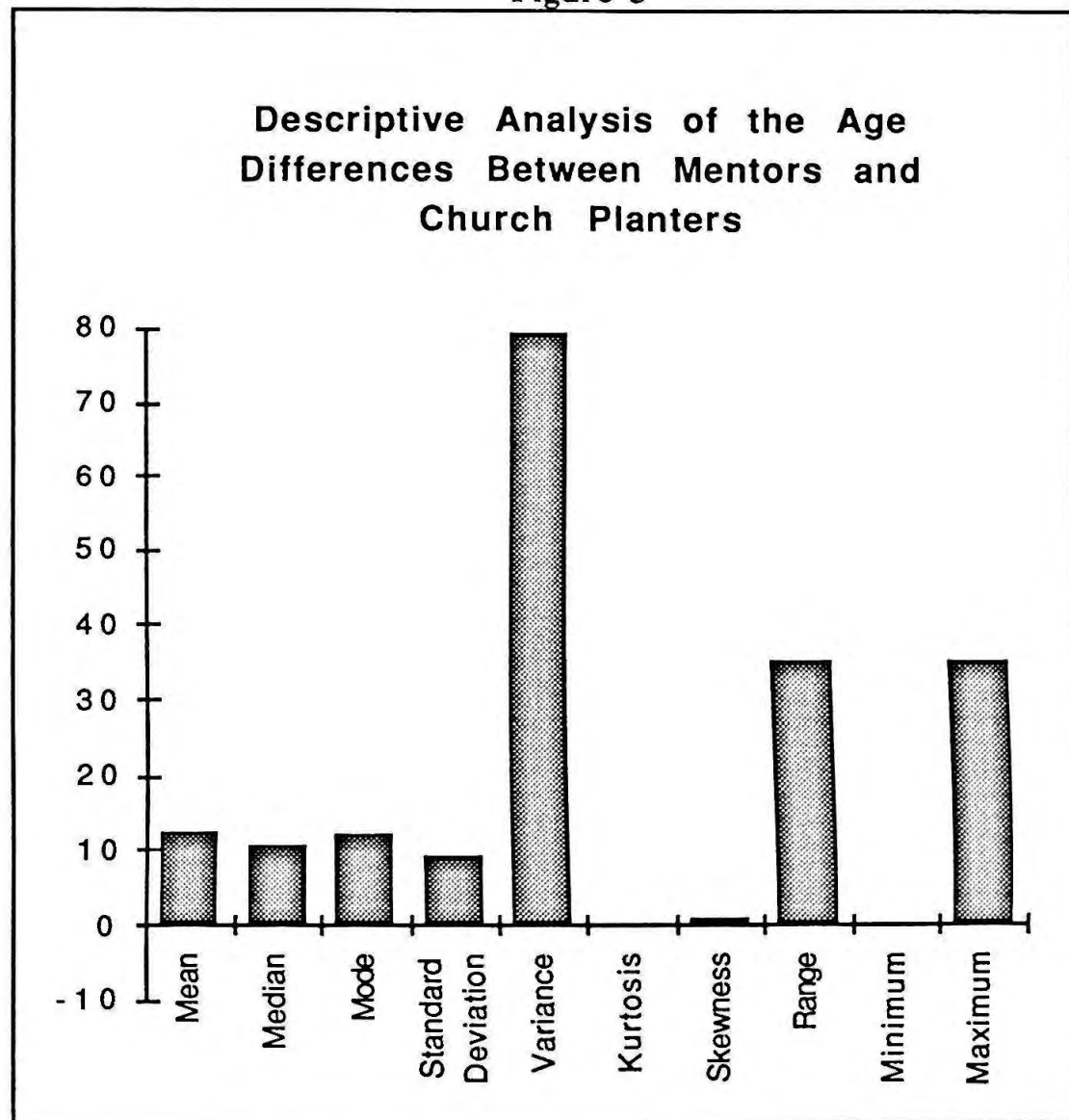
Table 3 and Figure 3 present the descriptive statistical analysis of the age difference between the church planters and their mentors. The mean or average difference is 12.5 years. However, as the median (10.5 years) and mode (12 years) indicate, the age difference is concentrated more below 12.5 years than above. This observation is confirmed by the skewness score (.65) which indicates

that there is a somewhat larger concentration of church planters just below the age difference of 12.5 than there are above it. In other words, the age differences vary more widely above the average age difference of 12.5 years than below that mean. The range (35 years), maximum (35 years), and minimum (0 years) age differences indicate and the standard deviation (8.9) and variance (79.1) scores confirm that there are somewhat fewer church planters at the extreme of age differences of 0 and 35. The analysis indicates that there is a greater variance of the age differences between the church planters and mentors at the maximum extreme than there is at the minimum extreme to cause the mean age to be higher than the median and mode age difference. This is confirmed by the fact that the difference between the mean of 12.5 years and the minimum of 0 is 12.5 years, but the difference between the mean of 12.5 years and the maximum of 35 is 22.5 years.

Research Question #2: The mentors are surveyed to determine the degree of agreement with the church planters concerning their supervisory activities according to the twelve mentoring descriptors. Specifically, were the number of types of supervision the mentors said that they provided agreed to by the church planters?

Table 4
Mentor Descriptors From Church Planter View in Raw Numbers

Confidant	Friend	Teacher	Coach
9 4	8 6	9 0	8 2

Sponsor	Role Model	Developer	Strategist
9 1	1 0 7	5 6	6 8

Protector	Leader	Supervisor	Nurturer
6 6	9 6	7 3	8 8

Figure 4

Mentoring Descriptors
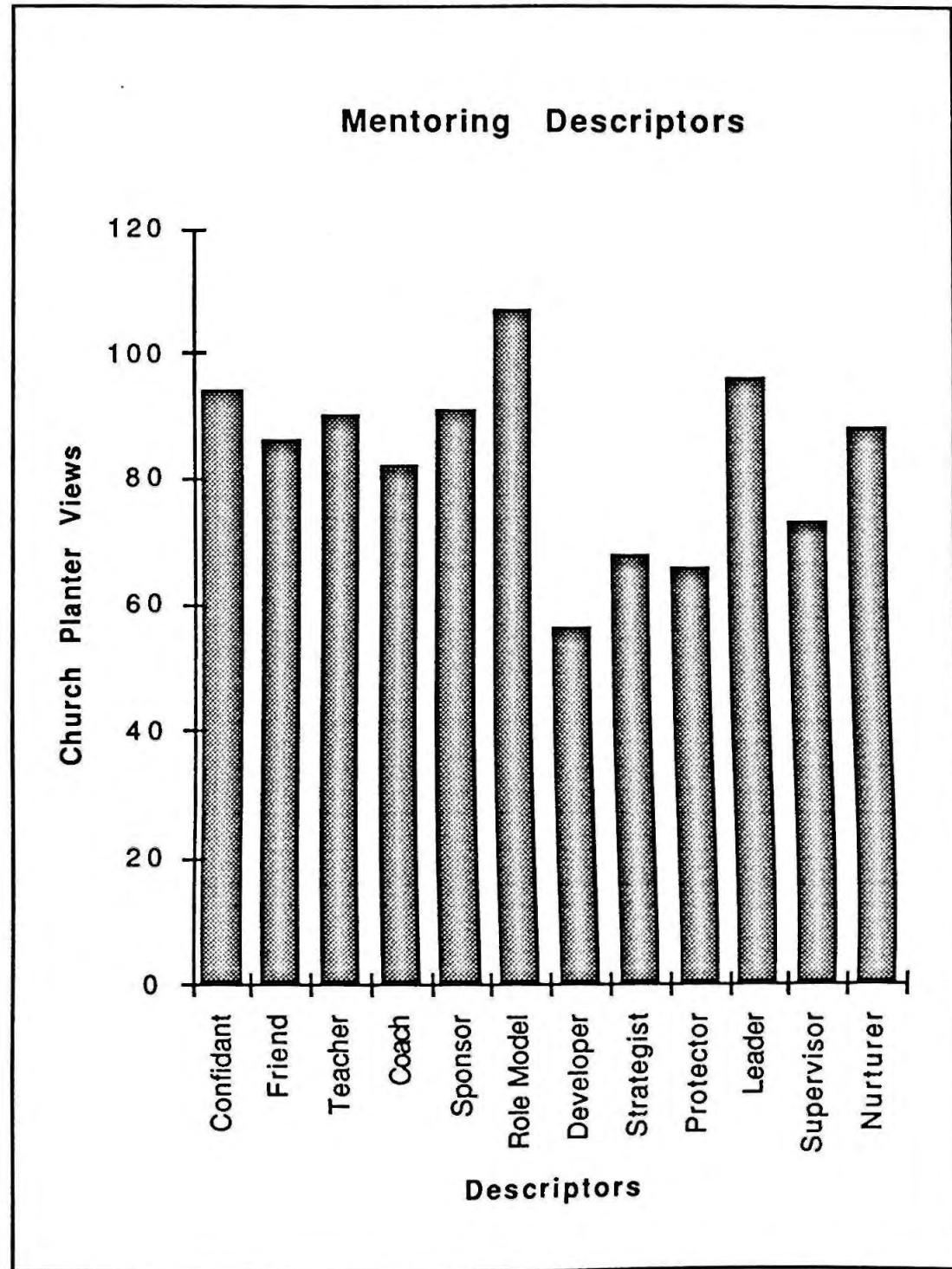
Table 4 and Figure 4 present the number of church planters who chose particular descriptors in reference to their mentor.

Table 5
Mentoring Descriptors
from Church Planters' Viewpoint by Percentage

Confidant	Friend	Teacher	Coach
75%	69%	72%	65%
Sponsor	Role Model	Developer	Strategist
72%	85%	44%	54%
Protector	Leader	Supervisor	Nurturer
52%	77%	58%	70%

Figure 5

Percentage of Church Planters Choosing Each Descriptor in Reference to Their Mentor
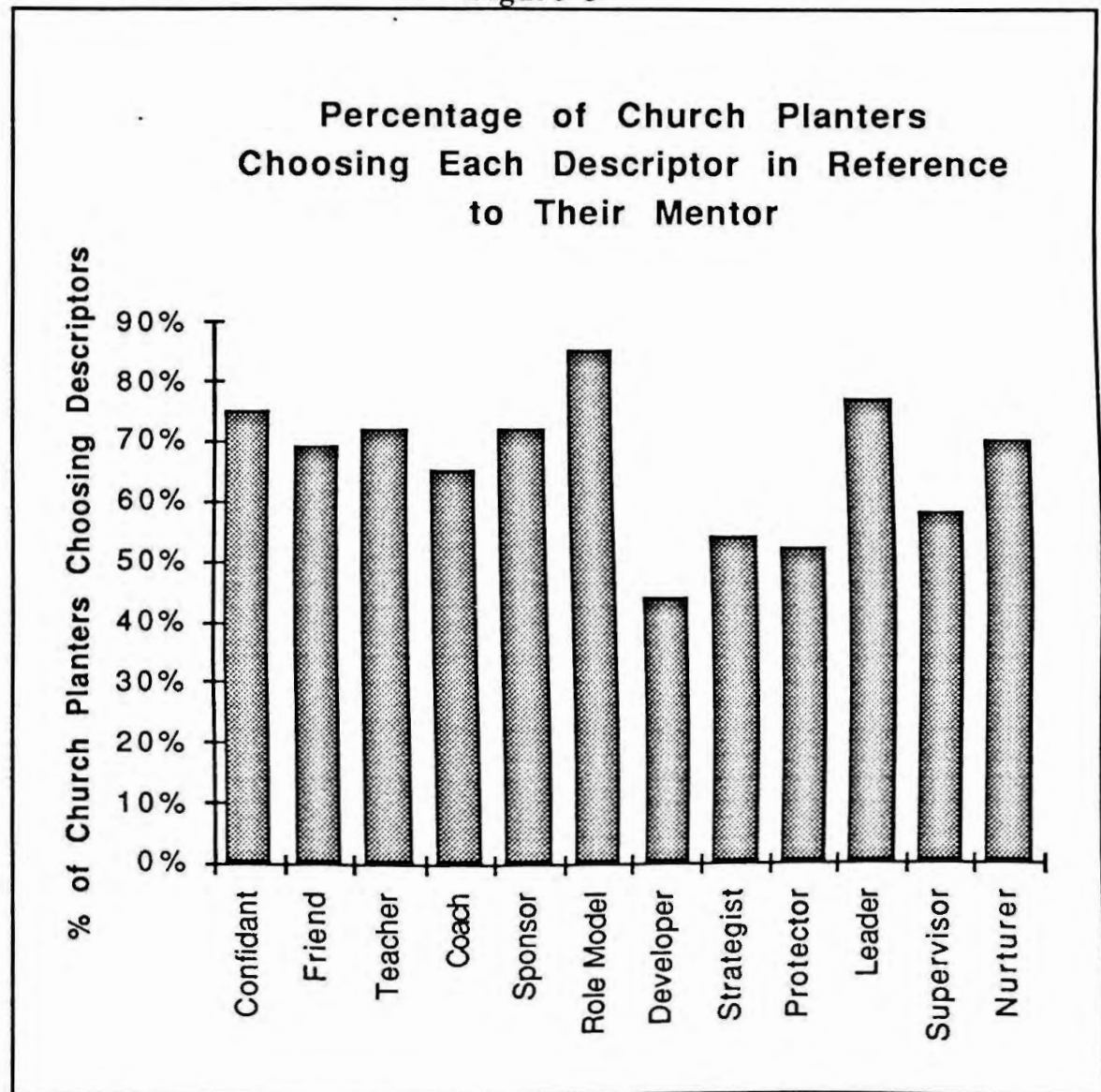
Table 5 and Figure 5 present the percentage of church planters who chose each descriptor.

Table 6
Number of Mentoring Descriptors in the Mentors' View

Confidant	Friend	Teacher	Coach
7 2	7 1	7 4	7 2

Sponsor	Role Model	Developer	Strategist
5 7	6 9	5 4	5 9

Protector	Leader	Supervisor	Nurturer
4 6	6 5	6 2	7 6

Table 6 presents the number of mentoring descriptors from the mentors' point of view.

Figure 6
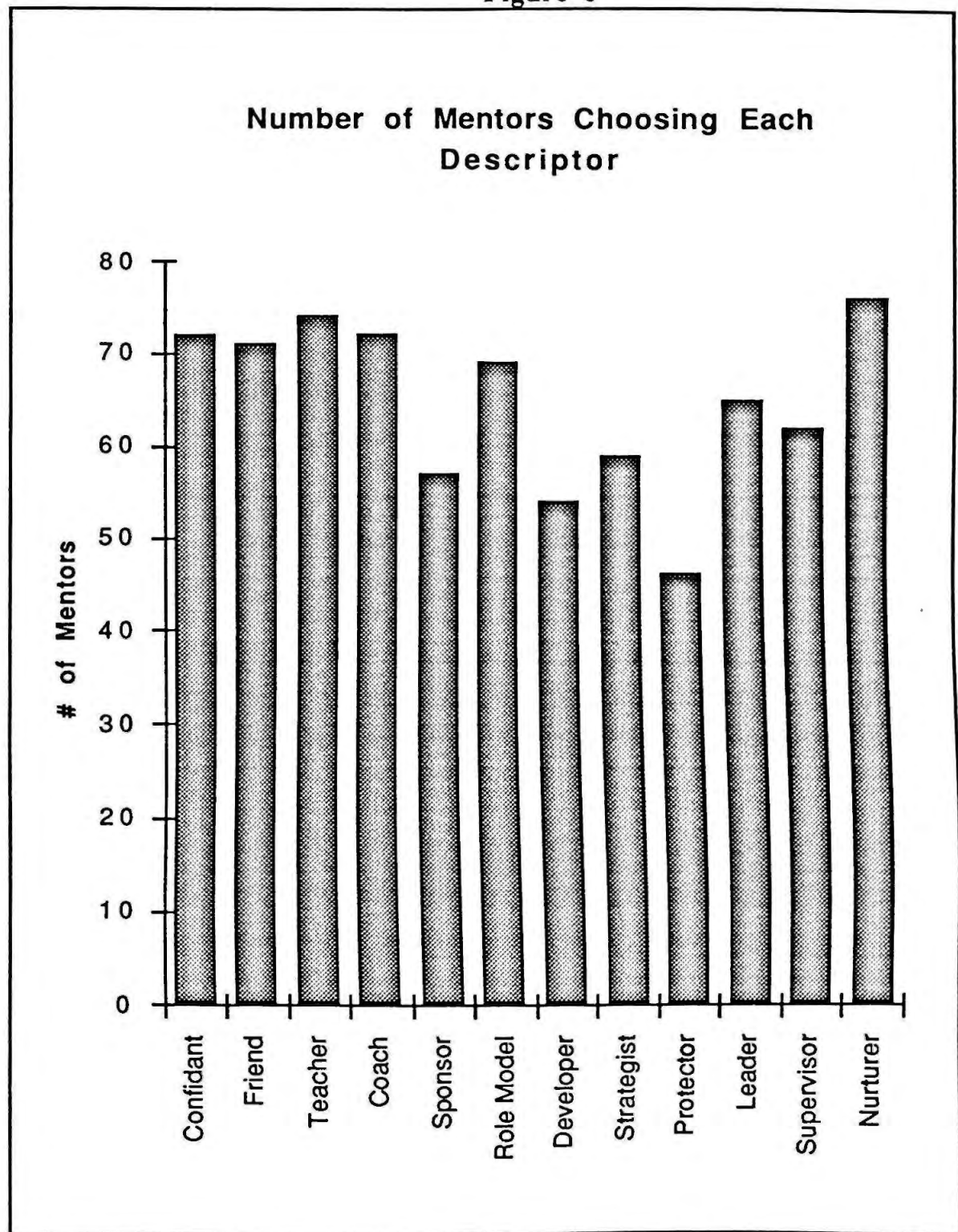
Figure 6 depicts the number of mentors who chose each of the twelve

descriptors to portray their mentoring relationship to their church planter.

Table 7
Mentoring Descriptors in Mentor's View

Confidant	Friend	Teacher	Coach
87%	86%	89%	87%

Sponsor	Role Model	Developer	Strategist
69%	83%	65%	71%

Protector	Leader	Supervisor	Nurturer
55%	78%	75%	92%

Figure 7 depicts the percentage of mentors who chose each of the twelve descriptors to portray their mentoring relationship to their church planter.

Figure 7
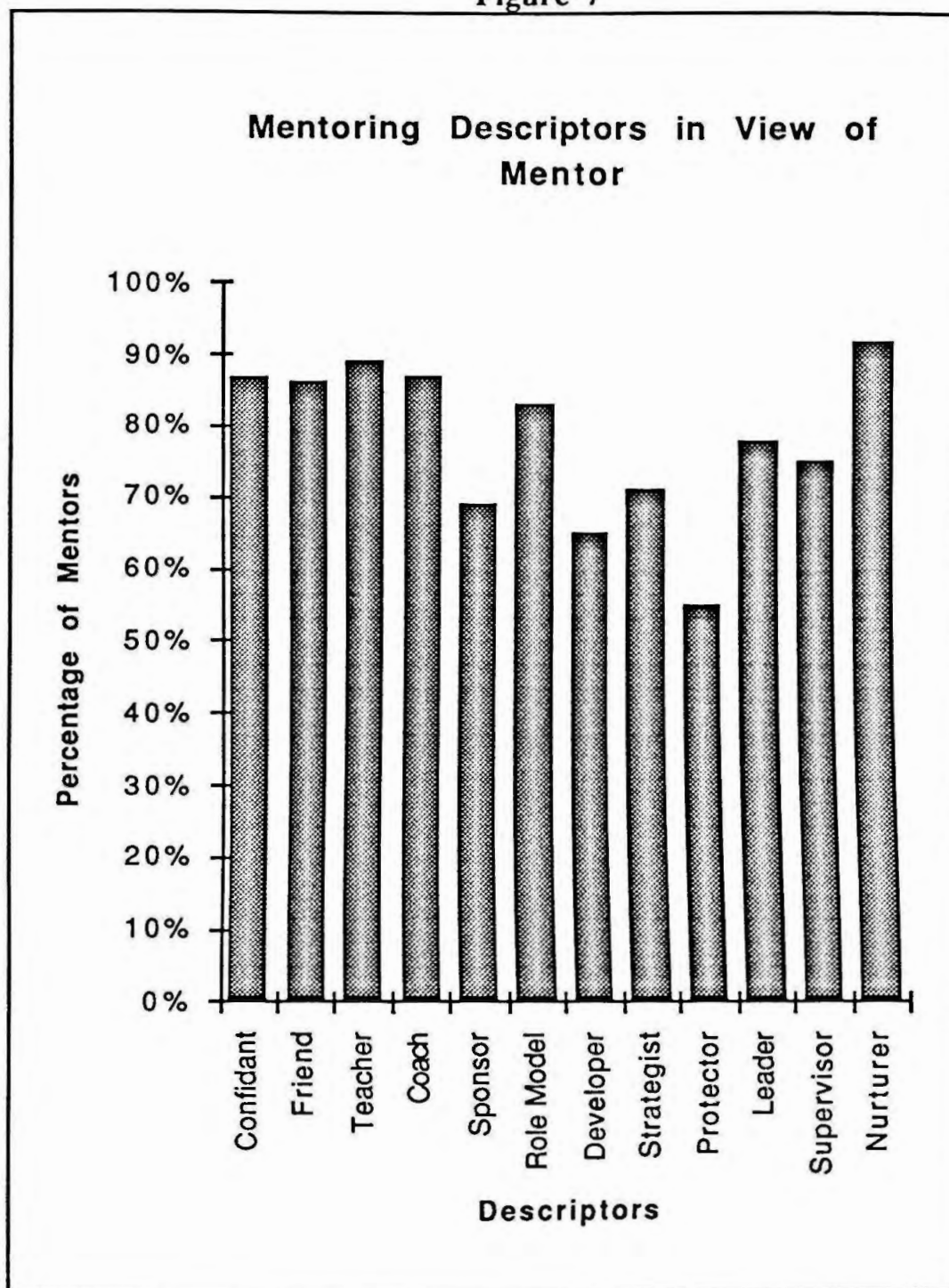
Mentoring Descriptors in View of Mentor

Figure 7 depicts the percentage of mentors who chose each of the twelve descriptors to portray their mentoring relationship to their church planter.

