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African Journal of **Business Management**

14 March 2018
ISSN: 1993-8233
DOI: 10.5897/AJBM
www.academicjournals.org

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African Journal of Business Management

Table of Contents: Volume 12 Number 5 14 March, 2018

ARTICLES

- Social impact and evaluation: A rational management theory approach** **92**
Alessandro Migliavacca, Christian Rainero, Luigi Puddu and
Giuseppe Modarelli
- The development of management skills for effective church management
in pastoral preparation programs in Zimbabwe** **103**
Florence Chatira and Judith Mwenje

Review

Social impact and evaluation: A rational management theory approach

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Received 25 October 2017; Accepted 27 December 2017

Organization and person have a theoretical and ontological link; being the first teleological extension of the latter, it is impossible to think of one without the other. In a similar way, the complex of economy itself cannot overlook the needs of the person and seek for the reach of maximization results with unhesitating self-interest. In this paper, it is argued that every organization is born to satisfy people's, or stakeholders' interests, so that a Rational Management must evaluate both the financial-economic results and the social impact of its activity, in order to achieve the maximum level of information in the decision making. Nonetheless, this approach needs a dramatic shift of conceiving the economy and the role of the organization, which must bring back the person (human being) at the center of any theoretical model, lest the creation of unfairness and inequalities. The Rational Management Theory proposed serves this scope, by implementing a rational decision making based on all the aspects of the outcome generated by the organization. This approach is relevant to the current literature, because it shifts the neoclassical economic conception of the activities to one more human-sized and conscious, and applies indifferently to any kind of organization, whether it is public, private or non-profit.

Key words: Rational management, business, social impact, management theory, evaluation, organization, person.

INTRODUCTION

Organizations and business management: An anthropological vision

Since the early works of the major exponents in economic science, person's centrality has always been shaped in the economic circle. The scope of every human activity reflects itself to satisfy those personal impulses that stimulate every subject to obtain predetermined goals, which they configure in the form of

needs and necessities. The satisfaction of these needs is the core of a person's work and others that create their own social environment. Organizations, according to a first definition in this perspective, coined by Zappa, are nothing more than "*an economic coordination established for the satisfaction of human needs*" (Zappa, 1950, p. 54), or better "*an economic institute able to persist that performs production or procurement and wealth consumption, for the satisfaction of human needs, in a*

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continuous coordination" (Zappa, 1957, p. 37).

Similarly, Ferrero said that: "any organization is a human instrument to operate in economic activity" (Ferrero, 1968, p. 3). In accordance with these assumptions, it gives to the organization an instrumental and secondary role and nature in relation with the primary aspect of person's needs, which remains in a strict contact with the subject and beyond his/her existence. So, organizations are teleologically linked to a person (Ferrero, 1980), and are the very expression of their will and act in an economically organized context. At the same level, it can be argued that organizations must comply with the same rules as the human action. Economics can be seen as the science of the human choice, which are operated in a context of limited resources and of human needs.

We could begin by quoting R. Posner, who individuates the human being as "rational maximizers of their satisfactions" (Posner, 1997, p. 1552), with satisfactions and usefulness defined as personal interest (Brosio, 2008). In this context, human beings should be able to choose the action that maximize the best possible outcome (Sparti, 2002), both at the individual level and in aggregation expressions (in this case, the organizations), because an organization exists only when people interact with each other in the exercise of those functions that help to achieve certain goals (Weick, 1985). Walking in a time warp back for centuries, Aristotle claimed that a human being is an entity whose specific difference is to be able to rationally govern emotions and actions. Any person is no different from an animal without this emotional and conscious choice distinction, otherwise the foundation of ethics as a theory of rational deliberation would be impossible. Only human being as is able to decide between alternative actions, and it is the result of voluntary decision that make human being conscious of his actions, and deliberates about the goals (Pasqui, 1996).

Seeing ethics as a theory of rational deliberation can put the foundations for its application into economics (Economic ethics, or Economethics). J. M. Keynes also focused his work on the ethical problem and on the binomial ethics-economic¹, because any goal can be reached by different decisional paths (Castellani, 2015); those paths presuppose an ethical evaluation of the effects, or impact, of any action. Ethics and economics must be considered united and inseparable, and it is not possible to reduce the human behavior in the economy to the "invisible hand" so dear to Adam Smith and the classical and neoclassical economics. By this, we would believe that the non-human, non-personal market mechanism permits everyone to egoistically seek for the maximization of individual interests, altogether contributing to optimize social value. The question appears to be more delicate than this. We can see that

the ethics-economic binomial is more valid if it can face itself responsibility and accountability of actions (Castellani and Ferri, 2016), which are today lost in the phenomena of "organized irresponsibility" (Beck, 2002). As A.K. Sen wrote, "the economy is an engine, we can know all its pieces, but it does not go on by itself, in fact it is a question of responsibility, it is a question of choice" (Castellani, 2015, p. 25). As argued by M. Friedman, corporate social responsibility is meant purely to increase profits, with a point of view strongly orientated to the stockholder (Friedman, 2007). In contrast, the point of view given by W. Evan and E. Freeman, the purpose of CSR, and social aspect integration in economics, is a complete representation of financial-economic and social data according to a multi-fiduciary *do ut des* with multiple and diverse stakeholders (Evan and Freeman, 1988). So, the making of economic choices necessarily assumes the necessity of ethical assessments. It can be argued that economic activity based on purely quantitative aspects triggers a cyclical mechanism where the aspect of productivity becomes a categorical imperative. By this perspective, the economy risks to sterilize its own personal value, exceeded by quantitative criteria at the expense of qualitative aspects, not of secondary importance. Economics must be seen in an anthropological and anthropocentric way, respecting the "personality" of human action and his very rational sense. The Homo sapiens must not be overtook by *Homo oeconomicus*, or *Econs* (Thaler, 2015), because the latter is a simplification of the first just for theoretical purposes.

This way, organizations take shape "in space" and "in time" (Puddu, 2010). The first dimension is reflected in the need of monitoring performances on the financial aspect (financial resources generation or its consumption), on the economic aspect (productive factors creation or consumption), on wealth (generation or consumption) and "social" (impact generation, positive or negative on society, environment, workers, community in which they work according to "non-financial" and sustainability criteria). Organizations take shape in the second dimension mentioned (time), being management featured by the occurrence of events in a periodic and recurrent way, and also the capability of the activity to be durable on time (Zappa, 1957), in which every act is signed in a pre-established and harmonic shape (Marchi, 2014), where a given state of order, once reached, is surpassed by the simple succession of events. The survival/ conservation, requires to revise its terms (Giannessi, 1960). At the same time, the goals of the organizations are necessarily focused on people's needs, in an anthropological and anthropocentric vision, dynamic (Marchi, 2014; Onida, 1982) and systemic (Besta, 1922; D'Ippolito, 1963), the analysis of the mentioned needs allows to define organizations in a topological way. The contribution purposes the integration of non-financial aspects (measurement of organizations' social impact) into the *Rational Management Theory* based on the financial statement, without entering into the merits of no

¹ He argued that "every day it seems more evident that the moral problem of our age is love for money" (Keynes, 2016, p. 295).

one instrument and linked application methods². The purpose of this paper is enforced by the perspective to encourage the political corporate security responsibility, or in our meaning political corporate social responsibility, including social security, health, education, protection of human rights, and/or environment (Bures, 2015), sensitizing the main business characters (big companies' Managers and Directors, SMEs, public sector, and whichever interested to be ethic in business activity) to use a daily Rational Management approach based on the integrated financial statement related with the theoretical assumption expressed in Table 2 (Social impact linked to financial statement). We assume that there are several different interpretations of PCSR, according to "*political CSR can be understood as a movement of the corporation into the political sphere in order to respond to environmental and social challenges such as human rights, global warming, or deforestation*" (Scherer and Palazzo, 2011). This is an introduction ambit definition. An important theme in our discussion is to focus the attention on management quality practices (MQPs) related with CSR, as suggested by Najah Attig and Sean Cleary (Attig and Cleary, 2015). In accordance with an underlined perspective stakeholders' low awareness of and unfavorable attributions towards companies' CSR activities remain critical impediments in companies' attempts to maximize business benefits from their CSR activities, highlighting a need for companies to communicate CSR more effectively to stakeholders (Du et al., 2010). In the reference context, stakeholders may perceive predominantly extrinsic incentives in companies' social initiatives. They could see a blind-scope in companies incentives thinking that these companies want to increase their profits, behind a veil of CSR (Lindgreen and Swaen, 2010). Concepts and theories of corporate social responsibility (CSR) have been examined and classified by scholars since the mid-1970s. However, owing to the evolving meaning of CSR and the huge number of scholars who have begun to analyze the issue in recent years fresh efforts are needed to understand new developments. Since there is a great heterogeneity of theories and approaches, the task remains a very hard one, mainly because heterogeneity derives from multi-disciplinary diversity (Secchi, 2007). Given this diversity, it is necessary to stand on a position, which in this theoretical article takes hold, taking into account that although an economic return of CSR exists at the image level, we propose a cultural and methodical approach that focuses on reporting on the evolutive need of current accounting systems by integrating the social aspects in it. To better underline this aspect we can consider Bruno Frey proposal. He said that maybe it is not true that

people act only because they are motivated by the desire to earn money. People take many actions simply because they enjoy doing it, not only for money (Frey, 2005). This work sets theoretical bases for the future empirical analysis and the evolutionary dynamics of business phenomena in the perspective of person's centrality.