Table 8

| | mentoring descriptors | |
	ch pltr	mentor
Confidant	75%	87%
Friend	69%	86%
Teacher	72%	89%
Coach	65%	87%
Sponsor	72%	69%
Role Model	85%	83%
Developer	44%	65%
Strategist	54%	71%
Protector	52%	55%
Leader	77%	78%
Supervisor	58%	75%
Nurturer	70%	92%

Table 8 presents the differences by percentage between the mentors and church planters in their view of mentoring descriptors that were present in the relationship.

Figure 8

Comparison of Mentors' vs. Church Planters' View of Mentors' Use of Descriptors
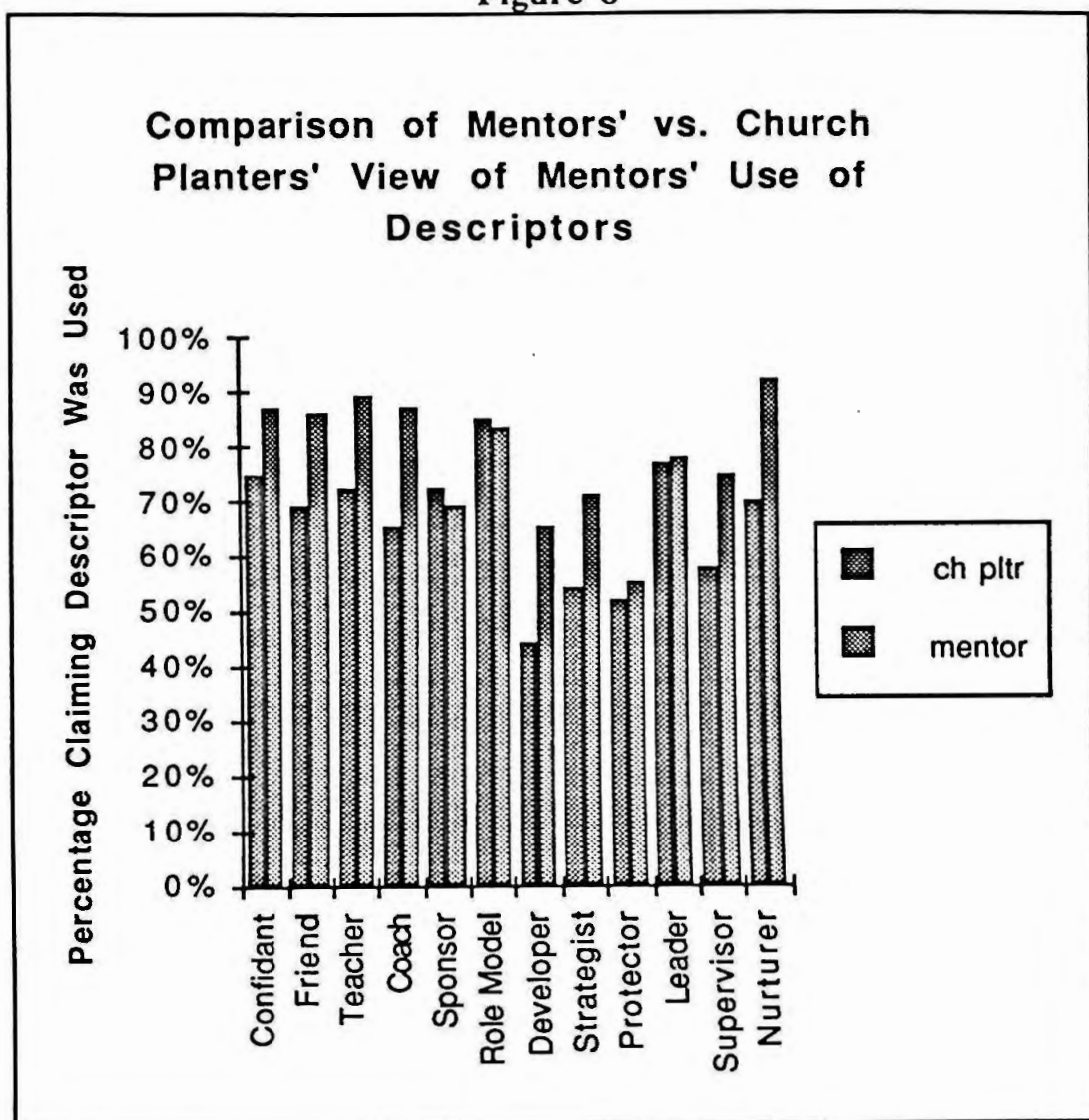
Figure 8 depicts the differences by percentage between the mentors and church planters in their view of mentoring descriptors that were present in the relationship.

Table 9a

Correlation of Mentor's vs. Church Planter's View of Mentor's Use of Mentoring Descriptors	Ch Planters	Mentors
Ch Planters	1	
Mentors	0.660888	1

moderately positive to strongly positive correlation of Mentors' vs. Church Planters' View of Mentors' Use of Mentoring Descriptors

Table 9a presents the correlation of the viewpoint of the mentors versus that of

the church planters in relationship to the mentoring descriptors used by the mentor

in the relationship.

Table 9b

t-Test: Two-Sample Assuming Unequal Variances	Variable 1	Variable 2
Mean	0.660833333	0.780833333
Variance	0.014081061	0.01277197
Observations	12	12
Pearson Correlation	0.660888487	
Pooled Variance	3.5	
df	21.94783914	
t	-2.536735684	
p (T<=t) one-tail	0.009594496	
t Critical one-tail	1.720743512	

There is a highly significant relationship between the Mentors' vs. Church Planters' View of Mentors' Use of Mentoring Descriptors

Table 9b presents a t-test that compares the viewpoint of the mentors versus that

of the church planters in relationship to the mentoring descriptors used by the

mentor in the relationship.

Figure 9

Correlation of Mentor's vs. Church Planter's View of the Mentor's Use of Mentoring Descriptors
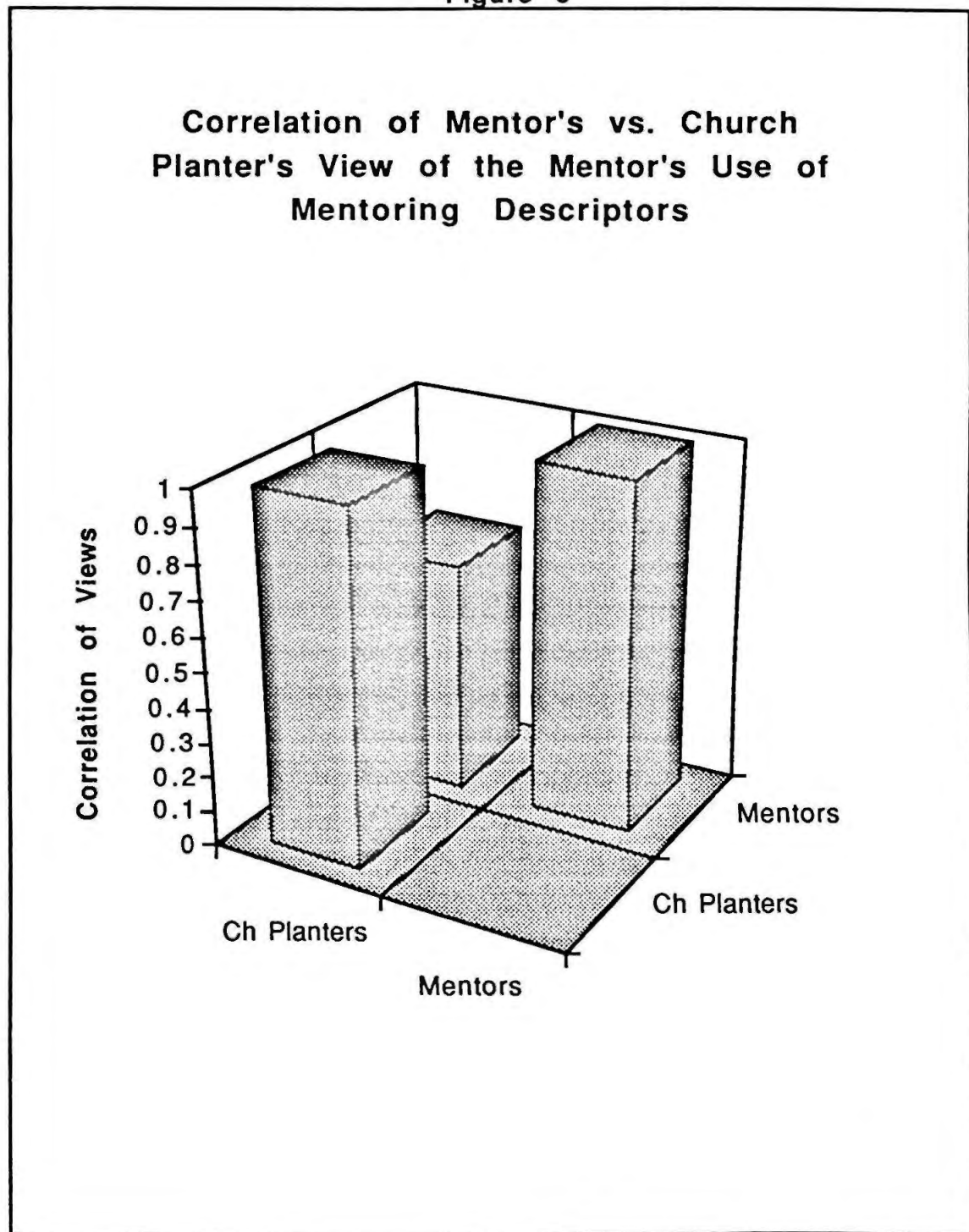
Figure 9 presents the correlation of the mentor vs. church planter views of the

mentoring roles performed in the relationship. Correlation analysis studies the

potential relationships between two variables, i.e., the relationship between the

percentage response of the mentors' vs. the church planters' response in reference

to the mentoring roles performed. The degree of correlation or relationship between the two variables ranges between zero (no correlation) to one or complete correlation. Pearson's r describes the strength of the relationship and is called the product-moment correlation coefficient. Coefficients of +1.00 or -1.00 describe perfect correlation. If there is no relationship between the two variables the coefficient (r) will be 0. Negative numerical values such as -0.92 or -0.48 signify inverse correlation, whereas positive numerical values such as +0.85 and +0.42 indicate direct correlation. The closer Pearson's r is to 1.00 in either direction, the greater the strength of the correlation. The strength of the correlation is not dependent on the direction. Therefore, -0.50 and +0.50 are equal in strength (both moderate).

Perfect negative correlation			no correlation			perfect positive correlation
strong negative correlation	moderate negative correlation	weak negative correlation	weak positive correlation	moderate positive correlation	strong positive correlation

-1.00	-0.66	-0.33	0.00	+0.33	+0.66	+1.00
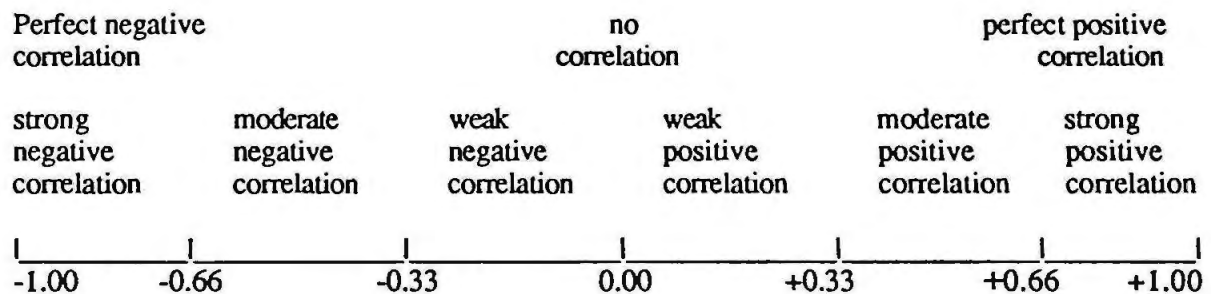
As the above chart shows, +0.66 is a moderately positive to strongly positive correlation between the of mentors' vs. church planters' view of the mentors' use of mentoring descriptors. In addition, "the t-test: two-sample assuming unequal variances" indicates that there is a highly significant relationship between the two views ($p = .00959$). A p value below 0.01 indicates a highly significant relationship between the two variables. Figure 9 graphically represents the relationship.[2]

This analysis confirms that the dyads involved in the mentoring relationship perceived the nature of their interaction in remarkably similar ways. Therefore,

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[2]Robert D. Mason, Douglas A. Lind and William G. Marchal, Statistics (Chicago: Harcourt, Brace, Jovanovich, Publishers, 1991), 404-423.

these statistical tests indicate that these 12 mentoring descriptors are "reliable,"

defined as ". . . a matter of whether a particular technique, applied repeatedly to the

same object, would yield the same result each time."[3] In other words, these 104

pairings of mentors and church planters viewed the behavior of the mentors in like

manner. These results indicate that these 12 mentoring descriptors, gleaned from

the literature in the fields of education, business, and religion, are reliable and

useful for future analyses of mentoring relationships.

Table 10a: Comparison of Mentor Descriptor Views

	Mentors	All Church Planters	Successful Church Planters
Confidant	3	3	4
Friend	5	7	8
Teacher	2	5	3
Coach	3	8	7
Sponsor	10	4	4
Role Model	6	1	1
Developer	11	12	12
Strategist	9	9	9
Protector	12	10	11
Leader	7	2	2
Supervisor	8	11	9
Nurturer	1	6	4

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[3]Earl Babbie, Survey Research Methods (Belmont, CA: Wadsworth Publishing Company, 1990), 132.

Table 10b Correlation Among Descriptor Views

	Mentors	All Ch Pltrs	Succ Ch Pltrs
Mentors	1		
All Ch Pltrs	0.4419977	1	
Succ Ch Pltrs	0.578253	0.949232	100.00%

There is a moderate correlation between the rankings of descriptors by mentors vs. those by all church planters, a moderate correlation between the rankings of descriptors by mentors vs. those by successful church planters, but a very strong correlation between the rankings of descriptors by all church planters vs. those by successful church planters.

Correlation of Views of Mentors, All Church Planters and Successful Church Planters in Reference to the Ranking of Descriptors the Mentors Used

Figure 10a depicts the correlation of the views of the mentors, all the church planters and the successful church planters in reference to the ranking of the descriptors the mentors used in the relationship.

Figure 10b

Comparison of Descriptor Rankings by Mentors, All Church Planters and Successful Church Planters
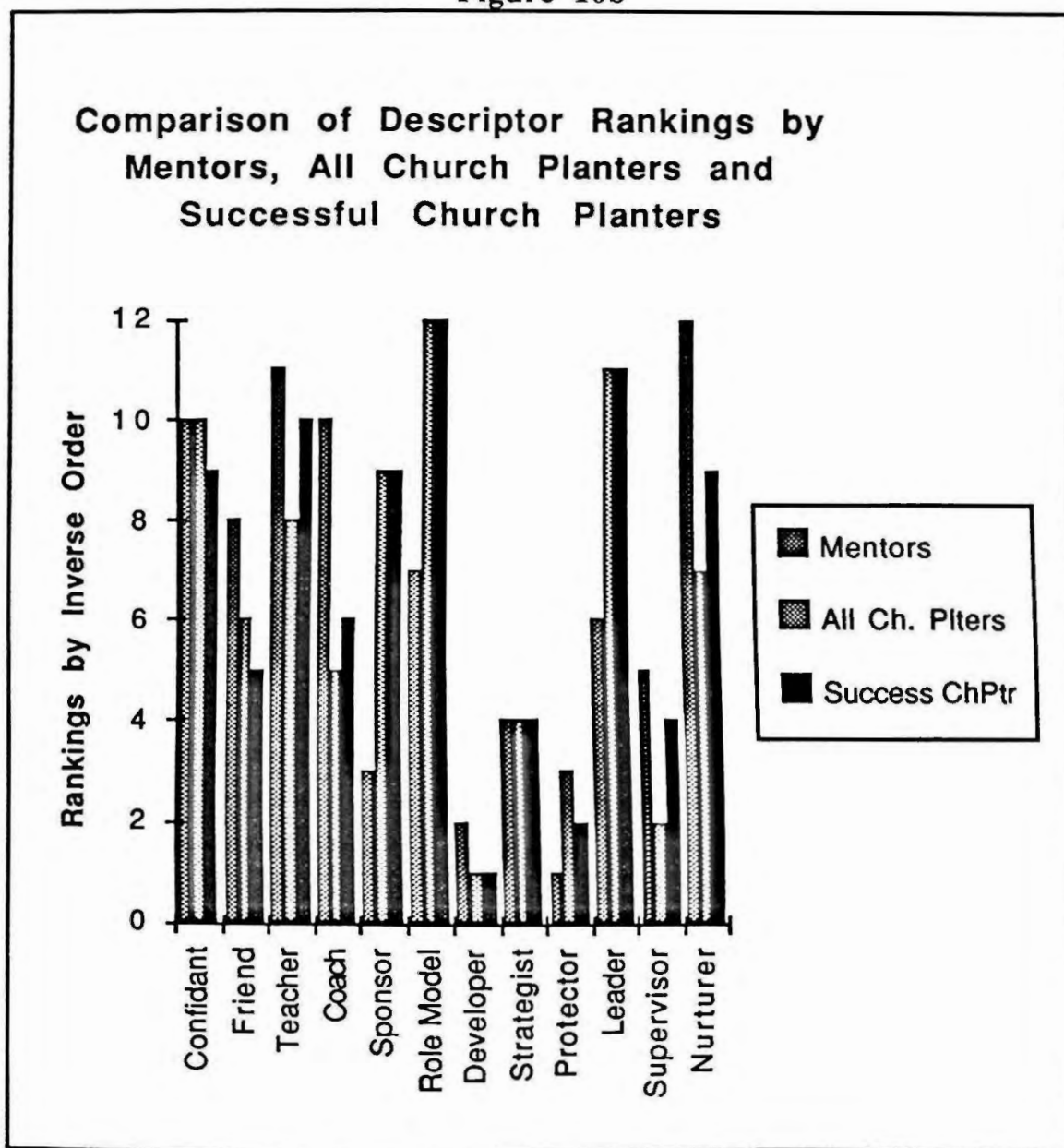
It is important to note from Table 10b that there is a very high correlation (+0.949) between the views of the successful church planters vs. the views of all church planters in reference to the rankings of the mentoring descriptors. This high correlation indicates that specific ways the mentors related to the church planters did not have significant impact upon the success of the church planter.

Table 10c

number descriptors in			
	mntr view	chpltr view	Difference
Average	9.657895	7.920455	3.328571
Median	1 1	8	3
Mode	1 2	8	1
Standard Deviation	2.420051	3.123305	2.499837
Variance	5.856648	9.755036	6.249184
Kurtosis	-0.11926	-0.55262	0.919711
Skewness	-0.98138	-0.56469	0.967626
Maximum #	1 2	1 2	0
Minimum #	4	3	1

Table 10c presents the descriptive analysis of the number of descriptors used by the mentors in the views of the mentors, all the church planters and the successful church planters.