QUALITATIVE METHODOLOGY: LINKING ORGANIZATION, BUSINESS AND ETHICS

As mentioned previously, a person's centrality has always been shaped in the economic circle. Being companies' role, therefore, instrumental to the existence of man and its expression in an organized context, we can say that these follow the same rules of human action. As a person, companies also take dimensions "in space" and "in time", for this reason we chose a qualitative approach method of analysis and explanation of the case. Qualitative methods are now widely accepted in social sciences and business research because of the following reasons.

Human organizations and human behaviors' characteristics are difficult to comprehend and isolate, since they change constantly and can offer different dimensions of themselves to different auditors. Reflecting, as in this case, upon their function of organizational behaviors and management in their different faces, could be shown to the direct stakeholders of this paper with a better theoretical explanation than a quantitative method could do. So it rarely makes sense to look only at numerical measured evidence when trying to understand what is going on in an organization or other group of people. This kind of view is positive for the day by day management in business, but we have considered another rule for our paper, linked with the aim of transmit something to a final user of this work, purposing a point of view, teleologically oriented to the creation of a mentality to a real construction of ethics in business and social organization in which each person (internal or external) would be informed on the management and its social impact. This is not an ideal topic or utopia, but a real way to a better information and life quality in business in its long-term practices and strategic decision, that unavoidably impact on the reference micro and macro context. To better explain these concepts we elaborated some tables and schemes to link the economic and organizational meanings of business with a last but not the least social scope or impact that organizations take in place reflecting human activity in its multiple faces.

ORGANIZATIONAL SHAPES FOR BUSINESSES AND INSTITUTION: THE NEEDS AS A KEY OF ANALYSIS

Needs can have an individual nature, and can be

² This choice was made due to the fact that there is no legal constraint on applying an instrument to another, and because the existence of wide differences between various organizational types of economic activity, cannot made possible to define a "best" tool *tout-court*, for these reasons the introduction to management tools remains voluntary

Table 1. Capital sources and uses by organizational typology.

Source/Use of Capital	Consumer organizations		Production organizations	
	Public Institutions	Non-profit organizations	Enterprise and companies	Cooperatives
a) Capital sources				
a.1) Equity/Endowment capital	No	Yes	Yes	Yes
a.2) Revenues	No	No	Yes	Yes
a.3) Tributes and taxes	Yes	No	No	No
a.4) Grants	Yes	Yes	Yes	Yes
a.5) Assets dismission	Yes	Yes	Yes	Yes
a.6) Debt	Yes	Yes	Yes	Yes
b) Capital use				
b.1) Operating costs	Yes	Yes	Yes	Yes
b.2) Investments	Yes	Yes	Yes	Yes
b.3) Debt repayment	Yes	Yes	Yes	Yes
b.4) Dividends, Equity distribution	No	No	Yes	Yes<

Source: Adapted from Puddu (2010).

perceived by a person or in a collective way, than they can be perceived by a group of persons as a collectivity of members. Needs can be public, satisfied by public or national institutions, or private. The satisfaction of these needs should take place in a subsidiarity sense, researching solution able to satisfy directly to the external (then to organizations) only in second place, but always referring to organizations closer to person. The kind of needs to satisfy it could be a key to distinguish business and organization forms they can assume, able to determine a differentiation between accumulation processes and capital distribution (Puddu et al., 2014). With the intent to protect certain categories of needs, each legal system, subsequently, regulates their mode of satisfaction and the appropriate organization forms, generating rules able to create and maintain the persistence of economic situation, maximizing the utility and value generated by needs satisfaction in condition of economic efficiency, minimizing externalities and negative impacts. A major distinction can be made on Consumer and Production organizations. The first one satisfies collective needs, in condition of economic efficiency, with the goal to operate an earning redistribution (Public Institutions) or to provide and assist the community which it refers without profit goal (Non-profit organizations). Consumer organizations are featured by a reflected economic vitality (Ferrero, 1968), because they do not have access to the market in a direct way. This means that funds are mainly raised on external contribution (or in the case of Public Institutions, from taxation, imposed by law). Their uses concern operational costs, capital investments and debts repayment. Production organizations (enterprises, companies) satisfy different private needs, acquiring capital from external and accumulating wealth through

their business. Some Production organizations are featured by a principle of mutuality and solidarity between owners, in which the accumulation of capital becomes secondary to the respect of the mutuality pact (Table 1).

In Table 1, the columns highlight the typology of organizations and the rows the ways of funding and of expenditure for each organizational typology. In particular, in public institutions the funding is mainly due to the taxes and assets disposal, or bank financing and public debt issuance, while the expenditure is mainly due to operating costs and investments, and debt refunds; at the same time, there are no revenues from products/services, neither risk capital and earnings management. Nonprofit organizations show a similar structure of funding and expenditure, with the sole difference that they cannot enforce people to pay taxes, but they can gain access to endowment capital from philanthropy and investors and some limited market revenues, but generally they rely on donations and non-remunerating funding. On the other hand, the production organizations have access to the market revenues and risk capital, with limited donations, regardless of whether they are enterprises, companies or cooperatives.

The order of the funding and expenditure typologies shown in the table is crucial for the vitality and going concern of the organization, so that relying on funding from non-controllable and external people or organizations leads to greater uncertainty and bounds to reimbursement, and the use of resources for operating costs and investments leads to improvement, efficiency and effectiveness of the activity.

Another aspect of observation is the one in which "social profile" is flanked by non-financial profile. Compound and Hybrid organizations have common features to Consumer organizations and Production

organizations. Scientific international literature and entrepreneur practice in recent years evidently concerns a convergence process (Battiliana et al., 2012; Doherty et al., 2006; Venturi and Rago, 2015) about organizations and their organization forms in their fundamental characteristics. This process is due to a socio-economic crisis, that assumes a structural nature in the last ten years and also due to an overwhelming technological innovation, in which resources (financial, environmental and relational) becomes increasingly complex over the time in procurement; also, new needs to satisfy (non-productive or economical nature and in continuous change) require new response from organizations. While on the one hand we assist with the birth of new kind of activities strictly linked with the nature of consumer non-profit organizations, with style of management connected with traditional Production organizations; on the other hand, it involves setting an orientation towards an ever-increasing sustainability (environmental and social), generating non-strictly economics value by “traditional organizations”. In the first case, new forms of social entrepreneurship are constantly growing, starting with the Italian social cooperatives (Borzaga and Defourny, 2001). This type of organizations is featured by a strong motivation to responsibility and to social objectives, typically connected to Consumer organizations, but in many cases applying Production organizations’ incentives and remuneration models (Ridley-Duff and Bull, 2015) to increase sustainability and management efficacy.

An increasing number of legal systems are legitimizing the phenomenon, allowing the use of instrument technical/legislative traditionally reserved at Production organizations to favor the achievement and maintenance of economic and financial equilibrium (in some cases the accumulation of capital).

In the second case, are affirming forms of social responsibility and a general view on maximizing of economic and social value generated by organizations. These phenomena take place with different faces, both in practice with Corporate Social Responsibility policies (Bassen et al., 2005; Guthrie and Parker, 1989; Holme and Watts, 1999; Lindgreen and Swaen, 2010; McWilliams, 2000; Perrini and Tencati, 2006), environmental quality and social certifications³ (Grieco et al., 2015; Migliavacca, 2016; Migliavacca et al., 2015; Tools and Resources for Assessing Social Impact (TRASI), 2013), and trough the creation of ad-hoc legislative instruments as Italian Benefit Corporations. This phenomenon also had repercussions on the public management’s vision, with the birth of a set of studies on public procurements by Public Institutions and Public Institutions (Public Value Theory, Stoker, 2006). According to this theory, public policies should be promoted through the responsible involvement of communities and collaboration (Bovaird and Löffler,

2009; Kelly et al., 2002; Leat et al., 2002; Moore, 2003) related with a principle of circular subsidiarity (Cotturri, 2008; Zamagni, 2011), in which every subject becomes an active part of the actions looking for the satisfaction of own and others’ needs.

The creation of non-economic and non-financial value can be identified with the term “social impact” (Becker and Vanclay, 2003; Burdge and Vanclay, 1999; Clark et al., 2004; Freudenburg, 1986; SEEE, 2009). The term Social impact identify “all social and cultural consequences on the population of any public or private action, which modifies the way people live, work, play, relate, organize themselves to satisfy their own needs and more in general, they act as members of the society” (Burdge and Vanclay, 1999) whether they are positive or negative, intentional or not (Vanclay, 2003), geographically limited or extended (Wainwright, 2002), which have a real and tangible effect on the other people or on the environment (SEEE, 2009).

THE IMPACT VALUE CHAIN AND SOCIAL IMPACTS

In practice, attempts to account for social, environmental and economic impacts have become much more common among many organizations in the past few years. The management and balancing of social, environmental and economic sustainability is one of the most complex and urgent challenges facing both private and public sector organizations today, with these challenges of sustainability posing many risks to, and many opportunities for, advancing the aims and performance of organizations. Accounting and accountability processes and practices provide key tools to help organizations to more effectively identify and manage the risks and opportunities of sustainability (Bebbington et al., 2014).

A company operates according to a social license, without which it may be difficult managing and ensuring stakeholders’ expectations. For this reason, organizations are linked with a continuous stakeholders’ support (de Villiers and Maroun, 2017), and we add that without a perspective and an approach to social accounting, the mentioned support may decay, putting at risk organizations’ survival unavoidably linked with human needs. The first steps in scientific literature in the measurement of social impact involves Social Accounting, born in the second post-war with the name of Environmental Accounting and Social (Social and Environmental Accounting, from the acronym “SEA”, often added with an “R” of Reporting). Originally, literature focused mainly on environmental impact (Gray, 2001; Gray et al., 1995; Mathews, 1997), but during the years this primacy through the integration with a more-increasing number of social aspects, changing in a theoretical frame of accounting focused on stakeholder (Gray et al., 1997; Mook and Quarter, 2006), multi-dimensional (Guba and Lincoln, 1989; Mathews, 1997),

³ Many instruments can be found at www.standardsmap.org

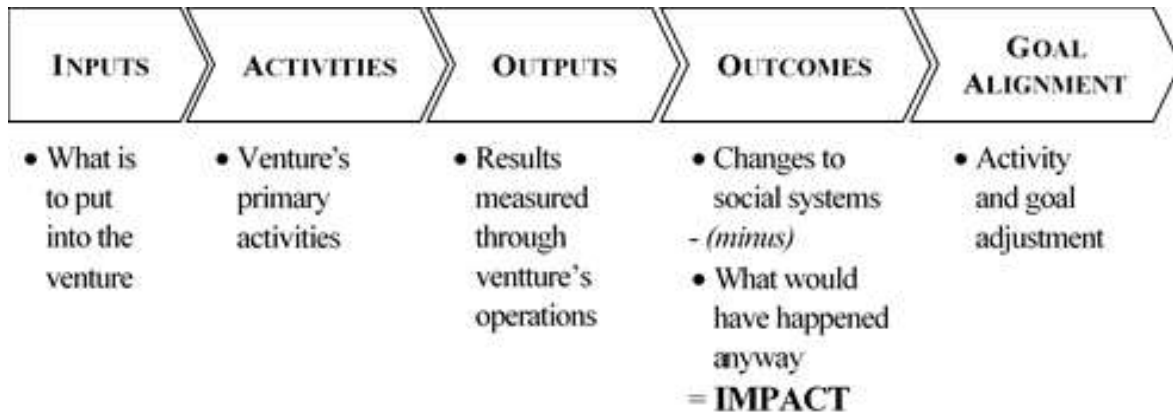


Figure 1. Impact value chain.
Source: Adapted from Clark et al. (2004).

in which the financial-economic informations are more integrated with social information (Gray, 2002; Mathews, 2004). In this way, social accounting reflects organizational values to satisfy own stakeholder's needs, and thus the organization becomes a reflection of their interests (Nicholls, 2010).

In the same way, social impact measurement instruments were seen as environmental instruments of measurement, in particular in public environmental policies (Becker, 2001; Interorganizational Committee on Guidelines, 1995; Vanclay, 1999). Only later, we have seen an evolution that produced a fertile field of study, more complex, multi-dimensional and object of multidisciplinary studies. In particular, it is affirmed by social enterprise (open sense), which its main goal is maximizing own social impact (Ridley-Duff and Bull, 2015). In fact, for such particular organizations, performance is not a feature that exist tout-court and can be measured without taking into account the stakeholders' performance (even social) which corresponds to the vision that makes the stakeholders, implicit or explicit, or "what the stakeholders have in mind when they use that term" (Zappalà and Lyons, 2009).

Measuring social impact is not only a process of identifying future effects of a current action (Becker, 2001), but an analysis and management of the consequences expected or not of any action on stakeholder, generating an effective change on social environment (Becker and Vanclay, 2003; Zand and Sorensen, 1975). One of the best theoretical model known for identifying the dimension and characteristics of a social impact is represented by "the Logical Model" (McCawley, 2001). According to this model, every activity can be divided in five moments (input, activity, output, outcome and impact). This theory presents many traits in common with other more or less independent (Epstein and Yuthas, 2014; Porter and Kramer, 2011; VV, 1996). "The Impact Value Chain" (Clark et al., 2004) is a

specification of the "Logic Model", in which social impact is considered the difference between outcomes and "what would happen in any case, even if in the absence of business activity". "The Impact Value Chain", also presents an additional rationalization, coherent with the *Rational Management Theory*, adding a further moment at the process called "alignment of goals" (Figure 1).

Social impact analysis, together with the economic, financial and asset dimensions allows creating a theoretical model for the management of every kind of organizations.

INSTRUMENTS FOR INTEGRATION OF SOCIAL ASPECT INTO ORGANIZATIONS' MANAGEMENT

Each organization should adopt an instrument for management of its own social dimension, suitable to the activity and peculiarities, recognizing and balancing stakeholders' needs, in a way to obtain relevant information to manage own business and make decisions (GECES, 2013; Rainero and Brescia, 2016), demonstrating the objectivity and reliability of the instruments adopted (Turner et al., 2014). In response to the evolutionary phenomenon of organizations, increasingly addressing the management of their impact on society, many instruments of various nature have been conceived in order to allow a better monitoring and comprehension about socially generated impact (Arena et al., 2015, p. 201; Bengo et al., 2016; Grieco et al., 2015; Migliavacca et al., 2015), although they are often used in a fragmented way and without methodological rigor that characterizes accounting records and traditional accounting (Zappalà and Lyons, 2009).

Social-oriented management instruments and "best practices" in the complex, represent a minimum percentage and only one-third of these looks to the

complex⁴ of management (Grieco et al., 2015; Migliavacca et al., 2015), while the majority refers to instrument used *a posteriori*.

Among these, the Social Impact Assessment instruments, produced and designed in practice, represent the absolute majority with certifications issued by third parties on the organization activity. Mainly are composed by synthetic indicators (Bengo et al., 2016), including more or less sector-oriented measures as, Social Return on Investment (Arvidson et al., 2013; Chun, 2001; Gair, 2009; Mertens et al., 2015; Millar and Hall, 2013; New Economics Foundation (NEF), 2014); the Local Multiplier 3 (LM3) (Sacks, 2002); the Gamma Model (Grabenwarter and Liechtenstein, 2011); the BACO Ratio (Fund, 2007), designed for Philanthropy, and many others (Migliavacca, 2016). A second category consists of instruments more or less evolved and diffused, oriented to the process of accounting theories have been developed with the intent to integrate economic/financial accounting with social one, including "Triple Bottom Line" (TBL, Elkington, 2004, 1994), the "Blended value accounting" (Emerson, 2003; Nicholls, 2009), and much more other instruments of Social Environmental Accounting and "integrated" accounting (Gray et al., 2009; Mathews, 1997; Mook et al., 2003; Mook and Quarter, 2006). As regards social reporting, several attempts have been made to create a separate instrument (Social and Sustainability Reports, GRI, 2006; Manni, 1998; Pedrini, 2012; Rusconi, 1988) or integrated with the financial/economic aspect (Integrated Reporting, Cheng et al., 2014; International Integrated Reporting Committee, 2011, 2013; Supino and Sica, 2011) in order to provide more information on the management trend on "social" dimension.

The schematic representations or sheets of valuation, forms a third and important category, very used in the practice and in literature. Between these instruments there is the Balanced Scorecard (Kaplan and Norton, 2001), one of the managerial instrument that allows monitoring of own performances and to translate own competitive strategies in synthetic indicators, integrating financial aspects and economics of one about the business activity with different nature data (even social aspects), balanced short-term performance with other aspect that guarantees organization sustainability and durability. In particular, similar instruments, based on this model were designed to monitor *a posteriori* and prospectively the performance of the organization under multiple aspects, amplifying social and environmental ones. Some examples present in international literature are the Triple Bottom Line – BSC (Dias-Sardinha and Reijnders, 2005), the Sustainability BSC (Hahn and Wagner, 2001; Hubbard, 2009; Schäfer and Langer, 2005; Schaltegger, 2004), the Balance tool (Bull, 2007) and others.

⁴ With a preventive "period" of analysis and management, one concomitant and the last one final.

RATIONAL MANAGEMENT THEORY BASED ON THE INTEGRATED FINANCIAL STATEMENT

Organizations, as seen, tend to achieve goals that refer to persons' needs satisfaction in an economic efficiency condition, reaching a state of order in which financial, economic, equity and social aspects reach a balance and are optimized. The state of order can be modified for the simple run of time; in this way, it states a presence of organizations in the time, through the one they operate as well as their durability.

This is crucial to rationalization of management, reaching a system in which fundamental aspects are balanced and optimized through the time. In this way, management assumes a periodicity and cyclicity of decision to achieve its goals (Ferrero, 1980; Puddu, 2005; Rainero and Migliavacca, 2017). Dimensions are linked in the time and space, so management has to be focused on all sizes and decisions taken in an "integrated" way (Indelicato, 2014) and not as "watertight compartments"⁵. The first phase of management is represented by Programming, in which the objectives are precisely identified and underlined, as well as defining the actions to reach them. In this phase are formalized budgets documents, one for each aspects of management - financial budget of sources and uses, which highlights financial variations; the asset and liabilities budget, which highlights the dimension of activities, liabilities and net worth that needs to be achieved in the period; the income statement, which identifies future costs and revenues based on resources invested; along with a social management planning document, which analyzes in a preventive way the externalities and social impact desired for the administrative period. The second phase is called Execution, and consists in implementing the decisions taken in the first phase, in which are executed actions expected to satisfy needs for which organization was born (mission). At this stage it is necessary to account for financial, economic, assets and social aspects, in a double way (financial/economic and social).

The third phase is about Control, and consists in verifying the actions and coherence of results achieved with the decisions taken in the Programming and Execution phases, both with deviation analysis and with measuring own social impact. It is crucial to communicate the results achieved to all the stakeholders; this need is satisfied through the redaction of financial statement and other document of social reporting, or through a single integrated management document. This document states the basis for a new phase of programming management, in order to reach new goals of ensuring organizations' durability. An example of Integrated management

⁵ This is particularly the case for the social aspect, which is often considered "separate" from economic/ financial ones, for which *ad hoc* documents are created (social budget, sustainability reports, etc...) or measuring and management instruments are used *una tantum* (Zappalà and Lyons, 2009)

Table 2. Phases and aspects of Rational Management.