Figure 10c

Descriptive Analysis Comparing Mentor vs. Church Planter View of Number of Descriptors in the Relationship
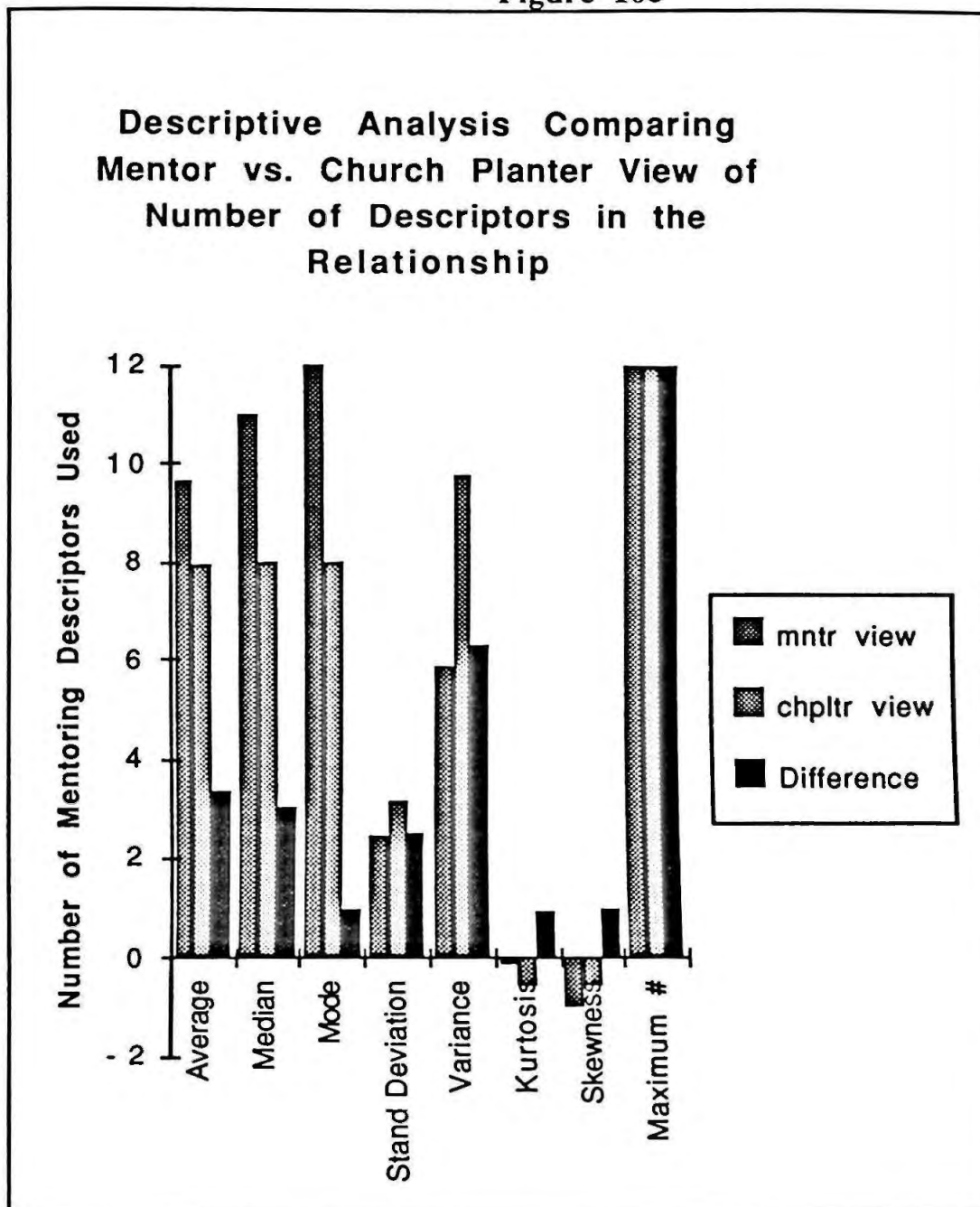
Table 10a and Figure 10b present the contrast between the number of mentoring

descriptors present in the relationship from the mentors' perspective vs. the church

planters' perspective. When the average, median, and modal number of descriptors

are analyzed together, it becomes apparent that in the mentors' view the relationship

involved approximately 3 more mentoring descriptors than in the church planters'

view. This means that the mentors believe that they provided more help in the

relationship than the church planters believe that the mentor provided. When the

standard deviation, variance, and kurtosis are studied together, one finds that the scores of the mentors do not vary greatly from one another but the scores of the church planters do. In other words, the 104 mentors relatively agree with one another concerning the number of mentoring descriptors they provided but the church planters do not agree as much with one another. The skewness score indicates that there are more mentors and church planters who marked more than the average number of mentoring descriptors than less.

Research Question #3: For those church planters who are considered to be mentored, the study seeks to determine if the mentoring had a significant effect upon the success of the church planting effort.

The category of "successful church planting" is defined by the pastor starting a church that within three years of its inception is: self-governing with its own in-house lay governing board, is financially self-supporting, and is contributing at least 10 percent of its annual income to ministries outside its own local institution. This data was researched in the Yearbooks of the Presbyterian Church for the last twenty five years.

Table 11

Relationship Between Mentoring and Successful Church Planting		Successful Church Plant		
		Yes	No	Totals
Actual Yes		47	65	121
Mentored	No	51	104	169
	Totals	125	165	290
			Successful Church Plant	
Expected		Yes	No	Totals
	Yes	52.16	68.84	121
Mentored	No	72.84	96.16	169
	Totals	125	165	290
Significance (*P* Value)	0.00491		Degree Of Freedom: 1	
Chi-Square:	7.9123161			

$p < .01$

There is a highly significant relationship between mentoring and successful church planting.

Figure 11

Relationship Between Mentoring and Successful Church Planting
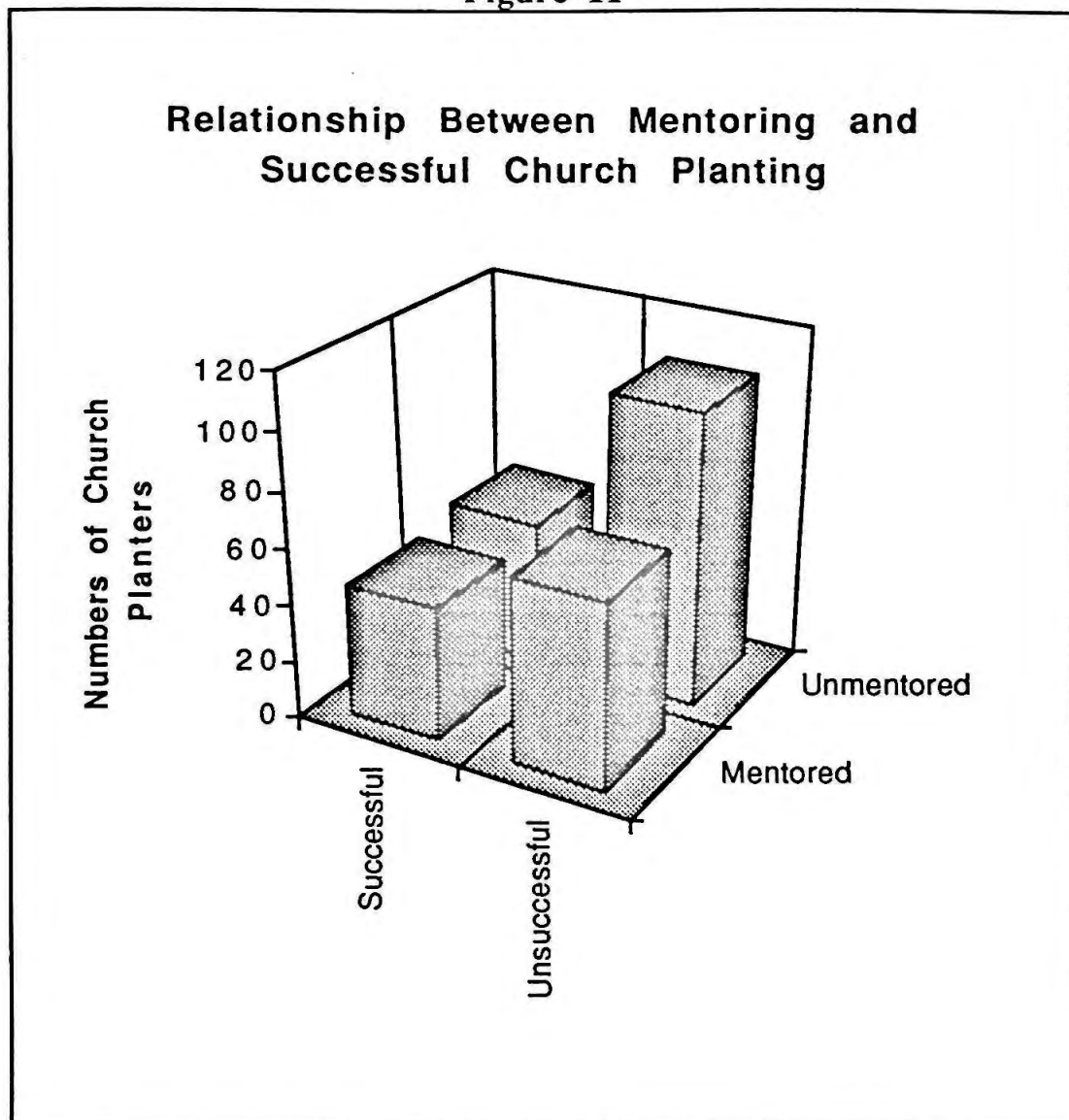
A primary statistical test used in this is study is the "chi-square test of independence." This is an inferential statistical test that analyzes two or more variables (i.e., mentoring and successful church planting) to determine if they significantly impact one another. When dealing with the hypothesis tests involving the statistical independence of these two variables, the null hypothesis is always that the two variables are independent, i.e., they have no impact upon one another. The alternative hypothesis is just the converse: that the two variables are statistically dependent, i.e., that they impact one another. A contingency table is presented in Table 11 that presents the data in a two dimensional format. The categories of the

mentoring variable form the rows of the table, and the categories of the successful

vs. unsuccessful church planting form the columns. The cells of the table show the

number of individuals who fall into each category of one variable and each category

of the other.[4] The top portion of the table presents the actual data taken from the

surveys of the 290 church planters. The bottom portion of the table present the

theoretical or "expected" data. To put it in another way, the objective is to find out

how well an "actual" set of data fits an expected set of data. The "expected" data is

derived from the "actual" data through a rather complicated procedure. However,

the most important issue is that the more dependent the two variables are in the

actual table as compared with the variables in the expected table, the larger the chi-

square statistic is, and the lower the p or probability value will be. If the p value is

less than .05 then there is a significant relationship between the two variables.

Moreover, if the p value is less than .01, as is the case in this table, then the

relationship is highly significant. This means that the first hypothesis of this

dissertation is confirmed, that mentoring has a significant effect upon the success of

the church planting effort among Presbyterian church planters.

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[4]Richard M. Jaeger, Statistics (Newbury Park, CA: Sage Publications, Inc., 1990): 236-238.

Table 12
Relationship of Mentoring to Church Planting by Percentages

	Successful Ch. Planting	Unsuccessful Ch. Planting	Totals
Mentored	20.34%	21.38%	41.72%
Unmentored	22.76%	35.52%	58.28%
Totals	43.10%	56.90%	100.00%

Figure 12

Relationship of Mentoring to Church Planting by Percentages
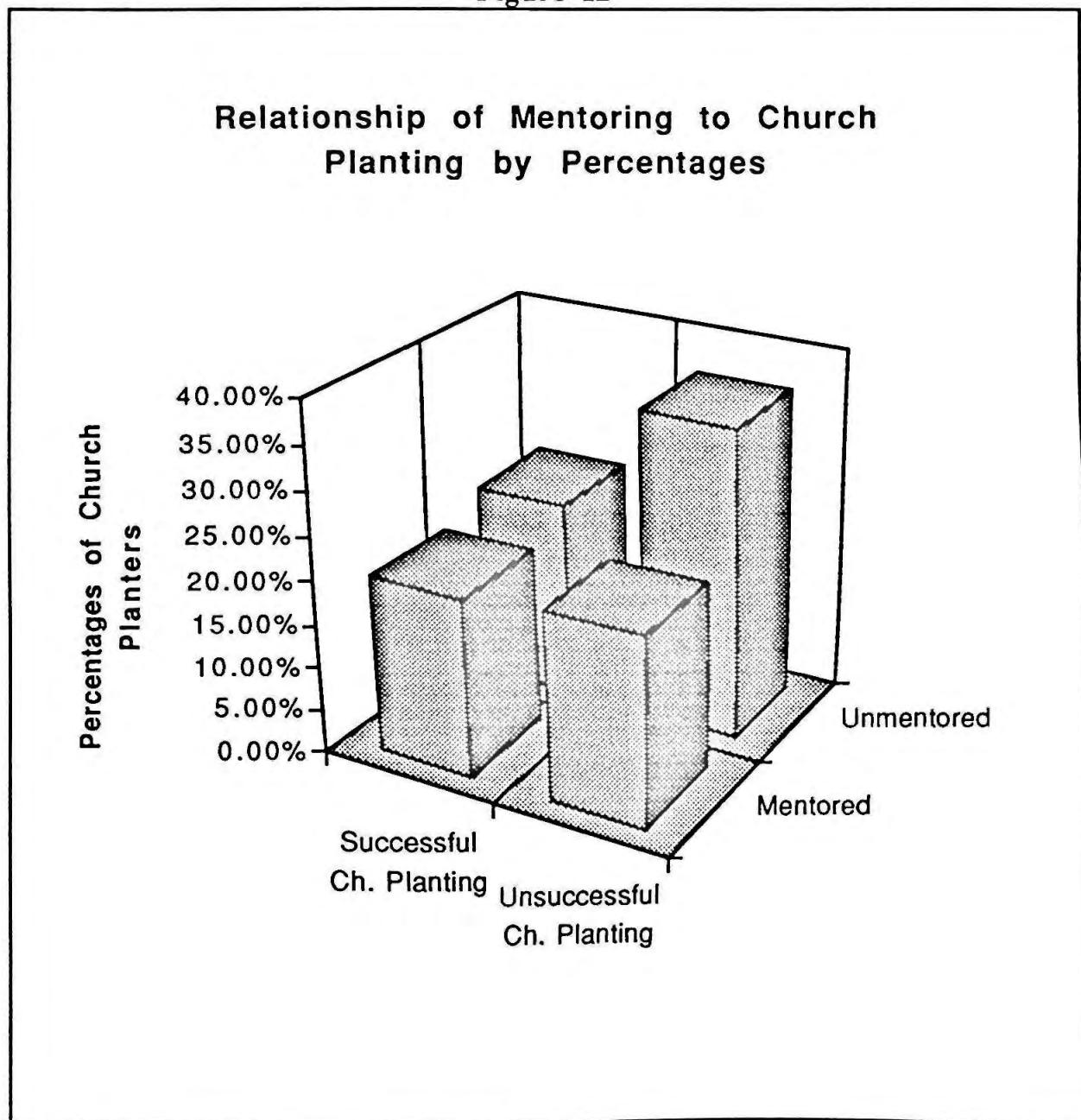
Table 12 and Figure 12 present in percentages the same data as the Chi-square

contingency table. Almost 42% of the 290 church planters were mentored and 58%

were not mentored. According to this data, effective mentoring would have

ensured 5.65%, or 27, more successful church plants than actually occurred.

Table 13

Number of Years the Planters Were Pastors before Planting their First Church.	
Average	4.044944
Median	2
Mode	0
Standard Deviation	5.342032
Variance	28.53731
Kurtosis	3.091432
Skewness	1.758244
Maximum #	41
Minimum #	0

Figure 13
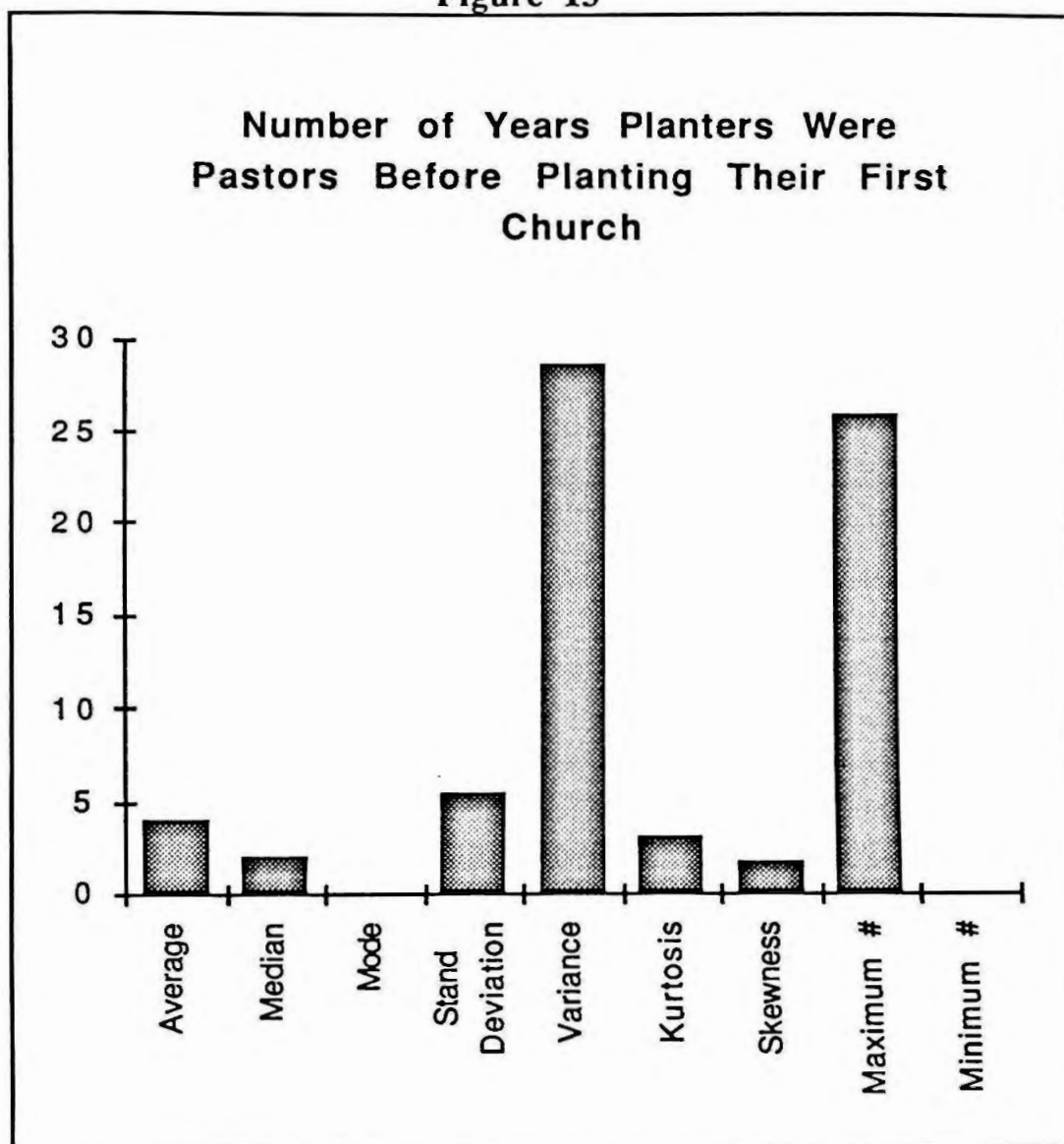
Number of Years Planters Were Pastors Before Planting Their First Church

The average number of years the planters were pastors before planting their first church was slightly more than 4 years. However, more pastors had 0 years of pastoral experience than any other number of years. This indicates that a sizable number of pastors (44% as Table 16 shows) planted soon after finishing their basic Master of Divinity seminary degree, meaning that they did not have significant pastoral experience. The standard deviation, variance, and kurtosis scores indicate that there is a relatively wide variety of ages among the beginning church planters, although 99% of the years of pastoral experience fall within the 20 year mark. In

addition, the distribution of years is skewed almost 2 years below the average, i.e.,

2 years of pastoral experience.

Table 14

Years in the Pastorate Before Planting Their First Church	Successful	Unsuccessfl	Mentored	Unmentored
Average	5.058	6.01	4.02	6.65
Median	2	2	2	3
Mode	0	0	0	0
Standard Deviation	7.51	8.37	5.78	9.034
Variance	56.4	70.1	33.36	81.6
Kurtosis	5.6	3.997	4.26	3.26
Skewness	2.26	1.6	2.02	1.87
Maximum #	37	41	28	41

Figure 14

Number or Years in the Pastorate Before Planting First Church
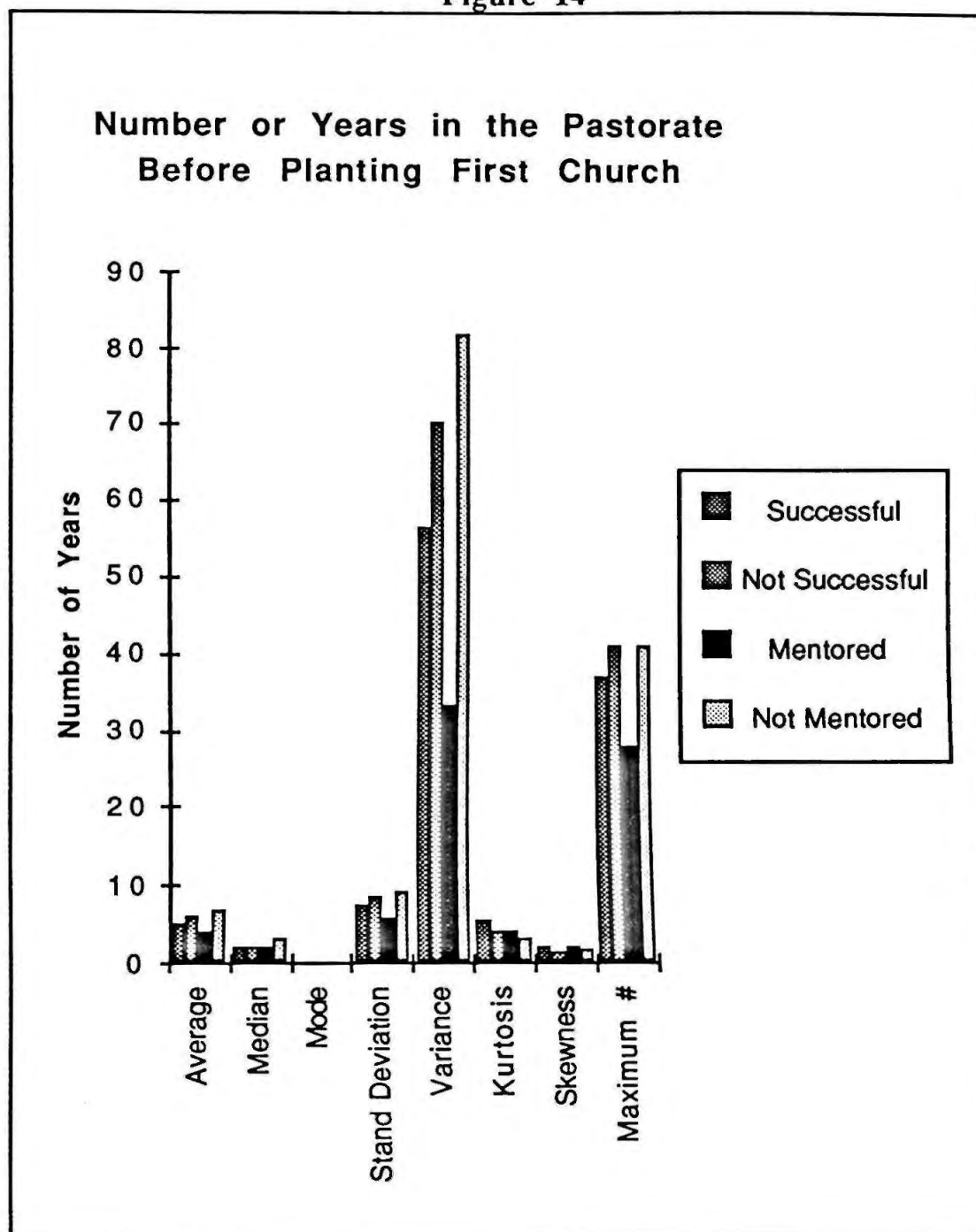
On average, unsuccessful church planters have a year more pastoral experience than the successful church planters. Those church planters who were not mentored have more than 2 1/2 years of pastoral experience than those who were mentored.

Table 15

Comparison of Successful Church Planting and Mentoring in Reference to the Number of Years the Planter was in the Pastorate			
Actual	Successful	Unsuccessful	Total
Mentored	3.7	4.5	8.2
Unmentored	5.6	7	12.6
Total	9.3	11.5	20.8
Expected	Successful	Unsuccessful	Total
Mentored	3.7	4.5	8.2
Unmentored	5.6	7	12.6
Total	9.3	11.5	20.8
Significance: 1		Deg Freedom: 1	
Chi Square: 0			

There is no significant relationship between successful church planting and mentoring in reference to the number of years the planters were in the pastorate before starting their first churches.

Figure 15

Comparison of Successful Church Plantng and Mentoring in Reference to Number of Years in the Pastorate
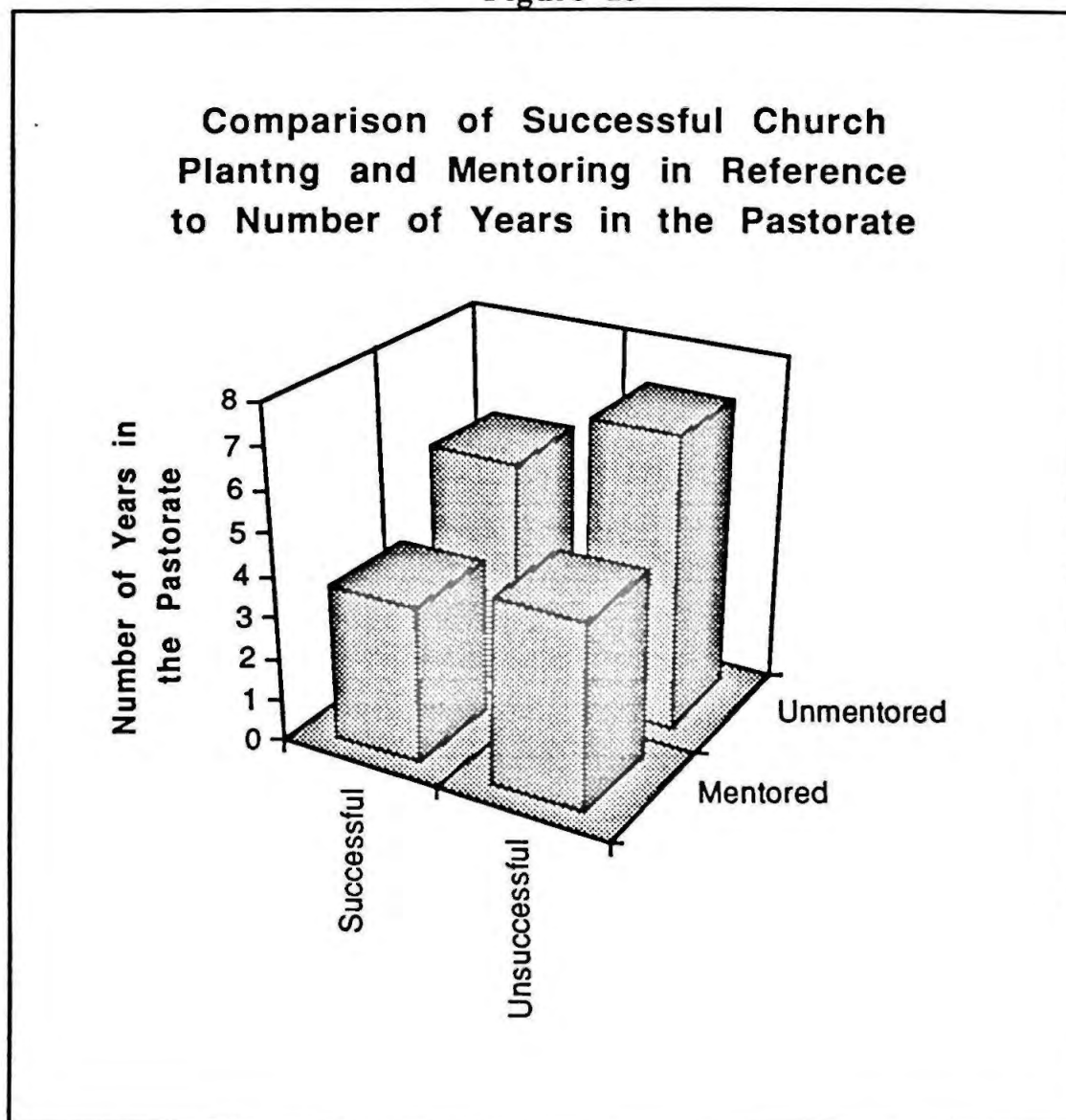
Figure 15 depicts the comparison of successful church planting and mentoring in reference to the number of years the church planter had been in the pastorate before beginning the task of planting.

Table 16

Years in the Pastorate Before Planting First Church in Relationship to Successful Church Planting		Successful Church Plant		
Actual		Yes	No	Totals
0 Years		8	1 1	1 9
1+ Years		1 2	1 2	2 4
Totals		2 0	2 3	4 3
		Successful Church Plant		
Expected		Yes	No	Totals
0 Years		8.8	1 0 .2	1 9
1+ Years		1 1 .2	1 2 .8	2 4
Totals		2 0	2 3	4 3
Significance		0.62232	Deg Freedom: 1	
Chi-Square:		0.242615		

There is no significant relationship in reference to successful church planting whether a church planter plants immediately out of seminary or has pastoral experience before planting.

Figure 16

Number of Years of Pastoral Experience
Before Planting First Church in
Relationship to Successful Church
Planting
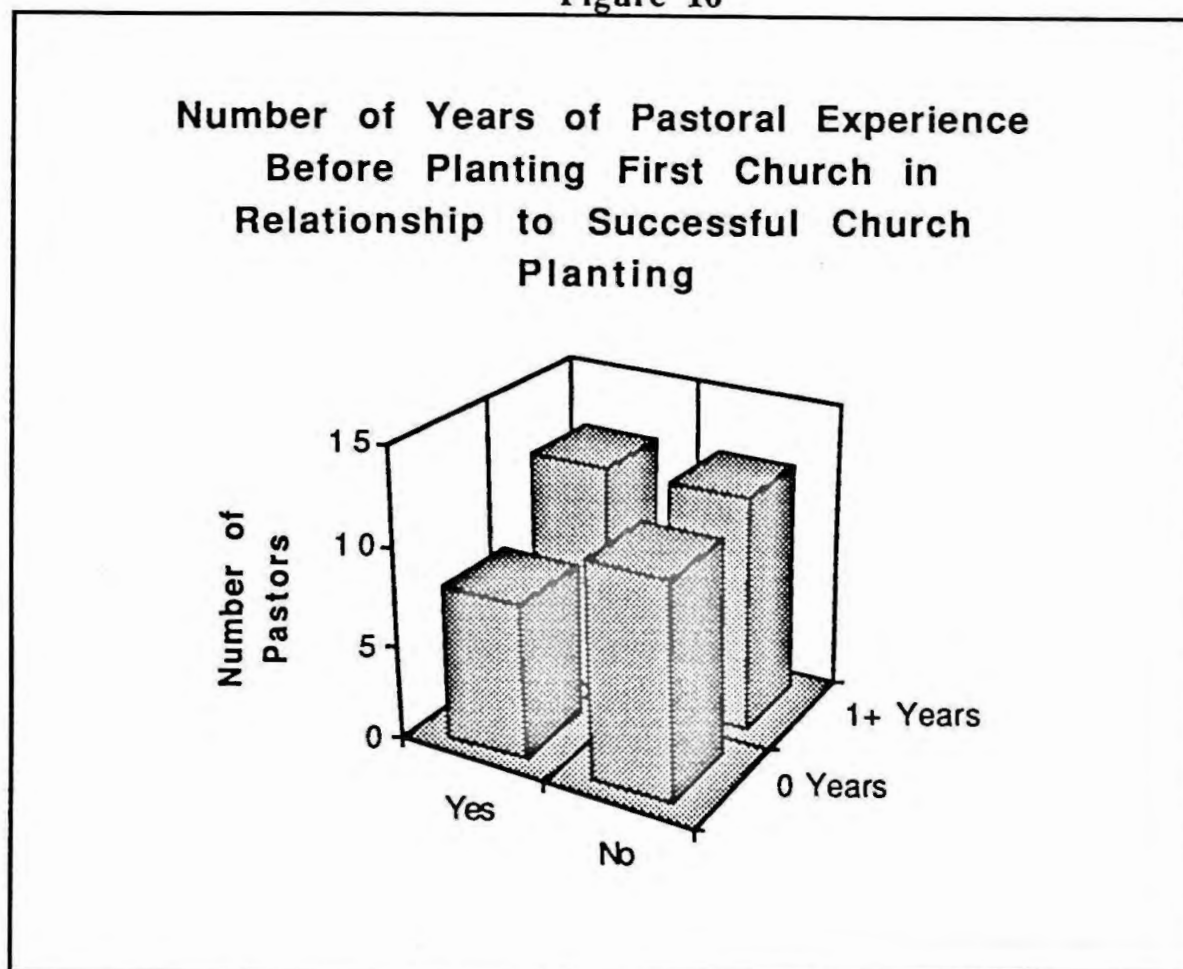
Figure 15 present an important finding from the study; there is no significant

relationship between successful church planting and mentoring in reference to the

number of years the planters were in the pastorate before starting their first

churches. In fact, as Table 16 and Figure 16 show, there is no significant

relationship between successful church planting and whether a church planter

started immediately out of seminary or had pastoral experience before planting.

Table 17

Relationship of Church Planter's Age Category to Successful Church Planting actual		successful church plant		
ch. pltr. age	yes		no	totals
20's	6		6	12
30's	10		15	25
40's	2		4	6
totals	18		25	43
expected		successful church plant		
ch. pltr. age	yes		no	totals
20's	5		7	12
30's	10.5		14.5	25
40's	2.5		3.5	6
totals	18		25	43
significance	0.7575	deg freedom:2		
Chi-Square	7.649222			

No significant relationship exists between the church planter's age category and successful church planting.

Figure 17

Relationship of Church Planter's Age
Category to Successful Church
Planting
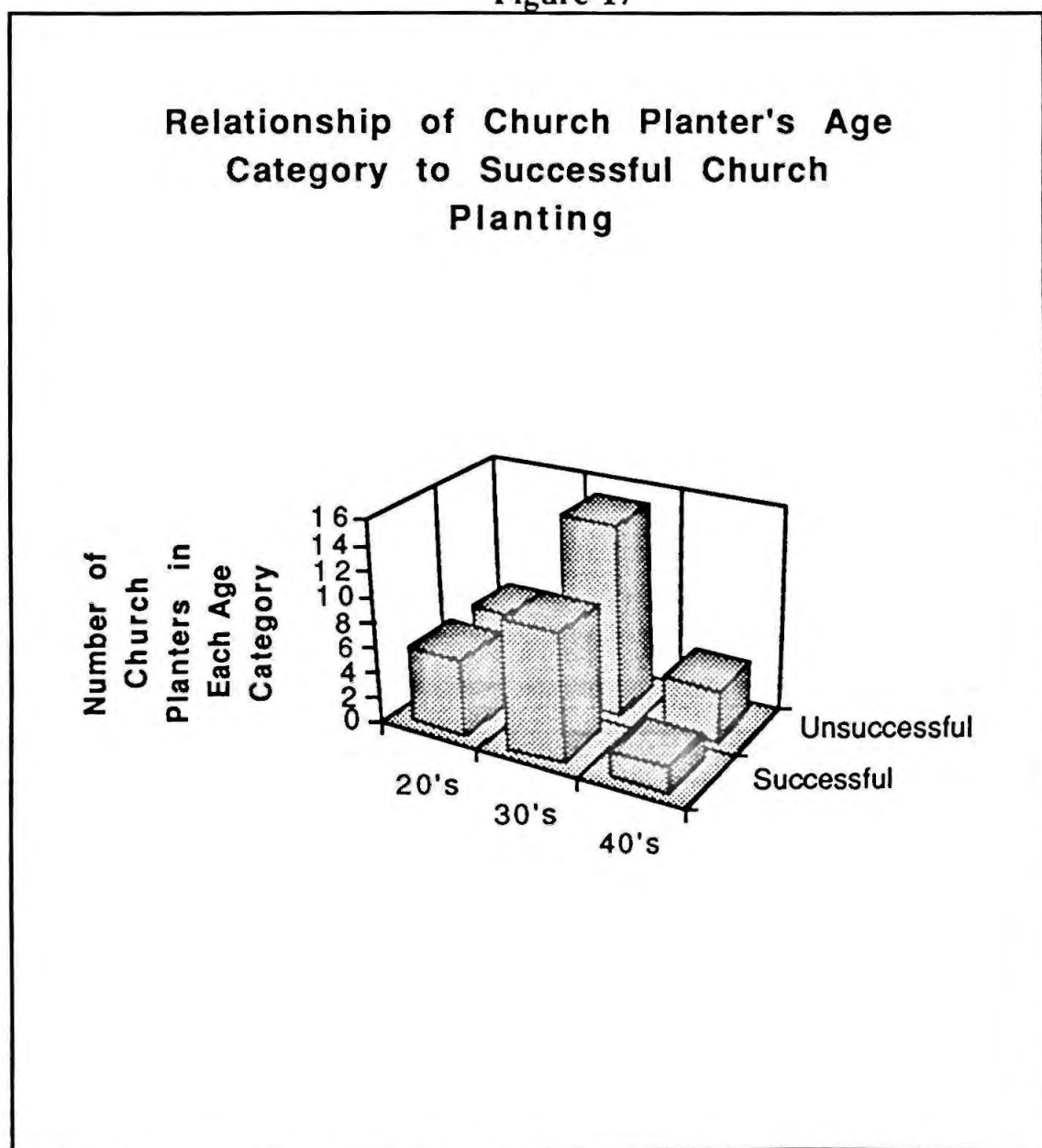
Table 17 and Figure 17 present the data that shows no significant relationship exists

between the church planters' age category and successful church planting. In other

words, the age of the church planter provides no prediction of success or failure in the church planting enterprise.

Table 18

Relationship of the Age Difference Between the Mentor and Church Planter and Successful Church Planting actual			
age difference.	yes successful church plant	no	totals
under 12 yr	9	1 0	1 9
over 13 yr	1 0	9	1 9
totals	1 9	1 9	3 8
expected	successful church plant		
age difference	yes	no	totals
under 12 yr	9.5	9.5	1 9
over 13 yr	9.5	9.5	1 9
totals	1 9	1 9	3 8
significance	0.7456	deg. freedom: 1	
Chi Square	0.097706		

There is no significant relationship between the age difference of the mentor and church planter in relationship to successful church planting.

Figure 18

**Relationship of the Age Difference
Between the Mentor and Church Planter
and Successful Church Planting**
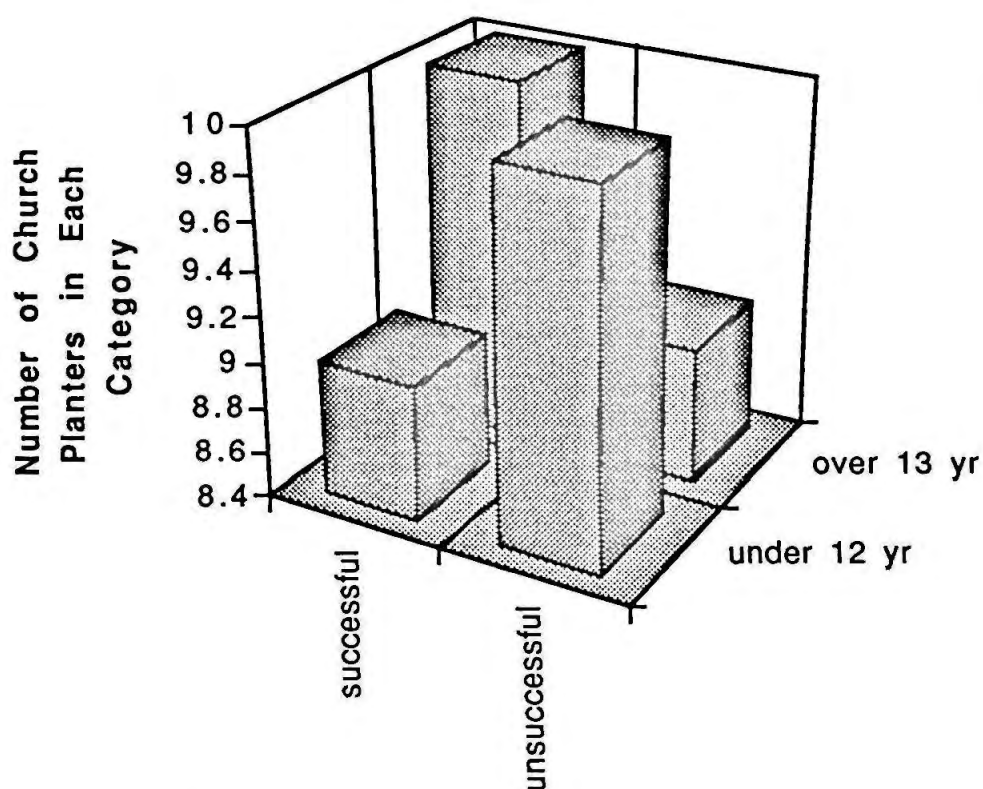
As Table 18 and Figure 18 point out from the Chi-square test of the data, there is no

significant relationship between the age differential between the mentor and church

planter and successful church planting.

Table 19
Comparison of Successful Church Planting
to the Mentor Having Been a Church Planter

Actual		Mentor-Ch. Pltr	Mentor Not Ch. Pltr	
Successful Ch. Plt.		10	12	22
Unsuccessfl Ch. Plt		10	13	23
Totals		20	25	45
Expected		Mentor-Ch. Pltr	Mentor Not Ch. Pltr	
Successfl Ch. Plt.		9.8	12.2	22
Unsuccessfl Ch. Plt		10.2	12.8	23
Totals		20	25	45
Significance	0.90446041	Deg. Freedom:1		
Chi Square	0.014546706			

There is no significant relationship between successful church planting and the mentor having been a church planter.

Figure 19

Comparison of Successful Church Planter to the Mentor Having Been a Church Planter
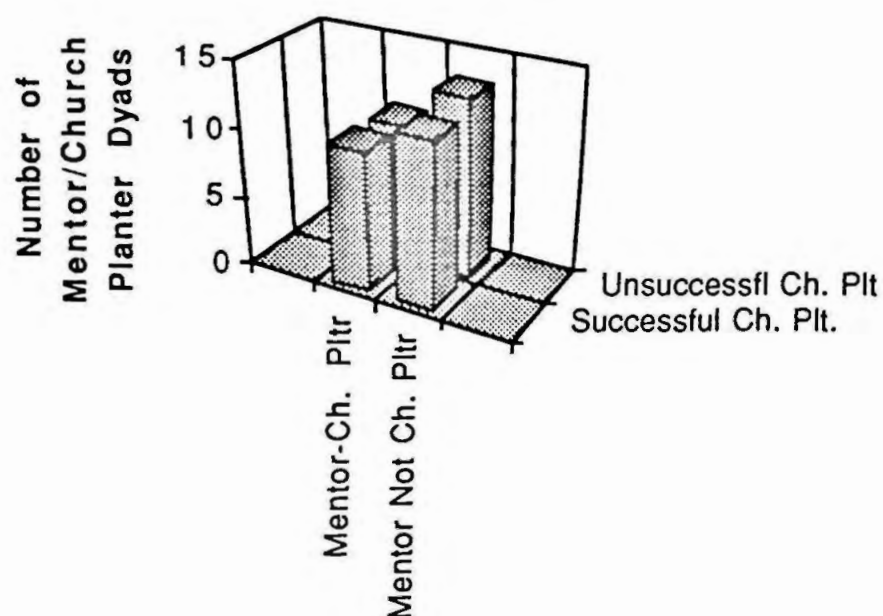
The chi-square test of the data indicates that there is no significant relationship between successful church planting and the mentor having planted a church previously.