Management aspects		Management phases		
		Programming	Executing	Controlling
Financial		Financial forecast/budget		Cash flow/financial statement
Financial Resources Use	Financial sources			
<i>Financial variation</i>				
Equity		Assets and liabilities forecast/budget	Financial Accounting Managerial Accounting	Balance
Assets	Liabilities			
<i>Equity</i>				
Economic		Economic budget		Income statement / Profit and losses
Costs	Proventi			
<i>Profit</i>				
Social		Social impact forecast	Social Accounting	Social report
<i>Externalities</i>				
<i>Social Impact</i>				
Balance/Relevance		Integrated budget	Integrated Accounting	Integrated Financial Statement

Source: Adapted from Puddu (2010).

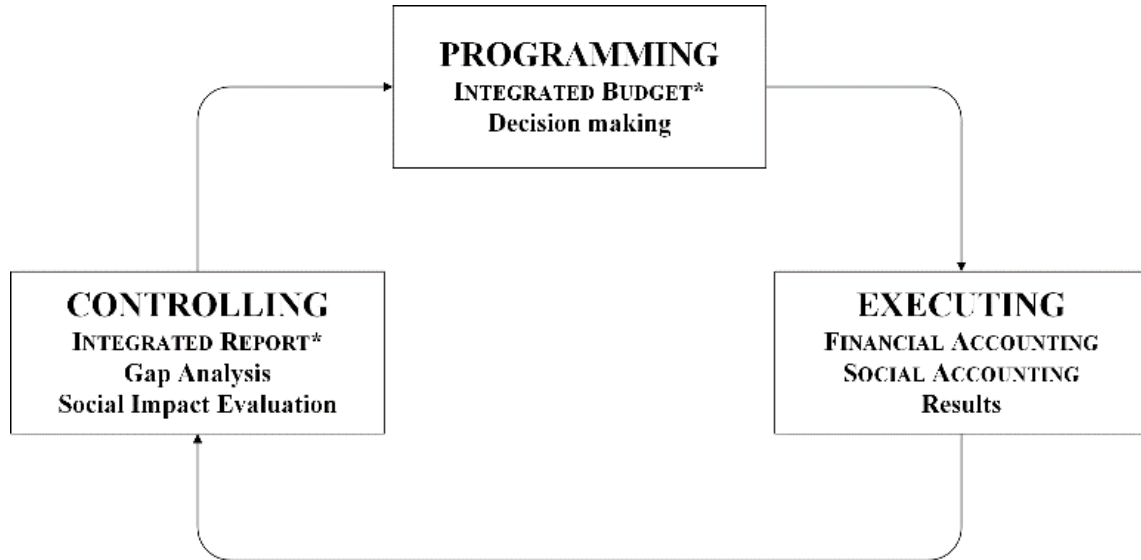
document is the Integrated Financial Statement, which can be written applying the International Integrated Reporting Committee (IIRC) guidelines, Global Reporting Initiative (GRI) or others: in absence of legislative regulation about this integrated document, its editing remain fully voluntary on the legal and methodological angle, but on the other hand it is mainly important for organization survival in a social context linked with other dimensions.

Table 2 explains documents about each phase of management, focused on mentioned aspects. As regards financial aspect the ambit of analysis is focused on financial resources and uses, with linked financial variation; under the asset aspect, the ambit of analysis is focused on assets and liabilities and relative difference (net worth); under the economic aspect, the ambit of the analysis is focused on costs and revenues, which difference is represented with operating result (profit/loss). All aspects must be analyzed in a double way preventive and ex-post, monitored through accounting records. As regards social aspects it is necessary to focus the attention on the externalities and on the expected and generated social impact by the organization, whose achievement and deviations are monitored through the non-financial accounting (Figure 2).

CONCLUSION AND FUTURE CONSIDERATIONS

From a strategic point of view, in a crisis era, organizations must face all the emerging new needs of the diverse stakeholders. According to the anthropological approach, organizations are born

specifically to satisfy these needs, setting goals and formulating strategies. In this theoretical reference framework, it is possible to identify a real organizations' dimension in the space that they have to keep under control both with the financial and economic aspects, last but not the least, wealth and generated value. These aspects need to be added to the peer important aspect of "social", which needs monitoring together with other aspects, in order to achieve the goals in a sustainable financial, economic context without weighing heavily on the shoulders of community, environment or people involved in organizations' activities. The space dimension changes over time, and balance reached in a given period changes and falls down during turn of events. This requires a continuous change and movement of the organization in its environment which must be managed with a rational approach, through a cyclical multi-stage process, in which activities and objectives are defined, conducted and monitored, generating documents which make traceable the results, justifying and motivating, allowing a wide control in every moment. A similar rational process necessitates a profound change in mentality, starting from the actual situation in which economic, financial and assets aspects are constantly monitored, while the impact analysis of the activity on the internal and external environment remains episodically signed to documents sporadically produced, and non-constant analysis. Scientific literature and organizations produced, produces a huge quantity of monitoring, maximizing, evaluation of social impact instruments without organics vision and without integrated link between social impact and decision making process. The ability of organizations to induce this mentality change and to meet, in ever new and better ways, emerging



* Integrated aspects: Financial, Equity, Economic, Social

Figure 2. Information cycle of the Rational Management Theory.
Source: Adapted from Clark et al. (2004).

people and society's needs, through new kind of collaboration and new schemes of action, is the very social innovation, triggering a virtuous circle of socio-economic, environmental and community conditions improvement. This contribution provides theoretical ideas and a reflection on a referring framework in which every aspect can integrate itself with the other ones and management can maximize generated value on community, territory and people who are involved and interested in the existence of the organization. In this new theoretical framework, it is necessary that the organizations create a profound change of mentality, that can produce an innovative strong motivation in organizations' management and at organizational level, to consciously create and maximize own social and environmental, internal and external impact, conducting a real social innovation.

A limit of this research is related to the definition of person and its role as active part of administration rational process⁶. On the basis of this contribution, empirical researches will be conducted; in order to verify which modes, procedures and instruments are used in organizations with a mainly social vocation or

"traditional", tending to maximize their sustainability in each factor of success or destruction.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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⁶ An integrated Rational Management process, based on management documents, sets its basis on the definition of person, but in a different way from the definition of Homo oeconomicus signed by classical economic theories. this last mentioned sense is missing rational aspect (it is necessary to use a "rationalizing" instrument), egoism (because the analysis is focused on stakeholders and social environment) and perfect information (not necessarily persons are able to know their utility function in every moment and coldly calculate the result of own actions, from this point descends the necessity to analyze management in three phases with a continuous monitoring).

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Full Length Research Paper

The development of management skills for effective church management in pastoral preparation programs in Zimbabwe

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Received 10 January, 2018; Accepted 9 February, 2018

The paper focuses on the development of management skills for effective church management in pastoral preparation programs in Zimbabwe, and underscores the need for the use of secular principles and practices in church management. It identifies the management challenges faced by the pastors, explores the extent to which management skills are being developed in pastoral preparation programs, and looks into alternative management practices which could be adopted into the Church for ministry effectiveness. The research instruments used were self-administered questionnaires distributed to a sample of fifty-three Evangelical and Pentecostal Pastors in Harare whose churches are registered with the Evangelical Fellowship of Zimbabwe (EFZ) and/or the Zimbabwe Council of Evangelical Pentecostal Churches (ZCEPC); and six face-to-face interviews held with three seminary deans and three senior pastors for churches which do in-house training. The study found that pastors are currently facing management challenges because the course content of the pastoral preparation programs is more skewed towards the spiritual aspects of ministry. Recommendations were thus made to the effect that pastoral preparation programs should consider collaborating with business schools and business persons to assist in the amendment of their course content to ensure that proper management skills are developed in the pastors by the introduction of management studies alongside theological studies. Some of the suggested management aspects are strategic planning and implementation, financial management and internal control systems, and organizational development and design. As such, the researcher attempts theoretical generalization by proposing that the theory applied in business skills of management, can be generalized in church circumstances.

Key words: Management principles and skills, training and development, church management, ministry effectiveness, church leadership.

INTRODUCTION

The church is both an organization and spiritual entity (Andrews and Roller, 2011), thus for church leaders to be

effective in running it, they need to understand both elements of this identity and master a set of tools related

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to the leadership and management of both these elements.

The church as an organization is exposed to insufficient education in management principles and skills through formal education that, in turn, results in leaders that often struggle to perform the basic managerial tasks expected of them (Cohall and Cooper, 2010; Irwin and Roller, 2000; Oosthuizen, 2015).

Consequently, the lack of basic management principles and skills negatively affect the efficiency and effectiveness of the church in pursue of its vision (Antony and Esterp, 2005; Smith and Wright, 2011; Welch, 2011). According to Lewis et al. (2007), an effective way of developing managerial skills is to follow a general learning model which involves conceptual knowledge, behavioural guidelines, skills development exercises, feedback and frequent practice.

The purpose of this study was to explore whether pastoral preparation programs make management learning explicit through course offerings, in a bid to demonstrate that management skills development in pastors can lead to effective church management which translates to ministry effectiveness. The reason being that, for a ministry to be effective, it depends on the management and leadership skills of the pastors (Parker and Stone, 2003).

The study also determined the extent that pastoral preparation programs offer management courses to enable pastors to effectively manage the church's resources which ultimately contributes to ministry effectiveness. Management aspects that can be incorporated into the course offerings of pastoral preparation programs to enable effective church management are identified and this was achieved by finding applicable management principles and practices from the secular system which church leaders could adopt for ministry effectiveness.

LITERATURE REVIEW

Reported literature asserts that most pastors are adequately trained with regards the spiritual aspects of ministry but they are not adequately trained in terms of the management aspects (Dobson, 2002; Hoge and Wenger, 2005; Irwin and Roller, 2000; Kegin, 1991). This lack of management skills development in the pastors leaves them exposed to many management challenges. It also leads to the ineffective management of the church's tangible and intangible resources which then results in issues like embezzlement, stagnation of the church, mass migration of congregates, removal of pastors from office over issues of mismanagement than doctrine and abuse of church resources (Barna, 1993; Holmes, 2014; Purcell, 2001 and Whitesel, 2015). Due to the fact that a ministry or church can be considered to be an organization (Cone and Downing, 1998; Lotich, 2014;

Oosthuizen, 2015), this paper will occasionally use the term organizational effectiveness to refer to ministry effectiveness and manager to refer to the pastor.

Application of management

All organizations (including churches) are purposive entities and achieve their objectives with limited resources. Management thus integrates these scarce resources in a productive relationship so as to achieve the organizational objectives with optimum efficiency and effectiveness (Agarwal, 2007). As such management theories and principles have universal application in all kinds of organized and purposive activity even though the application differs from organization to organization (Daft and Marcic, 2009; Drucker, 2009; Lewis et al., 2007). This implies that church leaders need to be educated on management issues and apply these principles in church management so as to achieve ministry effectiveness.

Importance of management

Antony and Esterp (2005) say management is important to the church in three aspects. First, it calls church leaders to commit to organizing the institution to achieve its vision, focusing on the proper utilization of resources. Lotich (2014) underscores the same view. Second, church leaders do not provide ministry in a vacuum but within the context of people, as such ministry is all about people and not programs. However, individuals have strengths, weaknesses, gifts and desires which require the church leader to have some management skills to allow him serve the people more efficiently. This view point is also supported by Welch (2011). Third, the church has a vision and mission which they cannot accomplish apart from coordinated effort. Support lines need to be established and defended, materials need to be acquired and people need to be selected and trained. This is echoed by Oluwasegun (2016). All these activities are at the heart of sound management (Dubin, 2012; Kotter, 1999; Lussier, 2015) and they require the application of management functions which are critical for ministry operation otherwise the church is compromised and negated (Markham and Warder, 2016; Schoonover, 2013).

METHODOLOGY

Pragmatism argues that the most important determinant of epistemology, ontology and axiology to be adopted is the research question as one maybe more appropriate than the other for answering particular questions (Saunders et al., 2009). This philosophy using the abductive approach, is appropriate because it focuses attention on the research problem and uses pluralistic approaches to derive knowledge about the problem (Morgan, 2007; Patton, 2002; Tashakkori and Teddlie, 2003), enabling the

researcher to emphasize the research problem and use all approaches available to understand the problem (Creswell, 2014).

Pragmatism opened the door to multiple methods, different worldviews and assumptions, as well as different forms of data collection and analysis that best met the researcher's needs and purposes so as to best understand the research questions (Feilzer, 2010). The abductive approach was suitable after taking into consideration the research questions and the purpose of the research where the researcher based knowledge claims on pragmatic grounds which are problem centered, consequence oriented and pluralistic (Creswell, 2014; Feilzer, 2010).

A multiple case study strategy was selected based on the basis that the researcher was attempting to extend the domain to which the management process school theory has been applied in one set of circumstances (*business*) by proposing that theory can be generalized to another (*the church*). The case study was appropriate because as it provided an in-depth account of events, relationships, experiences or processes occurring in the Church settings regarding the application of management aspects in ministry and the development of management skills in pastors.

Sampling and data collection

The target population for this research consisted of three parts: the pastors for Evangelical and Pentecostal churches, the seminary deans and the senior pastors from the churches which do in-house training of pastors. Purposive sampling was adopted based on their leadership positions and their close involvement in church management. Data were collected using interviews and semi structured questionnaires. Three seminaries, three in-house training churches and fifty-three pastors from Pentecostal and Evangelical churches were selected for this study. Information was gathered from the course offerings of six pastoral preparation programs and how they incorporated management concepts in their training content. The researcher also gathered information from pastors from different Evangelical and Pentecostal churches concerning management skills development so as to determine the impact this has on ministry effectiveness. Pseudonyms S1, S2 and S3 for identification purposes of the seminaries and C1, C2 and C3 for identification of churches which do in-house training were used namely, C1 stands for Church 1, C2 for Church 2, C3 for Church 3, S1 for Seminary 1, S2 for Seminary 2, and S3 for Seminary 3.

Data analysis

The type of data to be analyzed was numeric information gathered on scales of instruments and text information which recorded and reported the voice of the participants, as such there was across database interpretation of statistical results and themes or patterns that emerged from the data (Saunders et al., 2009). There was inductive analysis and content analysis. There was also within-case and cross case analysis. Data analysis was determined by the research objectives and research questions. Presentation of data was done using tables and figures including bar charts and pie charts generated after entering the data in excel. Tables were used because they are simpler to comprehend and comparisons between classes can be prepared easily using tables.

RESULTS AND DISCUSSION

What management challenges are faced by pastors?

Figure 1 shows that 35 pastors (66% of the respondents) indicated that they faced challenges when it came to

fundraising for the ministry, and a further 21 pastors (39.6% of the respondents) highlighted that they had difficulty when it came to managing the church's budget and leadership development.

The pastors have been facing fundraising challenges and the challenge related with maintaining the church's budget the most. This could be due to the fact that the two challenges somewhat dependent on each other, in that, if a pastor cannot fundraise for the ministry then that means they will not have enough financial resources to remain operational, and the expenses of the ministry will always outweigh the income. This would make it difficult for the pastor to effectively allocate the financial resources or manage them because the demand for cash will overshadow the scarce financial resources (Citrin, 2006). In other words, if a pastor fails to fundraise for the ministry, they have less income which makes it difficult to stick to the budget because the pastor would need to prioritize some things over others (Figure 1).

The number of pastors who selected time management as a challenge was 11 (20.8% of the respondents). Only 7 pastors (13.2% of the respondents) highlighted other challenges which included issues of team work, commitment of members to church activities, church growth strategies, retention of members, personnel management and resource management, which can all be classified as church management and administration issues. These findings indicate that pastors are facing more management challenges than spiritual challenges. Such was the case in a study by Irwin and Roller (2000) which saw the top five listed challenges by the pastors in that study being those which dealt with the organizational aspect of ministry.

Interesting to note in the study by Irwin and Roller (2000) is the fact that the pastors felt they faced these management challenges due to lack of proper management skills development during their pastoral training. The researcher thus did a further analysis of the challenges faced by pastors in relation to their ministerial qualifications, so as to ascertain whether management skills were being developed in the pastoral preparation programs and whether those with fewer qualifications experienced more management challenges than those with higher qualifications (Table 1).

Results shown in Table 1 indicate that, of the diploma holders, 73.3% seemed to face fundraising challenges, while 33.3% had challenges with managing the church's budget and leadership development. 52.9% of the degree holders faced fundraising challenges, while 47.1% indicated that they faced challenges managing the church's budget and leadership development. 66.7% of the certificate holders had challenges with fundraising and 33.3% struggled with managing the church's budget and leadership development. 66.7% of the respondents who had other ministerial qualifications, faced all the challenges except for time management.

The results showed that the level of qualification a pastor had did not exempt them from facing management

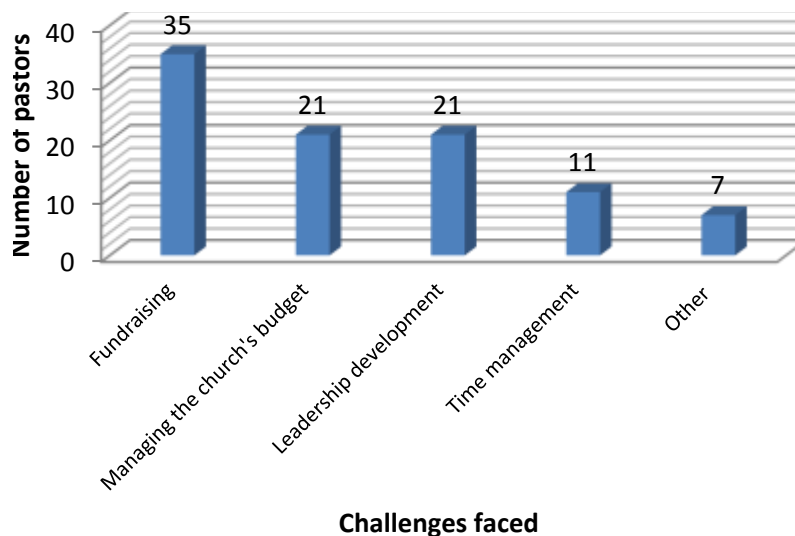


Figure 1. Challenges faced by pastors.
Source: Own calculations from survey, 2017.

Table 1. Challenges faced in relation to ministerial qualification.

Ministerial qualification	Fundraising (%)	Managing the church's budget (%)	Leadership development (%)	Time management (%)
Diploma	73.30	33.30	33.30	30
Degree	52.90	47.10	47.10	11.80
Certificate	66.70	33.30	33.30	0
Other	66.70	66.70	66.70	0

Source: Own calculations from survey (2017).

challenges. The fact that even those with high ministerial qualifications are also facing the same problems faced by those with fewer qualifications makes one question the extent to which management skills are being developed in pastoral preparation programs. This then implies that the pastoral preparation programs are not adequately developing proper management skills in pastors to assist them to tackle the management challenges they face in ministry, especially those to do with financial resources management and leadership development.