Research Question #4: The level of adaptability in the leadership role behavior of the mentor is surveyed through the LEAD test taken by the church planter with the mentor's leadership role behavior in mind, and a score between 12 and 36 is obtained. The higher the score the more adaptable is the leadership role behavior of the mentor from the perspective of the church planter.

Table 20

Church Planter LEAD Score	
Average	23.32143
Median	23
Mode	25
Stand Deviation	4.135102
Variance	17.09906
Kurtosis	-0.7657
Skewness	-0.16953
Maximum #	31
Minimum #	14

Figure 20

LEAD Scores from the Church Planter's View of the Mentor's Leadership Style
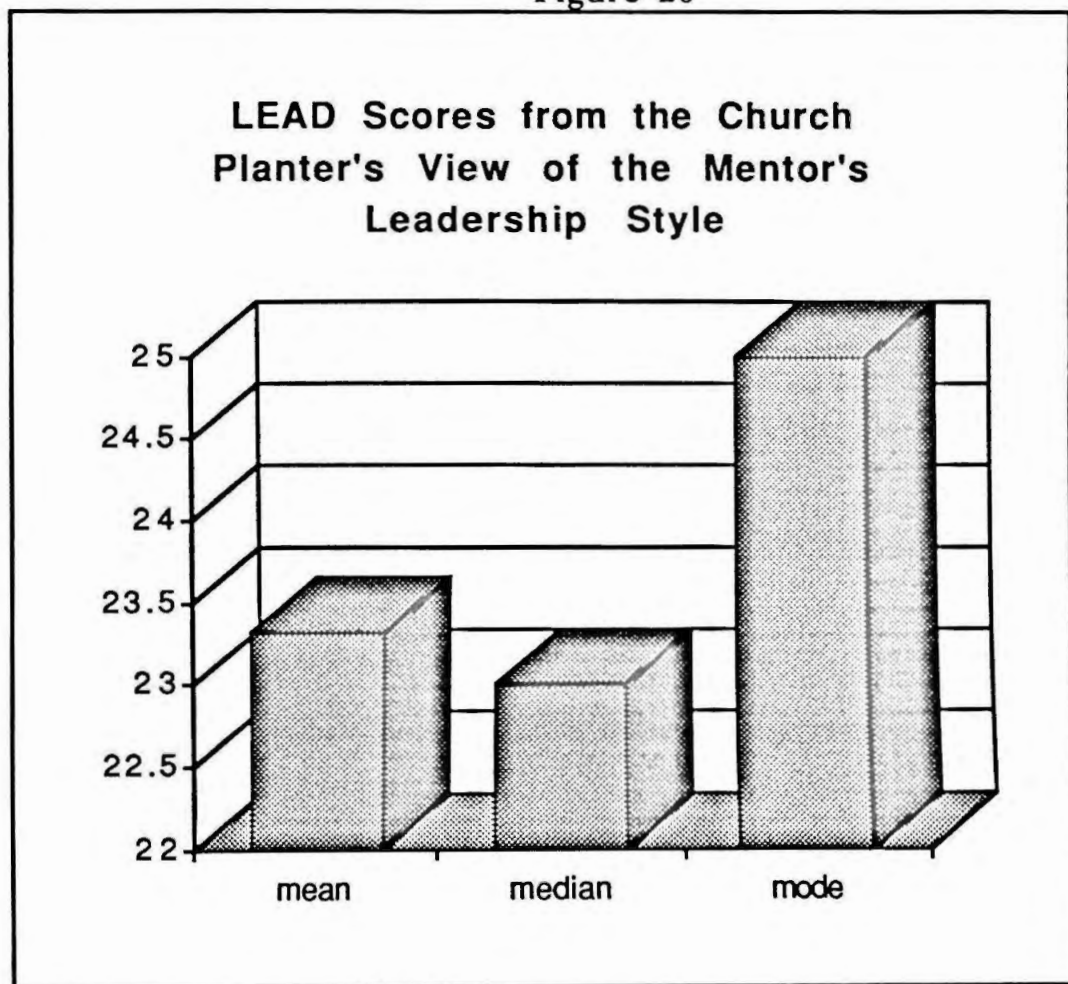
Table 20 and Figure 20 present the church planters' view of the leadership adaptability of their mentors. The average and median score is 23 with the most frequent score being 25. The standard deviation, variance, and kurtosis indicates that the scores vary rather widely, with the predominant number of scores being a bit higher than the mean score as indicated by the negative skewness score.

Research Question #5: The mentors are administered the LEAD test to determine their view of their own leadership role behaviors; a comparison is conducted in reference to the views of their mentorees.

Table 21

Mentor LEAD Score	
Average	25.18462
Median	25
Mode	26
Standard Deviation	2.965921
Variance	8.796686
Kurtosis	1.440088
Skewness	0.623558
Maximum #	36
Minimum #	20

Figure 21

LEAD Scores from View of the Mentor Concerning the Mentor's Leadership Style
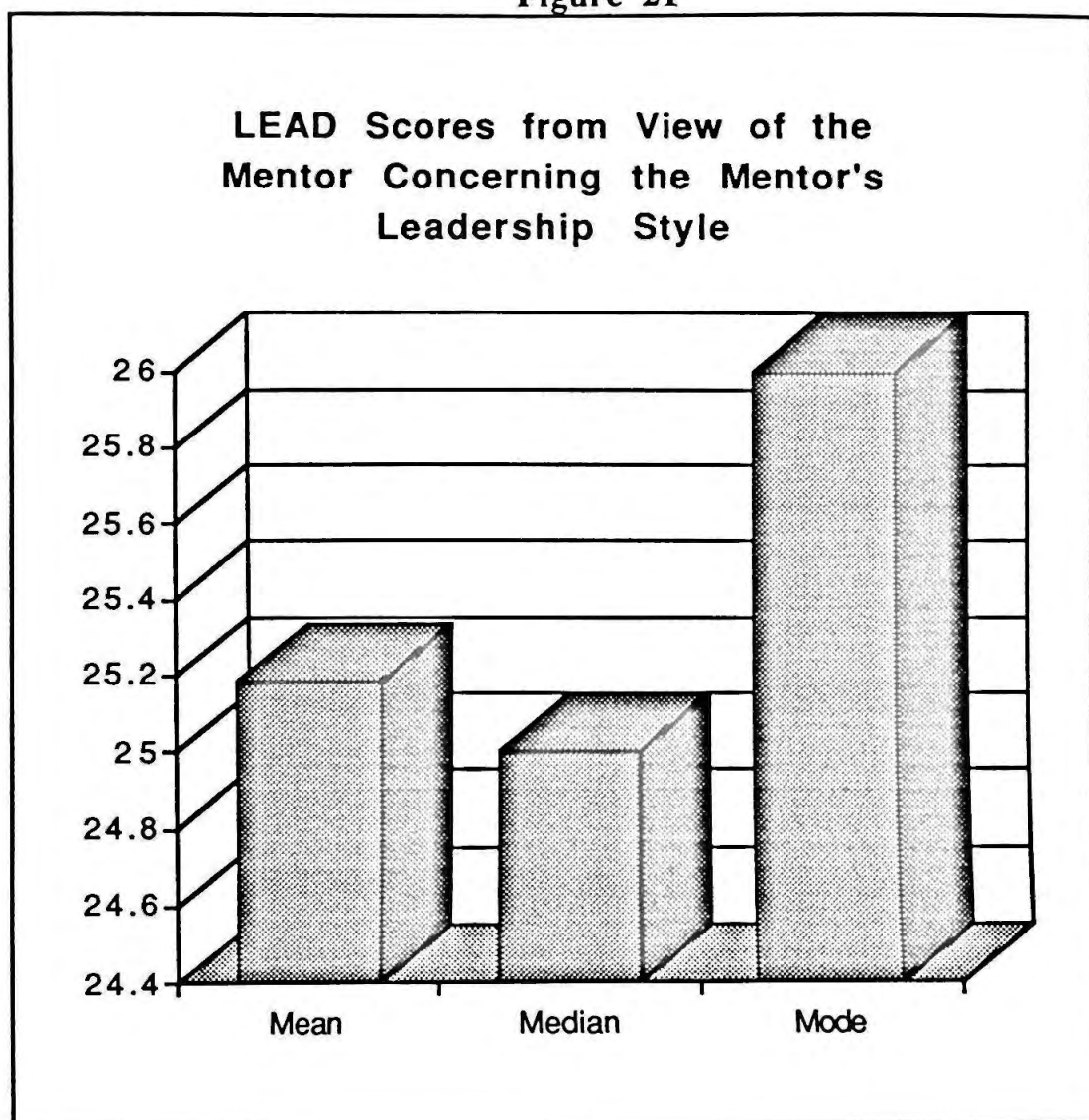
Table 22
The Mentor LEAD Scores
Compared to Those of the Church Planter

	Mentor LEAD	Ch Pltr LEAD	Score Differ
Average	25.18462	23.32143	4.145455
Median	25	23	3
Mode	26	25	1
Standard Deviation	2.965921	4.135102	3.375948
Variance	8.796686	17.09906	11.39702
Kurtosis	1.440088	-0.7657	0.908302
Skewness	0.623558	-0.16953	1.048732
Maximum #	36	31	14
Minimum #	20	14	0

Table 22 presents a descriptive analysis of the mentor LEAD scores compared to those of the church planter as well as the difference between the two scores.

Figure 22

Comparison of Descriptive Statistics of the Mentor LEAD Scores vs. the Church Planter View of the Mentor
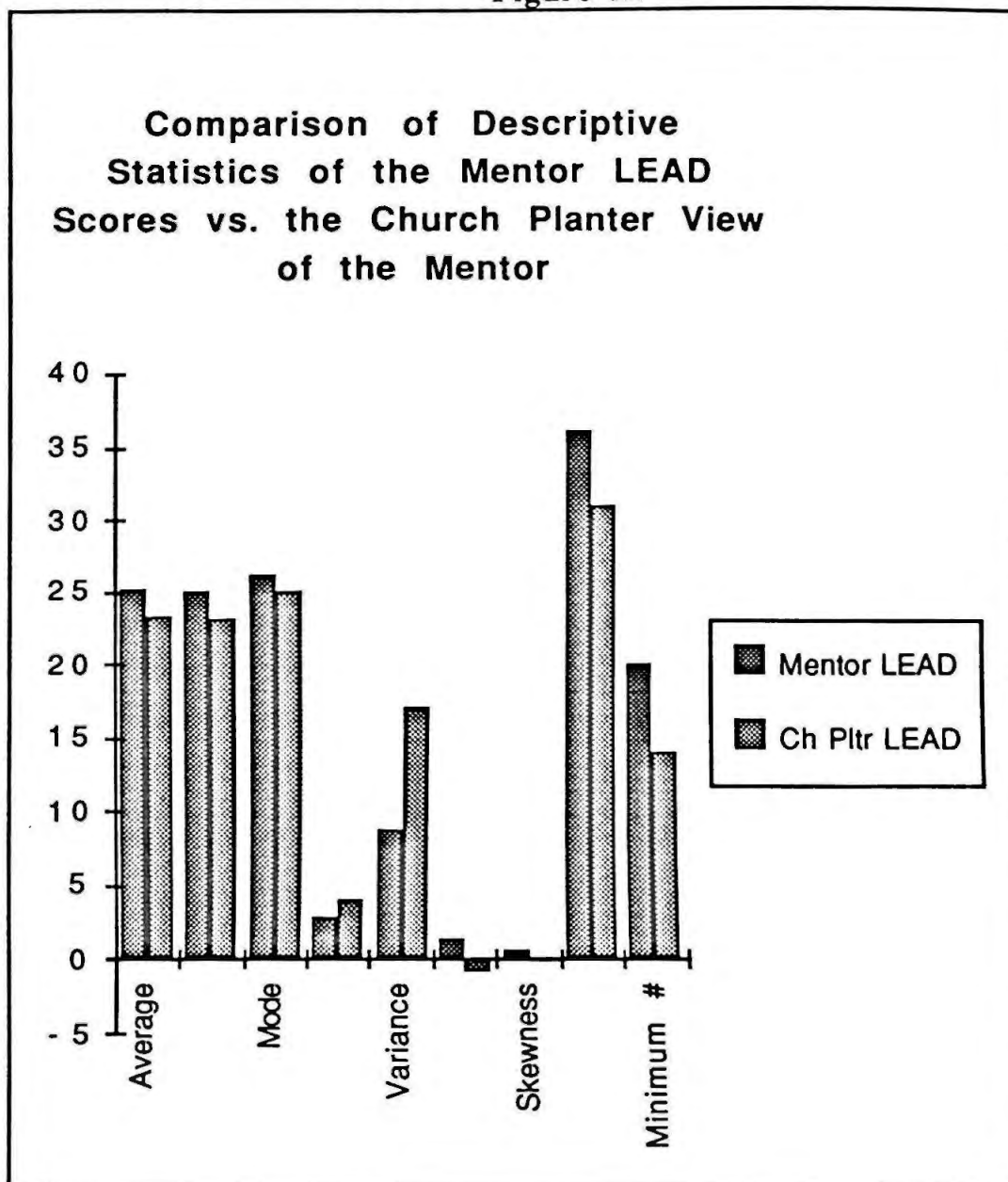
The mentors score themselves as being significantly more adaptable in their leadership behavior than did their church planters. There is a wider variety of LEAD scores registered by the church planters than by the mentors as indicated by the standard deviation, variance, and kurtosis scores.

Table 23

Mentor's View vs. Church Planter's View of Mentor's Leadership Adaptability	Mentor View	Ch. Pltr. View
Low (18.0—22.5)	1 5	3 8
Med. (22.5—27.5)	3 8	3 3
High (27.5—32.0)	4	4
Correlation	Mentor View	Ch. Pltr. View
Mntr Lead Level	1	
Pltr Lead Level	0.651508	1

There is a moderately to strongly positive correlation between the mentor view vs. the church planter view of the mentor's leadership adaptability.

Figure 23

Comparison of Mentor View Vs. Church Planter View of the Mentor's Leadership
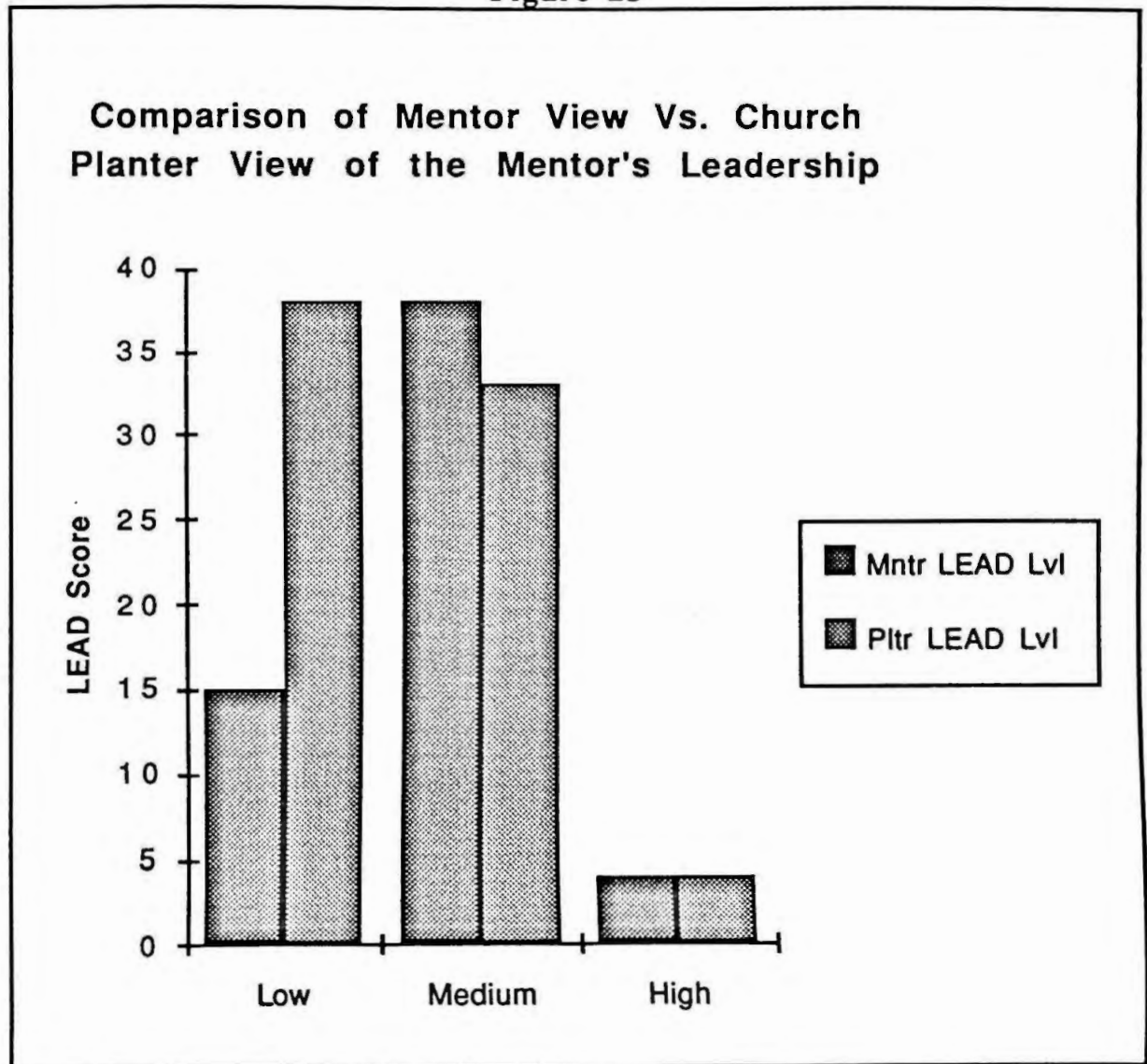
Table 23 and Figure 23 present the contrast between the mentor vs. church planter view of the mentors' level of leadership adaptability. There is a moderate to strongly positive correlation between the mentor view vs. the church planter view of the mentor's leadership adaptability.

Table 24

Descriptive Analysis of Combined LEAD Scores		
in View of Mentor and Church Planter		
Mean	24.122641	
Median	24	
Mode	24	
Standard Deviation	2.5113313	
Variance	6.3067852	
Kurtosis	0.2466223	
Skewness	-0.097328	
Range	12.5	
Minimum	18	
Maximum	30.5	

Table 24 presents a descriptive analysis of the combined LEAD Scores in the view of the mentor and the church planter.

Figure 24

Descriptive Analysis of Combined LEAD Scores in View of Mentors and Church Planters
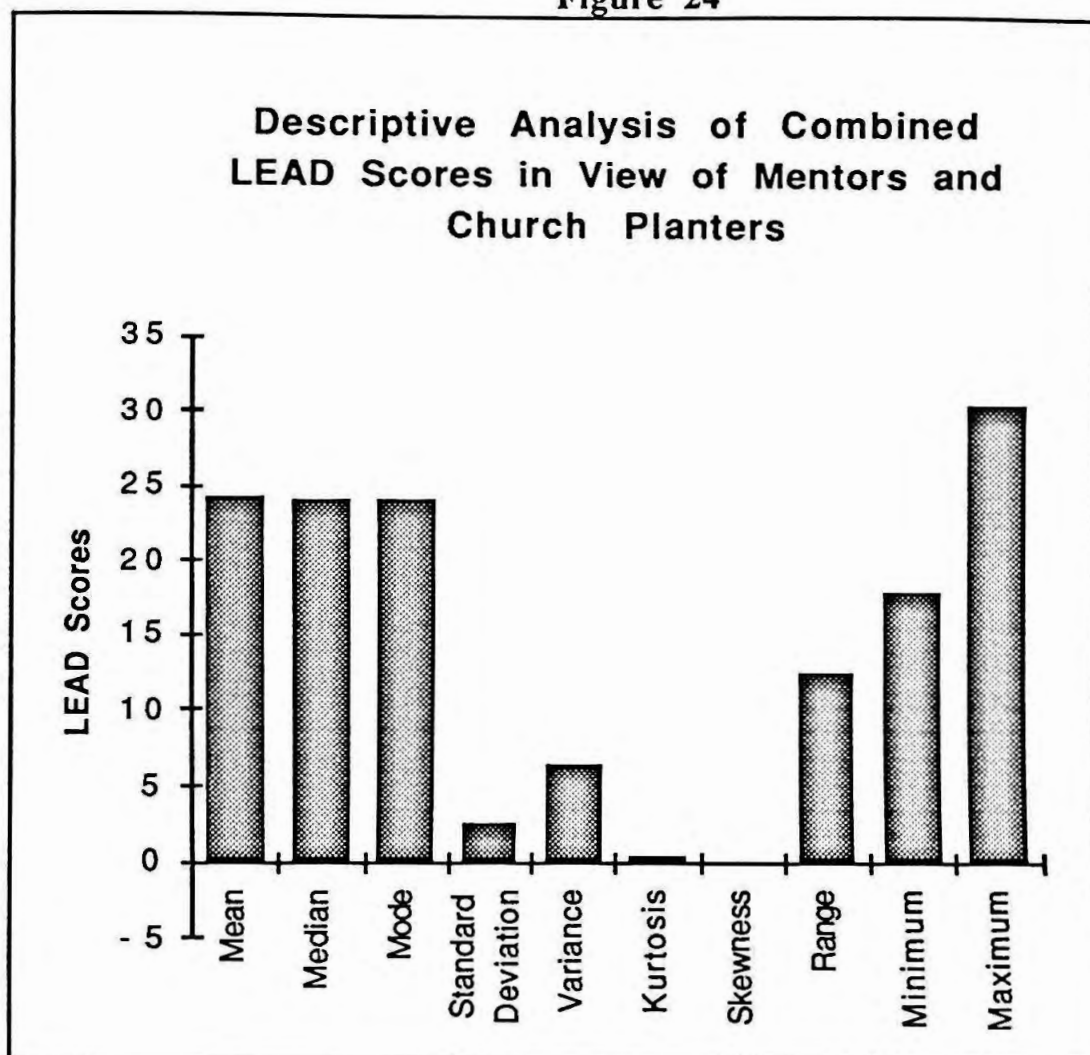
According to Hersey and Blanchard, the authors of the LEAD test,

30-36   Scores in this range indicate a leader with a high degree of

adaptability. The leader accurately diagnoses the ability and

willingness of the follower for the situation and adjusts accordingly.