To what extent do pastoral preparation programs offer management courses to prepare students for effective church management in Zimbabwe?

The Seminary Deans and Senior Pastors were asked about the extent to which their programs explicitly taught management aspects to prepare their pastors in training for effective management of church resources. They responded by highlighting some of the management aspects which they covered in their course content. The

consolidated results of the management aspects taught per program are indicated in Table 2. The aspects clearly covered by all the programs are Strategic planning and implementation; Church management and administration; and Conflict resolution and communication, which implies that these subjects have great weight and have been recognized as being imperative by the pastoral preparation programs (Table 2).

Some of the interesting approaches to the development of management skills in the pastoral preparation programs included a course in life management offered by S1, which encourages the students to have strategic plans both for ministry and their personal lives, as a way of making sure their training was not only spiritual but also practical to the extent that the pastors could apply the knowledge they learnt even in the secular world. S3 have a practical approach to some of the management aspects, as they challenge their students to start and maintain a business as part of their financial wisdom diploma.

The senior pastor for C1 has actually designed a church leadership development program which answers

Table 2. Management aspects taught per program.

Management aspects covered	S1	S2	S3	C1	C2	C3
Strategic planning and implementation	✓	✓	✓	✓	✓	✓
Organizational development and design	✓	✓	-	✓		✓
Coordinating church events	✓	✓			✓	✓
Financial management	✓		✓	✓		✓
Church management and administration	✓	✓	✓	✓	✓	✓
Time management	✓	-	✓	✓	✓	
Church governance	✓	✓	-	-	-	✓
Leadership development	✓	-	-	✓	✓	-
Human resources management	✓	-		✓	-	-
Principles and practices of management	-	-	✓	✓	-	✓
Fundraising and Budgeting	-	-	✓	-	-	✓
Personal development	-	-	✓	✓	-	-
Conflict resolution and communication	✓	✓	✓	✓	✓	✓
Leadership ethics	-	-	-	✓	-	-
Major management challenges all pastors face	-	-	-	✓	-	-
Information technology	-	-	✓	-	✓	✓
Life management	✓	-	-	-	-	-

Source: Own findings from course content analysis (2017).

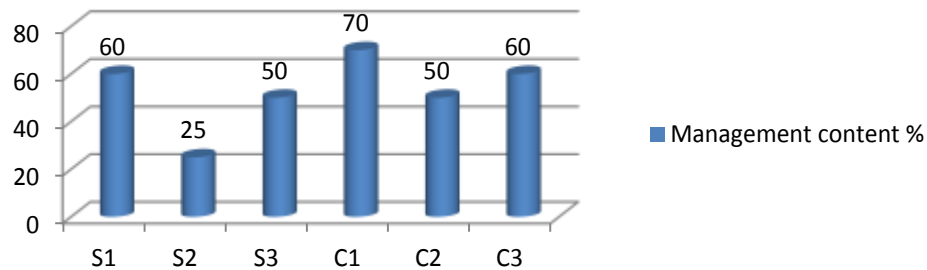


Figure 2. Management content covered per program.
Source: Own calculations from survey (2017).

most of the management and administration issues that pastors face and he has been invited to a couple of seminaries as an external facilitator to implement this program on a part time basis. The senior pastor for C1 mentioned that as an in-house training program they have actually looked at the gaps that seminaries lack. They then address such organizational issues during their pastoral preparation to create that needed balance in their pastors, by utilizing the universal leadership and management principles of business in addition to the basic biblical training which addresses the spiritual aspects.

The seminary deans and senior pastors also gave a copy of their course outlines to the researcher who examined them using content analysis by semantically focusing on the vocabulary in the course outlines to confirm that the pastoral preparation programs were

indeed covering the management aspects they had highlighted. The results of the interviews and the content analysis assisted the researcher to deduce the extent to which management aspects were being explicitly taught in the sample pastoral preparation programs, and the results are highlighted in Figure 2.

Figure 2 illustrates that church 1 (C1) has management content which covers 70% of the training manual, indicating that they place more value on management skills development of their pastors. The same can be said for seminary 1 (S1) and church 3 (C3) which both had about 60%, of their content concentrating more on the organizational aspects of ministry than the spiritual aspect.

Seminary 3 (S3) and church 2 (C2) were neither here nor there, with 50% of their content addressing management issues and the other 50% addressing

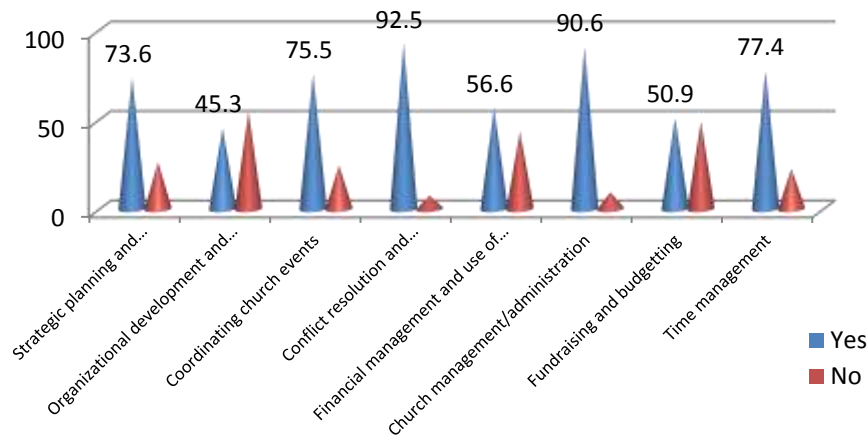


Figure 3. Management aspects learnt.
Source: Own calculations from survey (2017).

spiritual issues, as such it can be said they had created a balance between both aspects. Seminary 2 (S2) had the least management content covered in their curriculum at 25%, meaning they valued developing spiritual skills more than the management skills.

Overall, the findings show that all of the pastoral preparation programs the researcher studied have management courses specifically designed to cater for the organizational aspects of a ministry and those designed for the spiritual aspects, though the overall course content for Seminaries was slightly skewed towards the spiritual aspect of ministry. As such, more balance needs to be created in Seminaries, so as to achieve ministry effectiveness as proffered by Oluwasegun (2016).

In order to further determine the overall extent to which pastoral preparation programs in Zimbabwe explicitly teach management aspects, the researcher also asked the pastors to indicate the management aspects they had been taught during their pastoral preparation from a list given to them. The responses are recorded in Figure 3.

The respondents indicated in Figure 3 above, that the management aspect covered the most during the pastoral training had been Conflict resolution and communication skills with 92.5% of the respondents stating they had been taught this aspect during their pastoral preparation. A total percentage of 90.6% of the respondents had also covered Church management/administration.

Those who had covered strategic planning and implementation were 73.6%. This went hand in hand with the information extracted from the face-to face interviews with the Deans and Senior Pastors in Table 2, which showed that all the pastoral preparation programs which participated in the study taught these three management aspects. Overall most of the management aspects recorded above 50% meaning the pastors had covered

the said aspects during their pastoral preparation. This contradicts the point raised by Cohall and Cooper (2010), Irwin and Roller (2000) and Oosthuizen (2015) who were of the understanding that the church is exposed to insufficient education in management principles and skills through formal education offered in seminaries.

There were some exceptions however, which did not get more than half of the respondents mentioning that they had been taught as indicated in Figure 3. These were organizational development and design which registered 54.7% of the respondents who stated they had not learnt this particular management aspect during their training, making it the least taught management aspect; Fundraising and budgeting was the other aspect which recorded 49.1% of the respondents who said they did not learn the aspects; and Financial management and use of financial control systems was another aspect which recorded 43.4% of the respondents who mentioned same.

However, the overall trend in Figure 3 shows that most pastoral preparation programs in Zimbabwe teach management aspects though at varied levels with churches which do in-house training covering management aspects more explicitly than the seminaries. This is supported by the data collected from the interviews, and the content analysis of the course outlines which clearly showed similarities between the management aspects highlighted by the seminary deans and senior pastors in Table 2, the management aspects identified from the course outlines, and the management aspects indicated in Figure 3, as having been taught to more than half of the respondents.

Even though the combined results indicate that preparation programs in Zimbabwe are putting an effort into developing management skills in pastors, it is important to note that the idea is not just to develop any management skills, but it is to develop the ones that lead

Table 3. Summary of responses on pastoral preparation.

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	N
I feel I received adequate spiritual training prior to entering pastoral ministry	45.3	39.6	13.2	1.9	0	1.72	53
I feel I received adequate management training for managing my church prior to entering pastoral ministry	20.8	35.8	39.6	1.9	1.9	2.28	53
I feel I currently have adequate management skills for ministry	11.3	62.3	20.8	5.7	0	2.21	53
I feel I am successful when it comes to managing the church	15.1	47.2	35.8	1.9	0	2.25	53
I wish I had better training in management issues prior to becoming a pastor	32.1	20.8	22.6	20.8	3.8	2.43	53
My ministry would be more effective if I had better management skills	24.5	41.5	20.8	7.5	5.7	2.28	53
Church leadership training concentrates more on the spiritual aspects than the organizational aspects	20.8	35.8	28.3	11.3	3.8	2.42	53

Source: Own calculations from survey (2017).

to ministry effectiveness. The seminary deans and senior pastors all agree with this view as they felt that proper management skills development in pastors has a great impact on ministry effectiveness especially on effective decision making and allocation of church resources. This is the same stance taken by Griffin (2015) who maintains that the right management skills development in pastors lead to effectiveness.