24-29   This range reflects a moderate degree of adaptability. Scores in this

range usually indicate a pronounced primary leadership style with

less flexibility into the secondary styles.

12-23   Adaptability scores less than 23 indicate a need for self-development

to improve both the ability to diagnose task readiness and to use

appropriate leader behaviors.[5]

According to these score descriptions, the mentors surveyed are on the low end

of moderate adaptability in their relationships with the church planters. They tend

to relate with the same predominant leadership style even when the church planter's

situation evolves.

Research Question #6: For those who are considered to be mentored, the study

determines if the mentor's leadership role behavior adaptability had a significant

effect upon the success of the church planting effort.

**Table 25 Relationship Between High Lead Adaptability Scores
And Successful Church Planting**

		Successful Church Planting	
Actual	Yes	No	Totals
High Lead (24.5—36)	8	8	1 6
Low Lead (18.0—24.5)	1 1	1 7	2 8
Totals	1 9	2 5	4 4
		Successful Church Planting	
Expected	Yes	No	Totals
High Lead (24.5—36)	6.9	9.1	1 6
Low Lead (18.0—24.5)	12.1	15.9	2 8
Totals	1 9	2 5	4 4
Significance Level	0.4864	Deg. Freedom: 1	
Chi-Square: 0.484479			

**There is no significant relationship between high LEAD adaptability
scores and successful church planting.**

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[5]Paul Hersey and Kenneth Blanchard, "LEAD Directions" (San Diego: Pfeiffer
and Co., 1989).

Figure 25

Relationship Between Mentors' Level of Leadership Adaptability and Successful Church Planting
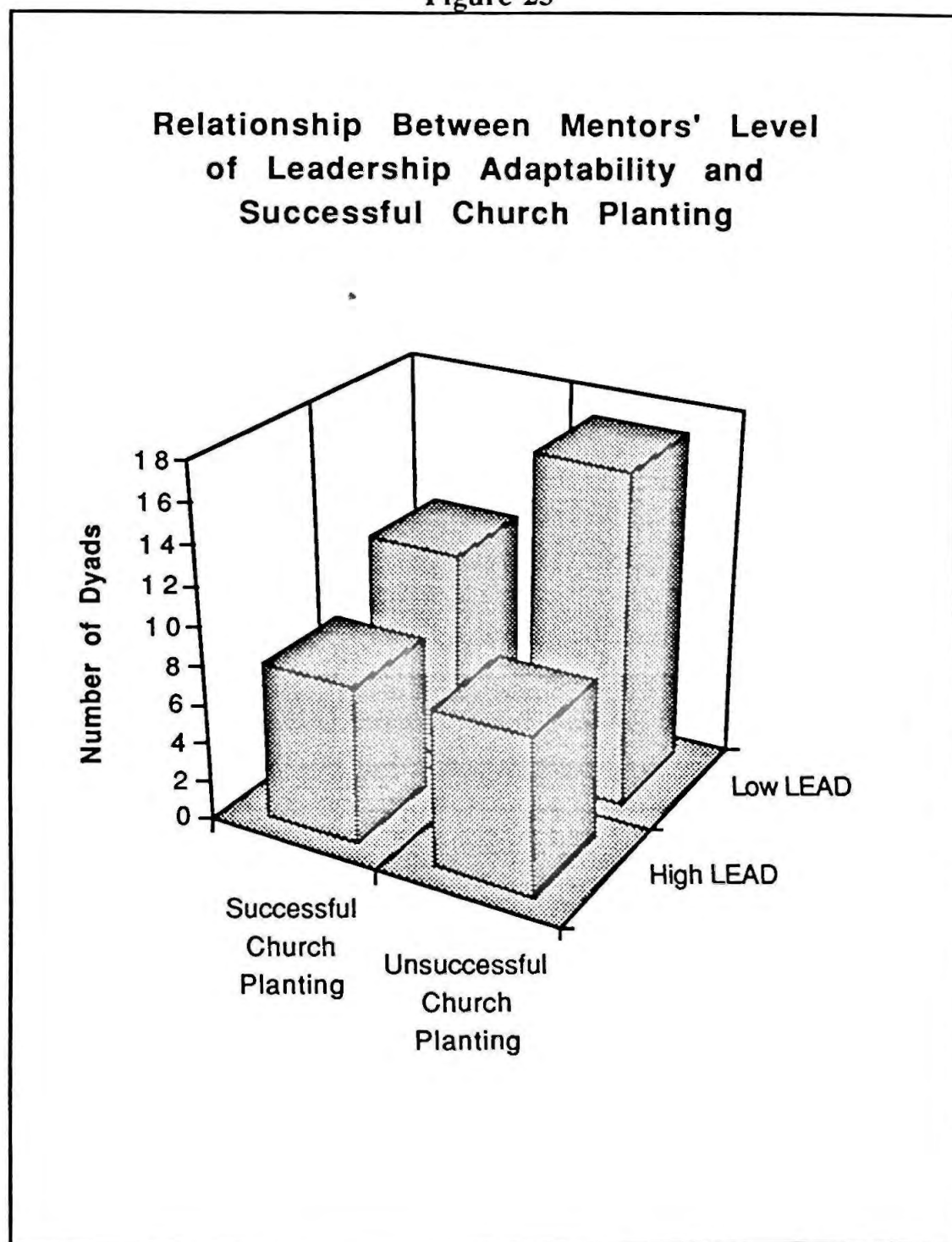
Figure 25 depicts the relationship between the mentors' level of leadership adaptability and successful church planting.

Table 26

Relationship of LEAD Score Levels of Mentors to Successful Church Planting	Successful Church Plant		
Actual	Yes	No	Totals
High Lead (26.5—31.0)	6	6	1 2
Med Lead (22.5—27.0)	1 2	1 4	2 6
Low Lead (18.0—22.5)	1	5	6
Totals	1 9	2 5	4 4
		Successful Church Plant	
Expected	Yes	No	Totals
High Lead (26.5—31.0)	5.2	6.8	1 2
Med Lead (22.5—27.0)	11.2	14.8	2 6
Low Lead (18.0—22.5)	2.6	3.4	6
Totals	1 9	2 5	4 4
Significance	0.357876	Deg Freedom	2
Chi-Square	2.0551361		

There is no significant relationship between high LEAD adaptability scores and successful church planting.

Figure 26

Relationship of LEAD Score Levels of Mentors to Successful Church Planting
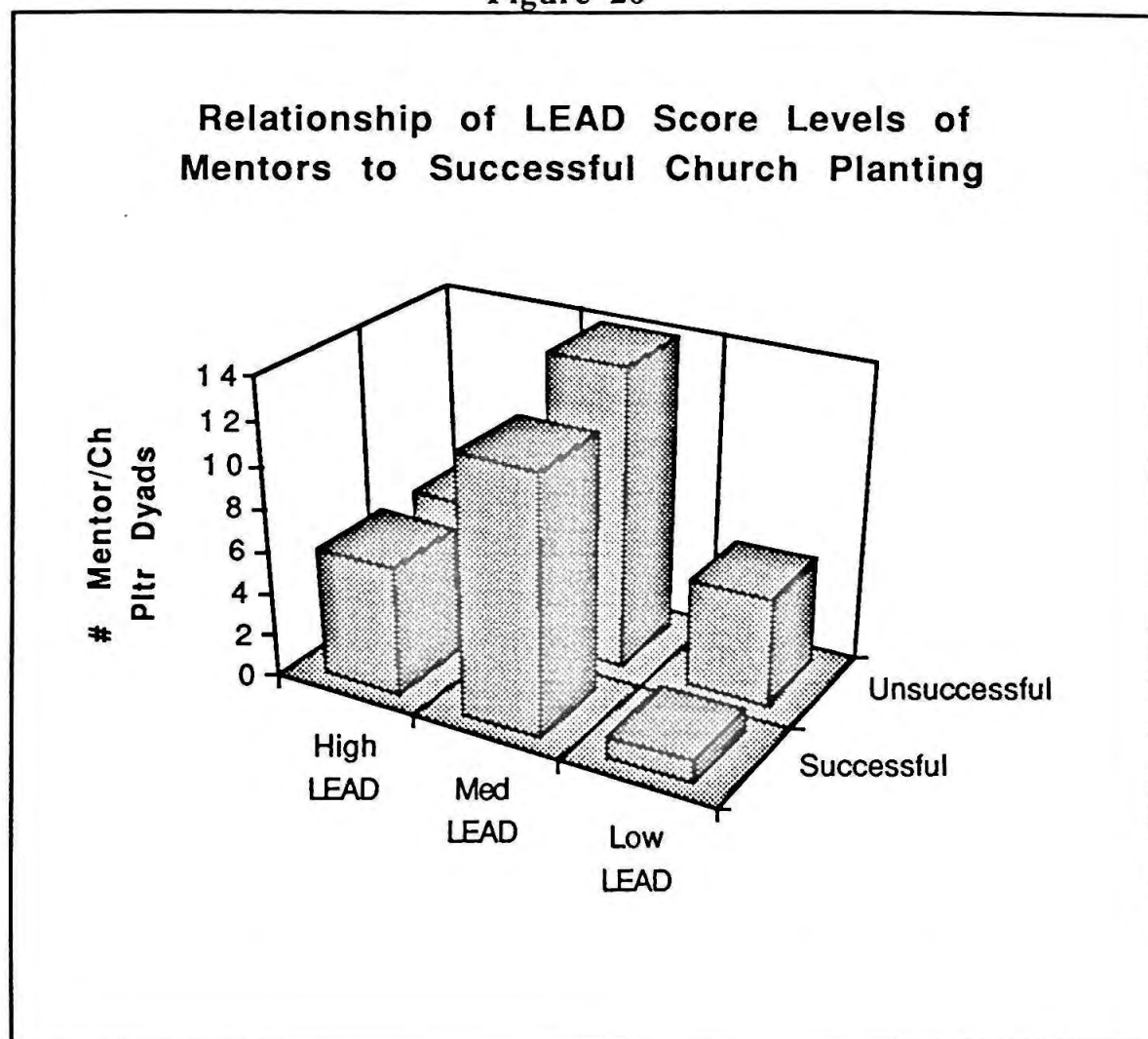
Table 25 and Figure 25 present the data that indicates there is no significant relationship between high and low leadership adaptability in relationship to successful church planting. Table 26 and Figure 26 present the same results when the leadership behaviors are examined in greater detail as high, medium, and low adaptability. Therefore, Hersey and Blanchard's theory of leadership role adaptability resulting in greater productivity on the part of workers does not apply to mentors and church planters. This means that the second hypothesis of this study is not confirmed.

Table 27

Relationship Between Mentor's Leadership Style and Successful Church Planting		Successful Church Plant		
Actual		Yes	No	Totals
	Telling	1	2	3
Leadership	Selling	1 4	9	2 3
Style	Participate	3	1 4	1 7
	Totals	1 8	2 5	4 3
			Successful Church Plant	
Expected		Yes	No	Totals
	Telling	1.3	1.7	3
Leadership	Selling	9.6	13.4	2 3
Style	Participate	7.1	9.9	1 7
	Totals	1 8	2 5	4 3
Significance	**0.021827**	Deg. Free.: 2	Chi-Square:	7.649

A highly significant relationship exists between the "telling," "selling," and

"participating" Leadership Style Profiles and successful church planting.

Figure 27

Relationship Between Mentor's Leadership Style and Successful Church Planting
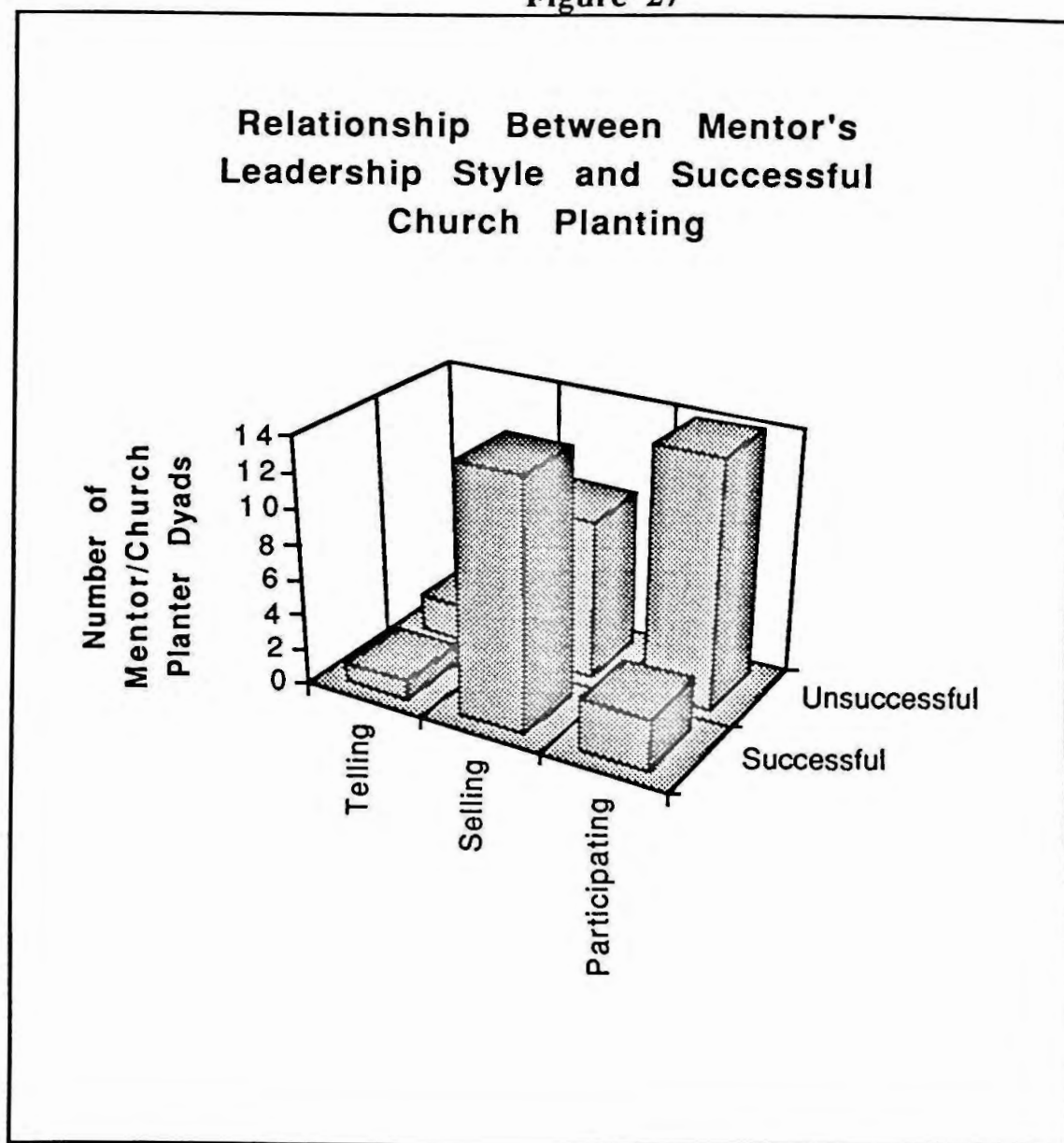
Hersey and Blanchard describe the four leadership styles in the following ways:

1. Telling: Telling student teachers what, how, and when to perform structured tasks, expecting precision and productive output.

2. Selling: Demonstrating, selling, and modeling expectations, developing talent, using persuasiveness, and resolving conflicts in a considerate way.

3. Participating: Maintaining harmony, giving praise, cooperating, participating, and always emphasizing consideration.

4. Delegating: Allowing freedom to experiment, tolerating uncertainty, and being a facilitator for others.[6]

The mentors surveyed primarily relate to the church planters in the "selling" style (53%), secondarily in the "participating" style (40%), thirdly in the "telling" style (7%), and almost never in the "delegating" style. According to Table 26 and Figure 26 as well as to the analysis of the chi-square statistical test, these leadership styles have a significant influence upon successful church planting. This means that even though leadership adaptability did not significantly impact success, leadership style did. Therefore, another form of the second hypothesis of this study is confirmed.

Research Question #7: A study is conducted to analyze items 4 and 5 above in reference to the number of years since the mentoring relationship concluded. In other words, does the passage of years create a greater disparity between the recollections of the mentoring relationship in the view of the church planter vs. that of the mentor? There will be two variables: a. the number of years since the mentoring relationship concluded, and b. the difference in the mentor's score on the LEAD test vs. the church planter's scoring of the mentor on the LEAD test.

Table 28

Correlation of LEAD Score Differences and the Number of Years Since the Conclusion of the Mentoring Relationship		
	Score Differ	# yrs since
LEAD Score Difference between Mentor and Church Planter	1	
Number Of Years Since Mentoring Relationship	0.03798	1

There is no correlation between the number of years since the conclusion of the mentoring relationship and the difference between the mentor's score on the LEAD test vs. the church planter's scoring of the mentor on the LEAD test.

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[6]Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982), 95-103, 295-312.

Figure 28

Comparison of LEAD Score Differences and the Number of Years Since the Conclusion of the Mentoring Relationship

As Table 27 and Figure 27 show, there is no correlation between the number of years since the conclusion of the mentoring relationship and the difference between the mentor's score on the LEAD test vs. the church planter's scoring of the mentor on the LEAD test. In other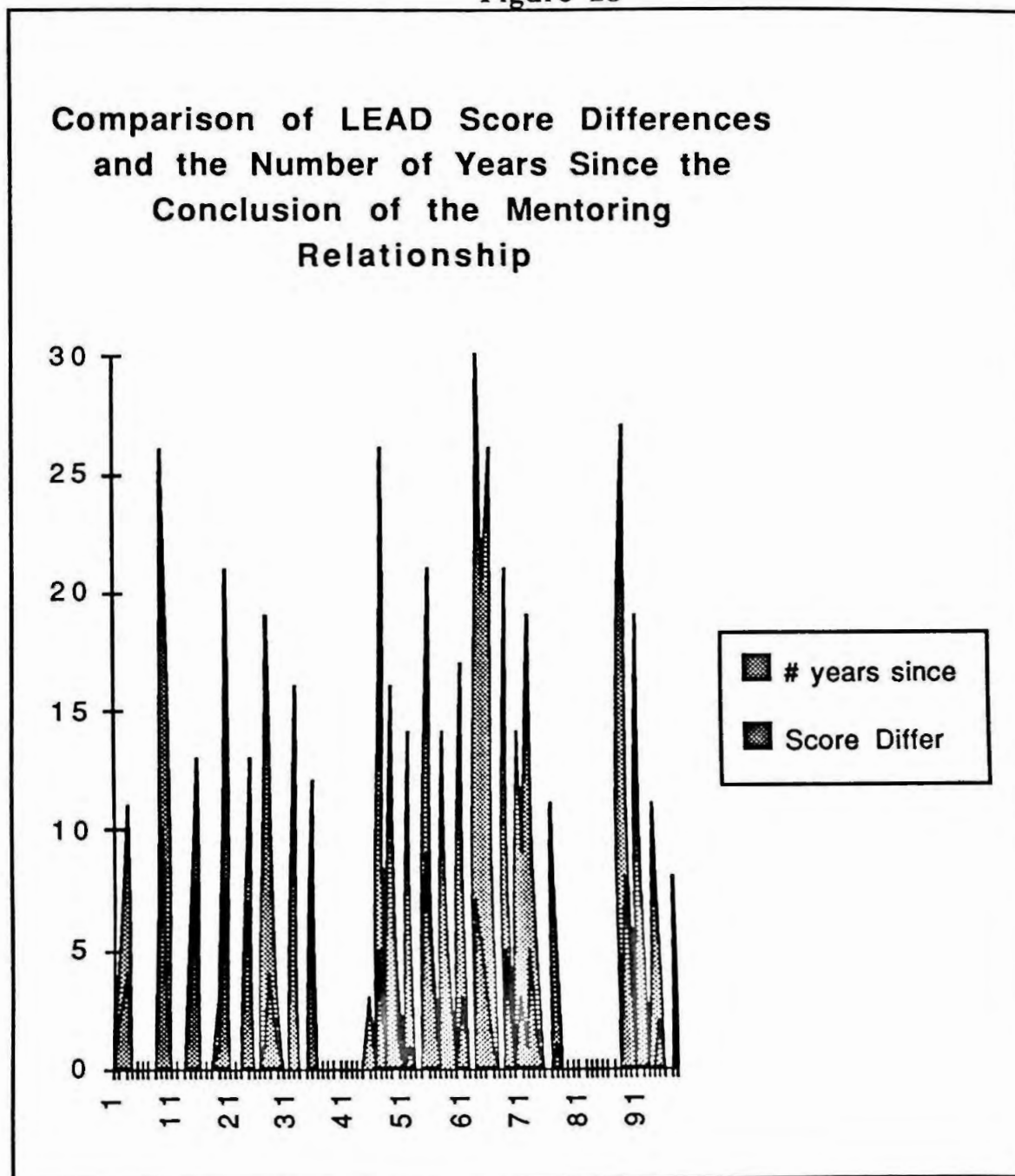 words, the passage of time did not significantly revise the impressions of the relationship between mentor and church planter.

Table 29

Number of Years Since the Conclusion of the Mentoring Relationship	
Mean	10.102564
Median	9
Mode	5
Standard Deviation	6.4063902
Variance	41.041835
Kurtosis	-0.713016
Skewness	0.4998525
Range	23
Minimum	2
Maximum	25

Table 29 presents a descriptive analysis of the number of years since the
conclusion of the mentoring relationship.

Figure 29

Number of Years Since the Conclusion of the Mentoring Relationship
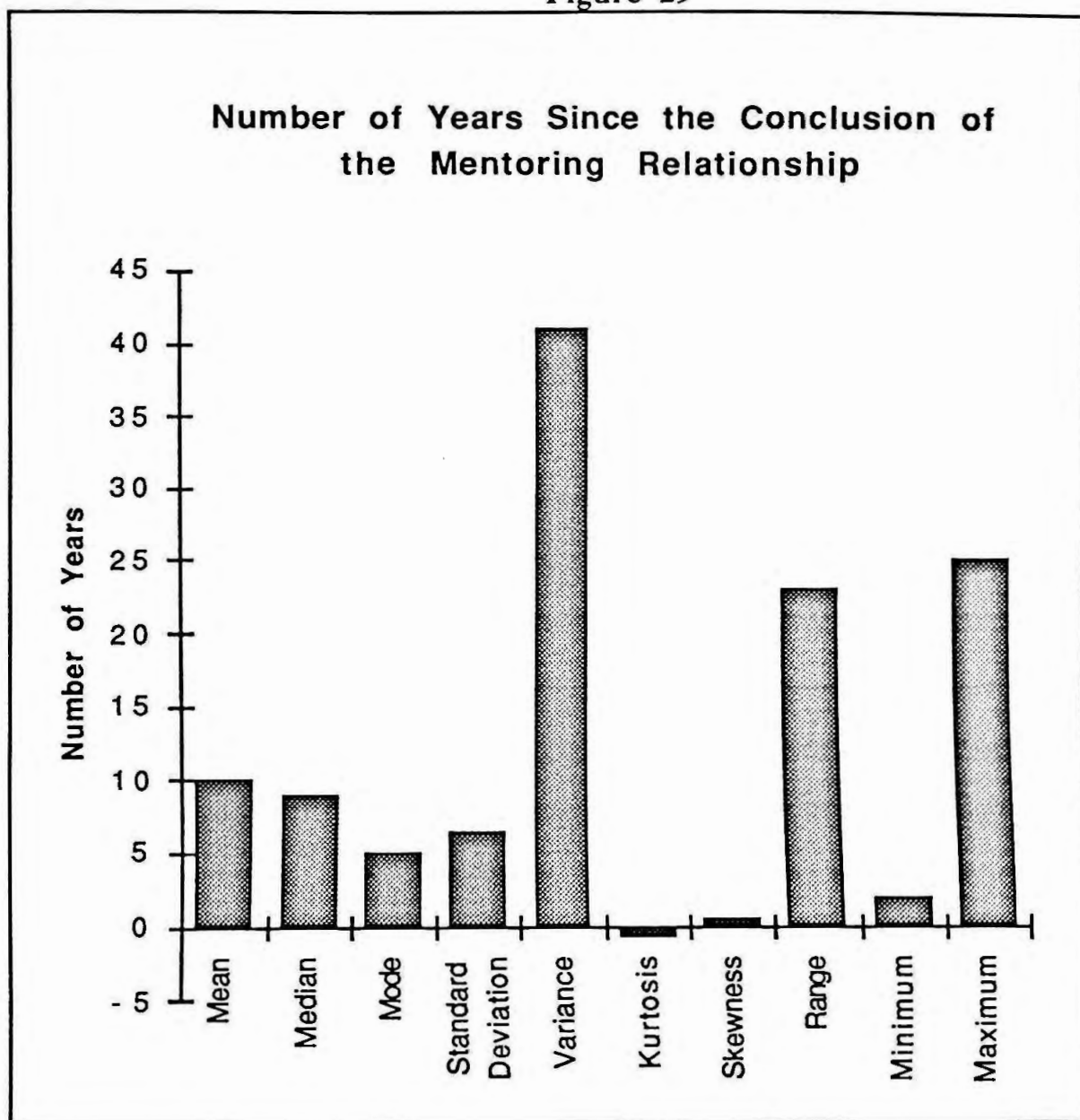
According to the data presented in Table 22 and Figure 22 (the difference in the views of the mentors vs. church planters in reference to the mentors' leadership adaptability), as well as in Table 29 and Figure 29 (the number of years since the conclusion of the mentoring relationship), most of the church planting in the Presbyterian Church by those mentored church planters who are still living has been accomplished in the last 10 years. This observation is determined by the mean, median, mode, and skewness scores which indicate that most mentoring relationships concluded in the last 9 years.

CHAPTER V

SUMMARY AND CONCLUSIONS

This review of issues associated with church planter mentoring is foremost an attempt to synthesize the best of what is known about the mentor arrangement in the fields of education, business/corporate life, and religion. The intent of this study is to discover if church planters perceive the use of particular mentoring styles by their respective mentors. After a specific mentoring model is constructed, the objectives of this study are to identify specific leadership behaviors pastor mentors use, to determine if any of the inferred mentoring styles that incorporate the leadership behaviors tested are dominant, and to determine if any of these leadership behaviors or mentoring styles influence a church planter's success. A church planter's success is measured by having planted a church that within three years is financially self-supporting, self-governing, and giving significantly to mission outside itself.

The following conclusions are based on the findings to the seven research questions asked. Research Question #1: The 475 church planters are surveyed to determine whether they were mentored by their responding to questions followed by a four point Likert index. If the church planter indicates "frequently occurred" or "sometimes occurred" (as opposed to "infrequently occurred" or "never occurred") to three of the twelve descriptors of a mentor then the church planter is considered to have been mentored.

Approximately 42% (121 of the 290 usable responses) were mentored and almost 58% (169 of the 290 usable responses) were not mentored. It is somewhat

193

surprising that the percentage of mentored church planters was discovered to be relatively low. Even though mentoring, or discipling as it is usually termed in religious circles, was modeled by Jesus in his relationship with his 12 disciples for three years, this concept has found recognition only in the last 30 years since the publishing of Robert Coleman's book, The Master Plan of Evangelism.[1] Also, even though this study analyzes church planting over the last 40 years, the majority of the mentoring has occurred in the last 10 years (see Table 29). Especially since the data have shown that mentoring has a significantly positive impact upon successful church planting, this development is quite encouraging.

The average age of the church planter is 34 years old, although the ages vary from 25 to 54 years old. Twenty-five years old is generally the age of a beginning pastor who has gone directly from high school at age 18 to college and at age 22 to seminary and then at age 25 (since seminary is at least a 3 year Masters program of 102 semester hours) directly into church planting. However, it should be noted that the average age of a beginning student at Covenant Theological Seminary, the institution on whose faculty this researcher serves, is 34 years old. The mentors average 12.5 years older (46.5 years old) than the church planters. Levinson states that the ideal age differential between the mentor and protégé is 8 to 14 years or a half generation.[2] His rationale for this theory is that a half generation difference is sufficient for the church planter to respect the counsel of the mentor because the mentor will have recently experienced and worked through many of the same events and problems as the protégé. However, a half generation differential also means that the mentor still understands and identifies with the protégé so there is good communication between the two. Even though this rationale seems appropriate and

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[1]Robert Coleman, The Master Plan of Evangelism. Westwood, NJ: Fleming Revell Co, 1963.

[2]Levinson et al., Seasons, 334.

wise, the data did not confirm that such an age differential is directly proportional to successful church planting. As Table 18 and Figure 18 point out from the chi-square test of the data, there is no significant relationship between the age difference between the mentor and the church planter and successful church planting.

Research Question #2: The mentors are surveyed to determine the degree of agreement with the church planters concerning their supervisory activities, in accordance with the twelve mentoring descriptors. Specifically, are the number of types of supervision the mentors said that they provided, agreed to by the church planters?

The descriptor the church planters circled the most as "frequently occurred" or "sometimes occurred" was "role model," defined in the survey as "one who set a standard that exemplified excellence. The mentor demonstrated admirable ministerial and professional qualities that I aspired to duplicate." Of the 126 church planters who filled out the entire survey (a total of 290 filled out the last page of the survey), 107, or 85%, said that their mentor was a role model to them. This is not surprising due to the fact that in nearly all cases, church planters took the initiative themselves to find a mentor. Thus, it would be unusual for church planters to choose a mentor who was not a role model to them. The literature stated that mentors act as role models when they actively offer direction, enabling, and opportunity for the church planter. The mentor sometimes needs to demonstrate pastoral and church planting methods as well as to explain their particular instructional strategies to the new church planter. Mentors serve as an example of professionalism in all aspects of pastoral ministry including: disposition toward ministry as a vocation; preaching and teaching proficiency; interaction with the people of the church, and those in the community; and commitment to skill development. As beginning teachers experience the difficulties related to the

classroom, teaching responsibilities, and personal and professional associations, mentors become examples for handling all of these challenges. Ideally, the new church planter finds in the mentor a standard of excellence, an individual who demonstrates superior professional qualities that the beginning church planter aspires to imitate. The effective mentor encourages the new church planter to "act" like a professional minister and pastor.

The second mentor descriptor most often chosen by the church planters surveyed was "effective leader," defined as "one who demonstrated leadership and management skills. I was encouraged to set high standards for ministry because of the mentor's example of effectiveness." Of the 126 church planters, 96, or 77%, circled this descriptor. Again, this response was not surprising because church planters are known to be people who hold effectiveness and accomplishment in high regard. They do not tend to be idealistic dreamers but rather tend to focus on implementing strategies through people. They are very goal oriented and prize this characteristic in others.

The literature states that the best mentors see their leadership of the church planter as a supporting process in which they, as a more capable and experienced person, demonstrate to a less experienced person leadership styles that direct, coach, support, and delegate. Creating positive hope for beginning church planters is one of the essential aspects of effective leadership. Good mentors believe that the church planters are basically capable. They identify and encourage the persons' abilities in order to give them hope for the future. Thus, the mentor balances both a sense of where their church planters are with a vision of what they can become. They build in them a sense of confidence that the church planter will significantly contribute to the building of the universal church.

The third mentor descriptor most often chosen by the church planters surveyed was "confidant," defined as "one to whom secrets were confided. The mentor was

interested and available to hear and counsel me about personal and professional concerns and problems during the church planting process." Of the 126 church planters, 94, or 75%, circled this descriptor. In the mentoring literature, this descriptor is often mentioned as being of prime importance to new church planters. Making the transition into a new vocation or role creates much stress and inner turmoil. Mentors are ones who have gone before the church planters and are able to provide a broader perspective on the present difficult events and relationships. They are able to say, "This same problem happened to me and this is how it all worked out. You can make it because I made it through the same difficulty." Such counsel is invaluable to church planters who tend to think their concerns are unique.

The fourth mentor descriptor most often chosen by the church planters surveyed was "sponsor," defined as "one who answered and vouched for me. The mentor believed in me and was supportive both financially and before the various ecclesiastical governing bodies." Of the 126 church planters, 91, or 72%, circled this descriptor. Often the church planters' mentors are the ones who provide from their church budgets a significant portion of their financial support during the church planting endeavor. In addition, the mentors are the ones who usher the church planters through the process of being examined and accepted by the regional judicatory that has jurisdiction over the church planter and his mission. This often means introducing the church planter to other pastors in the area who are able to provide advice and support in the following years. In addition, mentors will sometimes help their church planters in the future by recommending them for significant ministry opportunities, thereby acting as a "door-opener." Often mentors will have an overall picture of the ministry, its structures, networks, and long-range purposes that enable them to assist the church planter in effective, long term decision making.

The fifth mentor descriptor most often chosen by the church planters surveyed was "teacher," defined as "one who instructed and imparted knowledge to me. The mentor modeled ministry philosophy, priorities and methodologies that were applicable to church planting." Of the 126 church planters, 90, or 72%, circled this descriptor. Fifty-four of the 104 mentors (52%) had planted a church themselves and therefore would have earned a reservoir of credibility in the eyes of the church planter as one who could teach about church planting from experience. Nevertheless, non-church planter mentors have gained knowledge over the years about general pastoral ministry that would be valuable to the church planter. Sometimes mentors are able to assist the enhancement and the progress of their church planters by periodically observing their ministry and offering critique. The literature asserts that the mentor who teaches the church planter points out potential problems and opportunities, reveals choices to be made, and intentionally provides direction. Mentors should be well-versed in the literature on competent church planting philosophy, effective methodological techniques, ministry organization competencies, and proven procedures for outreach to the community.

The mentor as teacher assists the church planter in finding new ways to be effective in ministry. Mentors who have the ability to listen reflectively and question competently perform the mentoring task with the greatest cooperation from the church planter. Mentors as teachers should be competent in dealing with the personal performance fears, self-esteem issues, and reality impact encountered by the beginning church planter. In essence, the mentor aids new church planters in discovering solutions to their problems.

The sixth mentor descriptor most often chosen by the church planters surveyed was "nurturer," which was defined as "one who placed value on the caring aspects of the relationship and was faithful, dependable and true to me as a person of worth." Of the 126 church planters, 88, or 70%, circled this descriptor. It is

important for church planters not to feel used, and not to sense that their value and significance lie only in their level of productivity and successfulness in church planting. The ideal mentor communicates unconditional acceptance to the church planter through the inevitable trials and difficulties of the mission.

The seventh mentor descriptor most often chosen by the church planters surveyed was "friend," defined as "one who was interested in me personally, and was a good listener while maintaining open communication to the point that almost anything could be discussed. The mentor and I had enough personal and social time together because the mentor made sure our two schedules were meshed." Of the 126 church planters, 86, or 69%, circled this descriptor. The literature indicates that the best mentors see their role as a friend, a companion, a fellow pilgrim, and an encourager. They do not act like a boss or an overlord. They are available and open listeners who counsel with compassion when new church planters are upset and need someone to talk to about what they are experiencing. Mentors provide friendship through assistance, encouragement, and praise to their church planters. Such friendship extends beyond the requirements of the formal relationship and means a mutual caring and intimacy outside of the church planting context. It is also in the setting of such friendship that church planters will be free to share not only their fears of failure and feelings of doubt, but their problems and misgivings as well.

The eighth mentor descriptor most often chosen by the church planters surveyed was "coach," defined as "one who oriented me concerning significant elements of the church planting task while at the same time encouraged me to go beyond what I thought possible." Of the 126 church planters, 82, or 65%, circled this descriptor. The literature asserts that the mentor as coach provides the competency training necessary to meet the goals and objectives of the church planting enterprise. The mentor observes and then offers evaluation of the beginning church planter's

strengths and weaknesses and assists in establishing objectives that help develop fundamental abilities and skills. It is preferable that mentors be relational coaches who through careful questioning and positive evaluation can encourage the church planters to inspect their philosophies and feelings concerning their teaching. Evaluation is offered and the new church planter is "coached" on methodologies that lead to increased productivity. Basically, the mentor as coach "teaches the ropes" by providing relevant positive and negative feedback to improve the performance and potential of the church planter. The coaching mentor will help church planters recognize and understand their personal needs, values, problems, alternatives, and goals.

The ninth mentor descriptor most often chosen by the church planters surveyed was "supervisor," defined as "one who understood the role of overseer while providing me sufficient feedback towards the goal of my becoming self-reliant." Of the 126 church planters, 73, or 58%, circled this descriptor. The first 8 descriptors were relatively concentrated together by the church planters' responses, but this ninth descriptor and those that follow were chosen considerably less. Church planters apparently do not appreciate as much the supervising aspect of mentoring. The literature says that mentors as competent supervisors develop structure by defining roles and properly emphasizing productive output in balance with concern for the church planter's sense of worth as an individual. The effective mentor will be sensitive to the potential consequences and influences of their supervising behaviors.

The tenth mentor descriptor most often chosen by the church planters surveyed was "strategist," defined as "one who provided feedback and instruction in ways to be effective. The mentor helped me to develop leadership, instructional, motivational, and management strategies as well as relational and communication skills." Of the 126 church planters, 68, or 54%, circled this descriptor. The

mentor strategist not only should demonstrate skill and insight into the philosophy and strategies of pastoral ministry, but should also be able to communicate these subjects through direction, counsel, and assistance. The effective mentor helps the new church planter develop instructional, communication, planning, human relations, and motivational strategies.

The eleventh mentor descriptor most often chosen by the church planters surveyed was "protector," defined as "one who defended me. The mentor stood up and defended me to others even when I made errors." Of the 126 church planters, 66, or 52%, circled this descriptor. If things do not go well in the church planting enterprise, it is the mentors who are supposed to come to the defense of the church planters before the regional judicatory that has jurisdiction over the mission. It is the mentors' credibility that is sometimes at stake if the church plant is unsuccessful. The fact that only 52% of the church planters circled this descriptor may indicate that they never experienced significant difficulty that involved the regional judicatory or that when they did have trouble the mentor did not act as a protector to them.

Mentors serving as protectors act as advocates for the church planter, interceding with those in authority, explaining procedures and rules, and protecting the church planter from attack. Mentors should regularly review their church planter's work because they may be called on to explain or defend it. This role entails providing support in different situations and taking responsibility for mistakes that were outside of the church planter's control. The protecting mentor acts as a buffer for the church planter. Through the sense of protection that arises from the mentoring relationship, the church planter can operate with less fear of the disastrous consequences. The mentor can be a benevolent individual to rely on when difficulties arise.

The twelfth mentor descriptor most often chosen by the church planters surveyed was "developer of talent," defined as "one who directed and challenged me. The mentor encouraged, assisted and provided me with opportunities to develop and improve my ministerial and church planting skills." Of the 126 church planters, 56, or 44%, circled this descriptor. It is not surprising that this descriptor was last in rank because often the goal of the relationship between mentors and church planters is that the church planters develop their own opportunities. One of the primary characteristics of effective church planters is their ability to take the initiative and create their own possibilities and prospects. Nevertheless, the literature says that effective mentors will aid the development of the church planters' intellectual and communication abilities by assisting church planters in developing professionally and/or personally. The mentor directs church planters in the movement toward professional development by: a) pointing the way, b) providing support, and c) encouraging them to strive for higher levels of professional attainment. The mentor provides an accepting relationship and a safe environment in which the planter can develop. In such a comfortable situation, church planters can think of themselves in fresh ways, handle troublesome emotions, and try out new approaches. Thus, this relationship allows church planters to develop from the beginner stage to the point of becoming mentors themselves. Effective mentoring entails tolerating mistakes, brashness, and abrasiveness in order to see the church planter's potential develop. Such a mentor is patient, knowing that time and experience are needed for development.

Analysis of the data confirm that the 104 mentor/church planter dyads involved in the mentoring relationship perceived the nature of their interaction in remarkably similar ways with a correlation coefficient of .66 and t-test significance level of

$p< .01.$ These results indicate that these 12 mentoring descriptors, gleaned from the literature in the fields of education, business, and religion, are reliable and useful for future analyses of mentoring relationships.

When the views of the mentors' use of particular descriptors are analyzed in reference to the views of the church planters, there are several significant factors to note. First, the mentors surveyed did not rank themselves highly as "role models" (6th), but the church planters ranked them highest in this category. Perhaps, this discrepancy is due to a healthy measure of humility on the part of the mentors.

Second, the same observation can be made in reference to the "effective leader" descriptor. The church planters ranked their mentors 2nd in this category but the mentors ranked themselves 7th. If the mentors were able to be completely objective and had no concern for appearing arrogant, perhaps they would have agreed with the church planters in reference to both of these descriptors.

Third, the mentors ranked their nurturing ministry the highest, but the church planters ranked them 6th in this category. Pastors place a high value on compassion and caring in relationships and see themselves as nurturers who accept others unconditionally. However, church planters generally impose on themselves high expectations for success and productivity. As a result, they may project onto their mentors a feeling that their value is tied to their level of achievement. The truth perhaps lies somewhere between these two perceptions.

Fourth, it is interesting to note that the mentors ranked themselves 2nd in the "teacher" category, the successful church planters ranked them 3rd, but all church planters ranked them 5th. Since the majority of church planters (61%) were unsuccessful despite being mentored, at first it might seem that the lack of sufficient teaching on the part of the mentors contributed to their being unsuccessful. However, a sample correlation taken between the mentor providing teaching and successful church planting indicates that there is no relationship between the two.

Fifth, "confidant" was ranked relatively high by both mentors and church planters (3rd). This is an encouraging finding since the literature greatly esteems the need for the mentoree to have someone who is "interested and available to hear and counsel." Sixth, the "friend" category was ranked in the mid-level by both mentor and church planter (5th and 7th).