Smith and Wright (2011) also share the same sentiments by mentioning that the development of management skills in pastors would lead to an improvement in decision making, as pastors will now be thinking and planning in the long term and not on short term basis.

Do evangelical and Pentecostal pastors perceive that they have been adequately trained and prepared for effective church management?

The researcher sought to find out the respondents' levels of perception with regards their preparation for effective church management. The statements in Table 3 were measured using a 5-level Likert scale where, 1=strongly agree (SA); 2=agree (A); 3=neutral (N); 4=disagree (D); 5=strongly disagree (SD).

The findings in Table 3, suggest that pastors have vacillating feelings about their level of preparation for church management, with more than a fifth of them failing to state their perceptions for all questions which were associated with management issues, which substantiates a study by Irwin and Roller (2000) who also noticed the same ambivalent feelings in the pastors in their study.

When combining the "strongly agree" and "agree" categories a greater part of the sample of 84.9% seemed satisfied with their spiritual training received prior to entering ministry. 56.6% of the respondents seemed satisfied with their management training received prior to entering ministry if the "strongly agree", and "agree"

categories were combined, however a sizeable 39.6% were not sure if they received adequate management training. This indicated that pastoral preparation programs concentrated more on the spiritual aspects.

In fact, the same proportion of 56.6% agreed with the statement that "church leadership training concentrates more on the spiritual aspects than the organizational aspects", with 28.3% not sure whether to agree or disagree with the statement. However this did not translate to mean that the content taught is not balanced enough to prepare the pastors to handle both the spiritual and management aspects of the ministry.

Despite a sample of 52.9% feeling they had not received adequate training and wishing they had been given better training in management issues prior to becoming a pastor, a more modest majority of 62.3% of the sample seemed to feel successful when it came to managing their churches if the "strongly agree" and "agree" categories were combined. Though a solid majority of 73.6% seemed satisfied with their level of management skills for ministry, 66% felt that their ministries would be more effective if they had better management skills, meaning there are some skills that some of the pastors who fell in the 73.6% felt they lacked and could further develop if the "strongly agree", and "agree" categories were combined.

Overall, the pastors of the study group seemed very satisfied with their spiritual training which was in agreement with conclusions made by Weese (1993) who mentioned that pastoral preparation programs teach spiritual aspects better, thus supporting the statement that said "church leadership training concentrates more on the spiritual aspects than the organizational aspects". Literature review indicated pastoral students who seemed dissatisfied with their training in management issues (Warford, 2007), and others who were somewhat satisfied, with about half of the sample in a study by Conway in 1991 indicating they were satisfied with their preparation (Chaves and Miller, 1999).

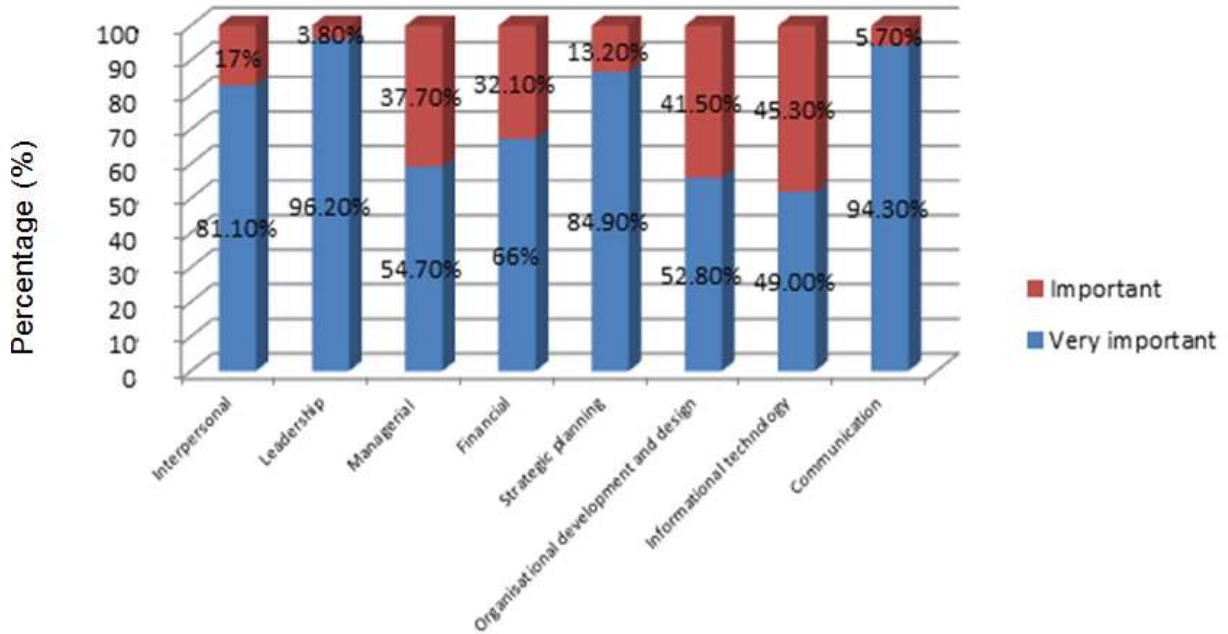


Figure 4. Importance of management skills for ministry effectiveness. Source: Own calculations from survey (2017).

Table 4. Summary of responses on effective church management.

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	N
A church is not only a spiritual entity but it is also an organization	60.4	37.7	0	0	1.90	1.45	53
A pastor is responsible for leading the spiritual and organizational aspects of the ministry	71.7	26.4	0	1.9	0	1.32	53
To be a good pastor one needs to be a good manager	64.1	28.3	1.9	3.8	1.9	1.51	53
Pastors need good management skills to effectively manage the church resources	69.8	24.5	1.9	1.9	1.9	1.42	53
Some management lessons can be drawn from business publications for ministry efficiency and effectiveness	49	47.2	1.9	1.9	0	1.57	53

Source: Own calculations from survey (2017).

The respondents in this particular research study seemed moderately satisfied with their training for effective church. This could be attributed to the fact that the respondents understood the importance of management skills for ministry effectiveness, as such they were able to identify the weaknesses of their training. Figure 4 depicts the pastor’s responses when asked to rate the importance of the different eight management skills. 92.4 to 100% of the respondents felt the skills were important in attaining ministry effectiveness (after combining the “very important” and “important” categories).

Another reason why the respondents might have felt their preparation for effective management was moderate, could be explained by the fact that almost the entire sample at 98.1% understood that a church is not only a spiritual entity but it is also an organization which means that as a pastor they are responsible for leading

both aspects of the ministry. However, to do this they would need to have more management skills developed in them if they are to attain ministry effectiveness.

Furthermore, 92.4% were actually of the conviction that to be a good pastor one needs to be a good manager, and a larger proportion at 94.3% acknowledged that pastors need good management skills to effectively manage the church resources. Failure to do this would lead to ministry inefficiency as mentioned by Boersma (1988) cited in Woodruff (2004) and (Griffin 2015) who posit that pastors need to develop good management skills, as these management skills lead to ministry effectiveness. These responses are summarised in Table 4, and were measured on a 5-level Likert scale:

1=strongly agree (SA); 2=agree (A); 3=neutral (N); 4=disagree (D); 5=strongly disagree (SD).

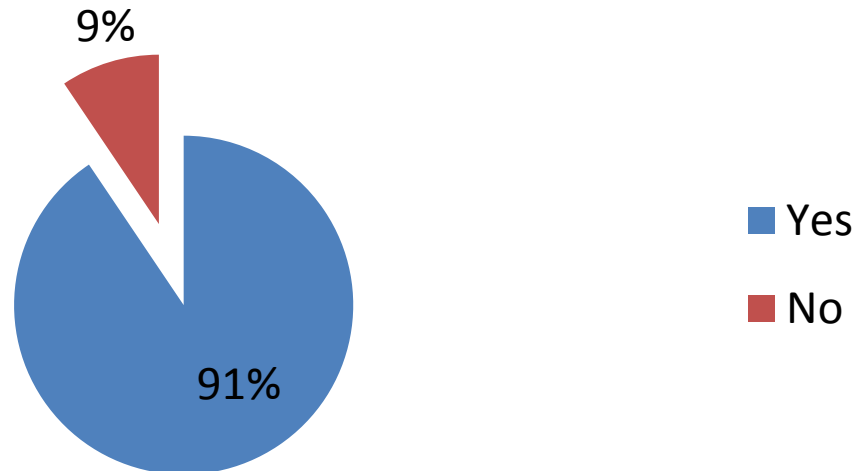


Figure 5. Interest in attending short management courses.
Source: Own calculations from survey (2017).

All these reasons could explain why the pastors felt their management training was moderate and thus were inclined to advocate for more management training, as shown by their keen interest to attend short management courses if given the opportunity, with 91% of the respondents indicating such interest as shown in Figure 5. Both in-house trained pastors and those trained in seminaries actually felt that their training programs lacked the ability to train them for some unforeseen future management challenges due to globalization and the dynamism of the world.

So this called for continuous learning on their part for personal development so as to gain knowledge, avoid limitation of scope, enhance their effectiveness, to be relevant and to keep abreast of new management and leadership concepts, and so that they can relate with their congregates on both the spiritual level and their secular world businesswise, thus making them more relevant in their congregates lives overall. Such were the views of the Seminary Deans and Senior Pastors when they were interviewed. These same respondents felt that it is imperative for pastors to upgrade themselves periodically to keep up with the demands of ministry because a lot of damage was being caused by pastors who refused to be trained.