Seventh, "developer of talent" and "protector" are ranked near the bottom by both. The mentors apparently did not understand their role to be one of providing the church planters opportunities to develop and improve their skills. Probably they thought the church planters were finding enough of those opportunities as they were planting their churches. Since "protector" was ranked 12th and 10th, by the mentor and church planter respectively, perhaps most of the mentors did not find it necessary to defend the church planters because either their errors were not significant enough to be made public or the mistakes were hidden in some way.

It is important to note from Table 9b that there is a very high correlation (+0.949) between the views of the "successful" church planters vs. the views of "all" church planters in reference to the rankings of the mentoring descriptors. This high correlation indicates that the specific ways the mentors related to the church planters did not have significant impact upon success. As will be noted below, the significant impact was simply that mentoring was being performed.

Research Question #3: For those church planters who are considered to be mentored, the study determines if the mentoring has a significant effect upon the success of the church planting effort.

The category of "successful church planting" is defined as the pastor starting a church that within three years of its inception is: self-governing with its own in-house lay governing board, is financially self-supporting, and is contributing at least 10 percent of its annual income to ministries outside its own local institution.

The chi-square test conducted upon the data indicate there is a highly significant relationship between mentoring and successful church planting. Thus, the study's first hypothesis is confirmed.

Almost 42% of the 290 church planters were mentored and 58% were not mentored. Ideally, the percentages of church planters that are mentored would be 100%. Perhaps the results of this study will motivate new church planters to seek out mentors. Also, these results may encourage regional judicatories and the national church planting office to require each new church planter to be linked to a mentor. According to this data, through effective mentoring there would have been 5.65% or 27 more successful church plants than actually occurred over the last 40 years.

The average number of years the planters were pastors before starting their first church was slightly more than 4 years. Conventional wisdom in ecclesiastical circles says that it takes about 4 years of pastoral experience before ministers have fully assimilated into the role of pastor. Therefore, it is not surprising that planters would generally desire to have a sense of being fully adapted to the pastorate before taking on the formidable task of planting a church. On the other hand, it should be noted that the mode, the largest number of years of pastoral experience among church planters, was 0 years of experience. This indicates that a sizable number of pastors (44%) first planted soon after finishing their basic Master of Divinity seminary degree, meaning that they usually did not have significant pastoral experience. However, it is important to recognize that the average age of a beginning seminary student nationally is approximately 33 years old. This means that seminary graduates are generally second career people who have gained significant experience in other vocational fields.

Surprisingly, unsuccessful church planters had a year more pastoral experience than the successful church planters. Perhaps this is because until the last decade,

those who did not do well in pastoring established churches were often encouraged by pastor friends to try church planting. Since it is now understood that church planting is generally more challenging and demanding than pastoring an established church, this type of advice is now seldom given. However, since the data cover church planting for the last 4 decades, this dynamic may explain why unsuccessful church planters had a year more pastoral experience than the successful church planters.

As would be expected, those church planters who were not mentored had more than 2 1/2 years of pastoral experience than those who were mentored. This data probably indicate that those who have not been pastors for very long are probably more willing to seek out mentoring than those who are more experienced in the pastorate. However, because the data indicate that mentoring has such a significant effect upon success in church planting, in the future perhaps all church planters will be linked with a mentor no matter how many years of pastoral experience they may have had.

The data also indicate that there is no significant relationship between successful church planting and mentoring in reference to the number of years the planters were in the pastorate before starting their first churches. In fact, there is no significant relationship between successful church planting and whether or not a church planter had pastoral experience before planting. These discoveries run contrary to the conventional wisdom in ecclesiastical circles of the last decade that has guided the choice of church planters. The assumption has been that pastoral experience more fully equips church planters for their task. This data indicate that that may not be a valid assumption. Rather, a much more significant factor is whether the church planter is mentored.

Another assumption that has guided the choice of church planters in the past has been their age category. The "rule of thumb" has been that church planters

should be 30 years old or older before they plant. However, the data demonstrate that no significant relationship exists between the church planters' age category and successful church planting. In other words, the age of the church planter provides no prediction of success or failure in the church planting enterprise.

Another bit of conventional wisdom is that those mentors who have planted churches themselves, 54 or 52% of the 104 mentors, will be more effective in mentoring church planters. The data cannot support this hypothesis. The chi-square test of the data indicate that there is no significant relationship between successful church planting and the mentor having planted a church previously.

Research Question #4: The level of adaptability in the leadership role behavior of the mentor is surveyed through the LEAD test taken by the church planter with the mentor's leadership role behavior in mind, and a score between 12 and 36 is obtained. The higher the score the more adaptable is the leadership role behavior of the mentor from the perspective of the church planter.

The view of the church planters in reference to the leadership adaptability of their mentors averages 23 with the most frequent score being 25. This means that in general the church planters did not rate their mentors highly on the leadership adaptability scale.

Research Question #5: The mentors are administered the LEAD test to determine their view of their leadership role behaviors; a comparison is conducted in reference to the views of their mentorees.

It should be noted that the mentors scored themselves as being significantly more adaptable in their leadership behavior than did their church planters. This is probably because it is human nature to think of oneself as being more flexible with changing circumstances than is true in fact. On the other hand, it may also be

human nature for the church planters to think of the mentors as being more rigid and intractable than they really were. The mentors' true level of leadership adaptability probably lies in between the two scores. There is a moderate to strongly positive correlation between the mentor's view and the church planter's view of the mentors' leadership adaptability.

According to the LEAD score descriptions, provided by Hersey and Blanchard, these mentors are on the low end of moderate adaptability in their relationships with the church planters from both the mentors' and the church planters' perspectives. The mentors studied tend to relate with the same predominant leadership style even when the church planter's situation evolves.

Research Question #6: For those who are considered to be mentored, the study determines if the mentor's leadership role behavior adaptability has a significant effect upon the success of the church planting effort.

The data indicate that there is not a significant relationship between high and low leadership adaptability and successful church planting. Therefore, Hersey and Blanchard's theory that leadership role adaptability results in greater productivity on the part of workers does not apply to mentors and church planters. Thus, the second hypothesis of this study is not confirmed.

The mentors related primarily to the church planters in the "selling" style (53%), secondarily in the "participating" style (40%), thirdly in the "telling" style (7%), and very rarely in the "delegating" style. These leadership styles did have a significant influence upon successful church planting. This means that even though leadership adaptability did not significantly impact successful church planting, leadership style did. Therefore, a second form of the second hypothesis of this study is confirmed.

This research will enable church judicatories, through the administration of the

LEAD test, to focus on recruiting mentors who are high on the "selling" and "participating" scale. According to the data, these are the mentors who will significantly impact church planters and foment successful church planting. Since the LEAD test can be easily administered on a broad scale, this portion of the study will greatly enhance the effectiveness of mentor recruitment.

Research Question #7: A study is conducted to analyze questions 4 and 5 above in reference to the number of years since the mentoring relationship concluded. In other words, does the passage of years create a greater disparity between the recollections of the mentoring relationship in the view of the church planter vs. that of the mentor? There are two variables: a. the number of years since the mentoring relationship concluded, and b. the difference in the mentor's score on the LEAD test vs. the church planter's scoring of the mentor on the LEAD test.

There is no correlation between the number of years since the conclusion of the mentoring relationship and the difference in the mentor's score on the LEAD test vs. the church planters' scoring of the mentors on the LEAD test. In other words, the passage of time did not revise the impressions of the relationship between mentors and church planters. This analysis provides the study more validity. If the converse had been true, that with the passage of time the LEAD scores would have changed accordingly, then the data responses would have been more suspect.

According to the data, most of the church planting in the Presbyterian Church conducted by those church planters who are still living and were mentored, has been accomplished in the last 10 years. This observation is determined by the descriptive analysis which indicates that most of the mentoring relationships concluded in the last 9 years. This dynamic has occurred because the denomination has been much more proactive in encouraging church planting and in training church planters. Also, the value of mentoring has become more appreciated in the last decade.

Conclusions

From this analysis, several priorities emerge. First, it is very important that every church planter have a mentor. The data has conclusively determined that a mentor significantly raises the probability that within three years of the first worship service, the newly planted church will be self-supporting, self-governing, and generous in giving to mission outside of itself. This means that there needs to be as much effort expended in the recruitment and training of effective mentors as there presently is in the recruitment and training of church planters. Ideally, the percentage of mentored church planters will rise in the future from the present level of 42% to 100%.

Second, the training of the mentors should equip them to provide five aspects of ministry. The effective mentor should be a "role model," one who sets a standard that exemplifies excellence; an "effective leader," one who demonstrates leadership and management skills; "confidant," one who can hear and counsel the church planter about personal and professional concerns and problems; "sponsor," one who believes in the church planter and is supportive both financially and ecclesiastically; and "teacher," one who models and imparts ministry philosophy, priorities, and methodologies that are applicable to church planting. Mentor training centers can be established that will provide the needed preparation.

Third, the study concludes from the data that even if the mentor is deficient in being able to provide the ministries listed above, he should endeavor to provide as much mentoring as he is able. The analysis determines that even minimal mentoring is better than no mentoring. This assertion should encourage those pastors who have limited time availability to become involved as best they can. Perhaps a solution could be that several mentors would team together to provide the ministries to the church planter listed above.

Fourth, since the data indicate that successful church planting is not dependent on whether a church planter started immediately out of seminary (44%) or had pastoral experience before planting (56%), more attention needs to be paid to training recent seminary graduates to plant churches soon after receiving the Master of Divinity degree. If recent graduates can be provided effective mentors, then they are as likely to plant successful churches as experienced pastors.

Fifth, the data demonstrate that no significant relationship exists between the church planters' age category and successful church planting. Of successful church planting, 33% was conducted by church planters in their 20's. Based on these facts, there should be no prejudice against church planting prospects who are still in their 20's and recently graduated from seminary.

Sixth, those pastors who have previously planted churches themselves (52%) do not necessarily make more effective mentors than those who have not previously planted (48%). Therefore, the recruitment of mentors should not be guided by whether the pastor has personally engaged in church planting.

Seventh, the effective mentors surveyed related primarily to the church planters in the "selling" style (53%), and secondarily in the "participating" style (40%). This research enables church judicatories, through the administration of the LEAD test, to focus on recruiting mentors who possess these two leadership styles. Since the LEAD test can be easily administered on a broad scale, this portion of the study will greatly enhance the effectiveness of mentor recruitment. According to the data analysis, the leadership adaptability results of the LEAD test are not a significant factor in successful mentoring.

Theoretical Implications

The confirmation of the first hypothesis of this study, that mentoring will significantly impact successful church planting, is in accordance with mentoring

theory in the fields of education, business, and religion as presented in Chapter 1 "Introduction" and Chapter 2 "Survey of the Literature." Therefore, this dissertation becomes another empirical study that confirms the theory that mentoring significantly impacts worker productivity.

However, this study failed to confirm the second theory advanced by Hersey and Blanchard, that leadership adaptability of the mentor in accordance with the situational change of the worker has a significant impact on productivity. This is not to state that the situational theory advanced by these two men is not correct, but rather that the data from this study could not confirm their theory. On the other hand, the data did confirm that certain leadership styles, predominantly "selling" and "participating," do significantly affect worker productivity.

For Further Study

While this dissertation provides some answers it also suggests many questions. Perhaps the most important one being: Having achieved success with a mentor, will church planters develop the perception that they cannot function as effectively without a mentor in future ministry endeavors? Other questions without suitable answers as yet are: Did church planters have a core group already in place and if so, how many people? Also, how much funding did they have? Is there a significant relationship between these factors and successful church planting? Does mentoring impact the planting of churches that grow larger and have more significant impact on the community than non-mentored church planting? The answers to these questions are beyond the scope of this dissertation and are rather difficult to research. Nonetheless, they do suggest new and provocative areas for future researchers to pursue.

In addition, the concepts and methodologies of this dissertation can be applied to the areas of education and business/corporate life to strengthen the case for

mentoring. Also, each distinct religious group involved in church planting should follow these methodologies to confirm the importance of church planting mentoring in their own religious domain.

Future Implementation of This Research

This researcher plans to implement the findings of this study by developing a model mentor/church planter program in the Northern Illinois/Wisconsin region of the Presbyterian Church in conjunction with church officials in that area. This program will involve placing graduates from this researcher's seminary level church planter training courses with pastors who will be recruited and trained in accordance with the findings of this study. If this model program proves to raise significantly the rate of church planting success, this researcher plans to implement the program nationwide in the Presbyterian Church. If the program is significantly successful on that level then perhaps the program will be adopted by other church denominations in North America and around the world.

Appendix A

This is the letter and survey sent to the 475 Presbyterian Church Planters.

A form of this letter and survey was sent to their 104 mentors.

June 16, 1994

Dear Church Planter,

As part of my Ph.D. studies at St. Louis University in St. Louis, Missouri, I am researching the effect of adaptable leadership behaviors and twelve distinct mentoring styles upon Presbyterian church planters. **Through this research I hope to identify the characteristics of an effective church planting mentor in order to assist future generations of church planters.**

I apologize for the impersonal nature of this letter and survey, since I know many of you. However, there are approximately 475 pastors in the Presbyterian Church in America who have noted in the *Yearbook* that they have planted one or more churches, and I am asking all of you to participate. In order for the study to be valid I must have at least 66% response. **So it would help me greatly if you could return this survey as soon as possible.**

Your responses to the survey and profile will be kept in strictest confidence and be reported on a large group basis only. Therefore, please be as straightforward as possible.

Please take the time to fill out this survey even if this means you only check that you were not mentored and answer page 4. Then place the forms in the enclosed envelope and return them to me by mail. If you have any questions, please call me at the Seminary, 314-434-4044. Thank you for your help in this research project, **it will be of great assistance to future generations of church planters.**

Sincerely,

Philip D. Douglass
Assistant Professor of Practical Theology

(over)

Church Planting Mentoring Survey

Please think back to the period in which you were planting your first church. <u>During that time period</u>, did you have a mentor (or mentors) who was not a family member but related to you with any of the following role behaviors? **The mentoring relationship did not have to be official in nature, the interaction could have occurred as little as once every couple of months in person or over the telephone, and could have included several people fulfilling one or more of these roles.**

____Yes, I think I was mentored.   ____No, I was not mentored.
Then, please continue   Then, please only fill out
on this page.   page 4.

If you think you might have been mentored, please indicate the extent to which each of the following statements characterized your experience by circling the appropriate response below each statement.

1. Confidant: One to whom secrets were confided. The mentor was interested and available to hear and counsel me about personal and professional concerns and problems during the church planting process.

| frequently | sometimes | infrequently | never |
| occurred | occurred | occurred | occurred |

2. Friend: One who was interested in me personally, and was a good listener while maintaining open communication to the point that almost anything could be discussed. The mentor and I had enough personal and social time together because the mentor made sure our two schedules were meshed.

| frequently | sometimes | infrequently | never |
| occurred | occurred | occurred | occurred |

3. Teacher: One who instructed and imparted knowledge to me. The mentor modeled ministry philosophy, priorities and methodologies that were applicable to church planting.

| frequently | sometimes | infrequently | never |
| occurred | occurred | occurred | occurred |

4. Coach: One who oriented me concerning significant elements of the church planting task while at the same time encouraged me to go beyond what I thought possible.

| frequently | sometimes | infrequently | never |
| occurred | ccurred | occurred | occurred |

5. Sponsor: One who answered and vouched for me. The mentor believed in me and was supportive both financially and before the various ecclesiastical governing bodies.

| frequently | sometimes | infrequently | never |
| occurred | occurred | occurred | occurred |

6. Role Model: One who set a standard that exemplified excellence. The mentor demonstrated admirable ministerial and professional qualities that I aspired to duplicate.

| frequently occurred | sometimes occurred | infrequently occurred | never occurred |

7. Developer of Talent: One who directed and challenged me. The mentor encouraged, assisted and provided me with opportunities to develop and improve my ministerial and church planting skills.

| frequently occurred | sometimes occurred | infrequently occurred | never occurred |

8. Strategist: One who provided feedback and instruction in ways to be effective. The mentor helped me to develop leadership, instructional, motivational, and management strategies as well as relational and communication skills.

| frequently occurred | sometimes occurred | infrequently occurred | never occurred |

9. Protector: One who defended me. The mentor stood up and defended me to others even when I made errors.

| frequently occurred | sometimes occurred | infrequently occurred | never occurred |

10. Effective Leader: One who demonstrated leadership and management skills. I was encouraged to set high standards for ministry because of the mentor's example of effectiveness.

| frequently occurred | sometimes occurred | infrequently occurred | never occurred |

11. Supervisor: One who understood the role of overseer while providing me sufficient feedback towards the goal of my becoming self-reliant.

| frequently occurred | sometimes occurred | infrequently occurred | never occurred |

12. Nurturer: One who placed value on the caring aspects of the relationship and was faithful, dependable and true to me as a person of worth.

| frequently occurred | sometimes occurred | infrequently occurred | never occurred |

The name and location of **the first church** you planted and the month/year the first Sunday morning worship service occurred:

_____
(name and location of church when planted)

_____
(name and location of that church now)

_____
(month and year of first Sunday morning worship service)

_____
(month and year when church was officially organized
or date you project official organization)

Was the church financially self-supporting when it was officially organized by Presbytery: _____ yes _____ no

If not, when did the church become self-supporting?_____

Please write below the name and current address of the person you considered to be your primary mentor during your church planting experience as well as your own name and address.

_____
(primary mentor's name)

_____
(current address)

_____
(current city and zip code)

_____
(your name)

_____
(address)

_____
(city and zip code)

Appendix B

This letter with accompanying survey was sent to each of the 104 mentors.

A form of this letter and a form of the accompanying survey were sent to the mentored church planters.

June 1, 1995

Dear Rev. Ransom,

Thank you for returning the mentoring survey. By helping in this research you are contributing to PCA church planting for the future. I hope to have the entire project finished by the end of this month.

I have one final request of you. Please fill out the enclosed questionnaire concerning your perception of your leadership style when you mentored your church planter. As the questionnaire states, "The purpose of this instrument is to evaluate your perception of your leadership style in terms of 'telling,' 'selling,' 'participating,' or 'delegating,' and to indicate whether the style is appropriate in various situations."

Your responses to this questionnaire will be kept in strictest confidence and be reported on a large group basis only. Therefore, please be as straightforward as possible. I realize that some of the questions may not apply directly to the working relationship you experienced with your church planter, but please answer as best you can.

After you have completed this form, please return it to me in the enclosed postage paid envelope. This is the last questionnaire I will ask you to fill out.

Thank you for your valuable assistance in this research. You are helping us to determine the characteristics of effective church planting mentors in order to assist future generations of church planters.

Sincerely,

Philip D. Douglass
Assistant Professor of Practical Theology

p. s. If at all possible, please return this questionnaire within a week. Thank you.

This is the postcard that was sent to the church planters who did not respond to the first survey mailing. A form of this same postcard was sent to those mentors and mentored church planters who did not respond to the first LEAD test mailing.

Dear PCA Church Planter
(former and present)
I am very grateful that 36% of you (152 church planters) have sent in your mentoring survey form. However I still need another 30% of you (126 church planters) to take a couple of minutes to fill out the survey and return it in the self-addressed envelope. You would have received the survey at the end of May. I must have at least 66% respond or the research is not valid. Remember! This research will be of great importance to future generations of Presbyterian Church planters. Thank you.

Philip Douglass
Professor of Church Planting,
Growth and Renewal

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BIOGRAPHY OF THE AUTHOR

Philip David Douglass was born in Jackson, Tennessee on March 19, 1948. He received his primary and secondary education in the public schools of that city. Rev. Douglass is a graduate of Washington and Lee University in Lexington, Virginia in 1970 with a Bachelor of Arts degree in Sociology and Princeton Theological Seminary in Princeton, New Jersey in 1974 with a Master of Divinity degree in New Testament. Upon graduation from seminary he served as an associate pastor in a Presbyterian Church congregation in the Washington, DC region for five years conducting youth work and outreach.

In 1979 he began planting churches for the Presbyterian Church in America in the Washington, DC area. From 1979 until 1986 he was the organizing pastor for the "mother church" in Gainesville, Virginia and two "daughter churches" in Manassas, Virginia and Warrenton, Virginia. In addition, through his committee leadership six additional churches in the Washington area, three in the Baltimore area and one in the Wilmington area were planted.

In August, 1986 he accepted the position of Professor of Church Planting, Growth and Renewal at Covenant Theological Seminary in St. Louis, Missouri. He is presently serving as the Rosalie Outlaw Cassels Professor of Evangelism and Church Planting. In that position he teaches courses in church planting theology and methodology, outreach, leadership development, formation of spiritual disciplines, and development of small groups in the church. In addition he has successfully served as the organizing pastor of two new churches in the St. Louis area, training students as the churches were being planted. In January, 1992 he

was appointed to the position of Director of the Doctor of Ministry for the seminary.

Rev. Douglass has also served as the chairman of the Church Planting subcommittee of the Mission to North America committee of Missouri Presbytery and the General Assembly of the Presbyterian Church. In addition, he served in a volunteer capacity supervising the church planting activities of the Presbyterian Church in the thirteen states of the Midwest from 1989 to 1991, and is presently serving on the Midwest Church Planting Advisory Committee.

Rev. Douglass has been married to Rebecca Love Douglass since 1972 and they have four children: Christopher, Clayton, Stephen and Marta.