Some pastors mentioned that they would attend management courses as a refresher course because some management aspects are constantly evolving, thus there is need for continuous development since the world and ministry are both dynamic, so pastors need to understand that they need management skills just as much as they need spiritual understanding, hence management skills are a “need” not a “want”, making them a basic necessity for every pastor if they are to attain ministry effectiveness. This is supported by Dubin (2012), Drucker (2009) and Schor et al. (1995), who all

maintain that it is imperative for all leaders to obtain management skills if the organization they are leading is to attain optimal efficiency and effectiveness. Some pastors felt that the ministry training of yesteryear did not prepare them enough for current turns of events, technology and the way organizations are being run nowadays, as such constant reading and learning would assist them to acquire the required skills and knowledge because for a pastor to continue leading, they must continue learning. According to these pastors ‘a leader is a reader and a reader continues to be effective in leading’.

What management aspects can be incorporated into the course offerings of pastoral preparation programs in Zimbabwe to enable effective church management?

In response to this research question, the respondents gave diverse answers. The researcher asked the Seminary Deans and the Senior Pastors to suggest the management aspects they felt would be most beneficial to the pastors if they were incorporated into the course outline of the pastoral preparation programs. The suggested management aspects are listed in Table 5, together with the associated contribution that the aspect would make towards effective church management.

The management aspects listed in Table 5 corresponded to those mentioned in studies done by Andrews and Roller (2011) and (Weese, 1993). However, these studies only listed the alternative aspects and did not elaborate on the contribution that the particular management aspect would bring towards the attainment of effective church management in ministries and also how these aspects would assist the pastors in general

Table 5. Most beneficial management aspects.

Management course which would be most beneficial if assimilated	Suggested contribution towards effective church management
Total life management	If one can manage their own life then they can manage other things. The interviewee then quoted from Luke 16:10 "Whoever is faithful with very little will also be faithful with much, and whoever is dishonest with very little will also be dishonest with much"
Church governance	It would deal with issues of pastors not abusing church resources and how to ethically manage the church resources
Leadership development	It would assist in keeping pastors relevant in all aspects with regards how they interact and relate with their members. The pastors will also be able to identify people's potentials and thus harness this talent, develop it further for the synergistic effect which would result in ministry effectiveness
Management and administration	The pastors would be knowledgeable on the importance of putting proper systems in place for effective management and administration of church resources
Financial Management	Pastors can be taught how to budget, fundraise and keep proper records on the church's income and expenditure for better accountability. Financial prudence brings about integrity as the pastor will be able to account fully for the church's financial resources. The scandals on embezzlement due to pastor's ignorance of basic financial management principles would also be reduced because the pastor will have a feel and background of financial issues
Organisational development and design	Understanding the dynamics in an organization will assist pastors to improve on what is already there and to be proactive instead of reactive since the environment they operate in is constantly changing
Resource Management	It would assist with correcting a lot of error in Christian gospel which stems from a desperation to get resources or to hide resources leading to the downfall of a church. Pastors will be able to set budgets and invest the church finances for project management in the future
Strategic planning	The backbone of ministry requires a non-spiritual heavy aspect that requires resources, planning and leadership. So strategic planning would bring about sustainability of the churches due to long term planning and the provision for succession. Effectiveness is also brought about in that the churches expenses will be met on time and the church will not have to operate in debt
Human resource management	Would cater to the needs of the church staff and the pastor to make sure that they are covered when they retire, or in case they get ill or any of their family members is ill or even dies. This would give the staff job security
Information technology	It would also make the management of finances, humans and assets much easier. It would assist with project management as some churches do different projects, examples being building projects and running orphanages, which need proper monitoring and budgeting of resources

Source: Own findings from face to face interviews (2017).

which is the gap this research has addressed.

The dean for S1 and the senior pastor for C2 suggested that ministries would be more effective if the pastors embraced information technology and used this for management and administration issues. Smith and Wright (2011) support this idea by stating that churches should use church management software (CMS) because

it would assist them by doing all the management activities without bias and legally especially the financial control systems, thus reducing issues of embezzlement and bringing in matters of financial prudence and integrity.

The senior pastor for C3 concurred with the idea of embracing information technology, and gave an example

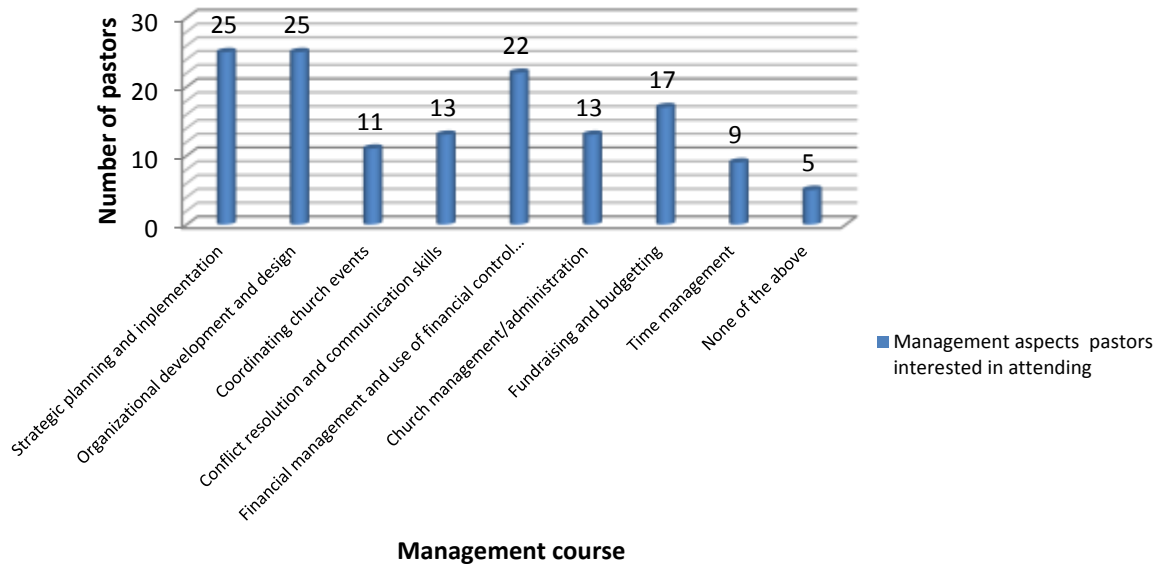


Figure 6. Management courses pastors are interested in attending.
Source: Own calculations from survey (2017).

of the system that his church was using named Melivo Church Dynamics, which is an i-cloud based management application designed to simplify the church management and administration process encompassing people management, church program control, church database management, and financial management into one seamless administration process. The system covers organizational development and design issues, automates all communication, has discipleship processes to assist pastors with their human resources management, has an accounting package which addresses financial issues and provides for resources management through the asset management module. It also addresses events management and project management thus looking into strategic planning and implementation issues, managerial issues and the leadership issues of the church.

Seminary deans and senior pastors were also asked how practical it was to incorporate these management aspects into their course outlines. They each explicitly stated that it was more than practical to do so because to run and sustain a church successfully requires management skills. In their opinion management issues have a direct impact on ministry effectiveness, and would assist churches to stop being reactionary to situations but to become more proactive. It would also remove the notion that the application of proper management practices for effectiveness is secular and should not be accommodated within the church organization.

In fact the senior pastor for C2 and the dean for S3 advocated for the course outline to tilt more towards the development of management skills so as not to produce leaders who are unable to function in important

organizational aspects of the church which include resource management. The dean for S2 mentioned that management concepts were necessary and must be added to the curriculum because failure to manage the church resources by pastors would result in a negative impact on ministry effectiveness regardless of the pastor being a “powerful and gifted” preacher, as a result there is a need to balance the spiritual and the management issues of a ministry. The dean for S3 and the senior pastor for C3 also argued along those same lines as they mentioned that most of the work of a pastor is not done on the pulpit but it’s done as soon as the preacher steps off the podium after delivering the Sunday sermon.

To further respond to the aforementioned research question 4, the researcher also asked the pastors to indicate three short management courses they would attend if given the opportunity to further develop their management skills. This allowed the researcher to triangulate the data and come up with proper recommendations, which catered for both the pastoral preparation programs and the pastoral students, regarding the amalgamation of biblical studies with business studies. This information is thus very helpful in determining which management aspects pastoral preparation programs should focus on when amending their curriculum to include management skills development for effective church management. Figure 6 shows the overall results for all the courses as highlighted by the respondents.

Figure 6 shows that the number of pastors who indicated their interest in attending a short course in strategic planning and implementation was 25 pastors (47.2% of the respondents) which was the highest

frequency, same as that for the short course in Organizational development and design. The number of pastors who showed interest in financial management and use of financial control systems was 22 pastors (41.5% of the respondents). The top three courses selected were strategic planning and implementation, organizational development and design; financial management and use of financial control systems.

It is however interesting to note that even though 91% of the respondents as shown in Figure 5 highlighted their interest to attend management courses, none of the management aspects registered more than 27 pastors (50% of the respondents or more) as shown in Figure 6. It is also interesting to note that the number of pastors facing a particular challenge did not correspond with the number of pastors who would attend a management course addressing that challenge.

Of the 66% of pastors facing fundraising challenges in Figure 1 only 32% indicated that they would attend a course in fundraising and budgeting in Figure 6, and of the 39.6% of pastors facing challenges in managing the church's budget only 24.5% would attend a course in church management/administration. The number of pastors who selected time management as a challenge was only 11 (20.8% of the respondents) which explains why less pastors were interested in attending a course on time management with only 9 pastors (17% of the respondents) registering their interest.

Of the respondents, 13 pastors (24.5%) were each interested in attending conflict resolution and church management/administration which would assist with those problems stated as "other challenges faced by pastors", and 11 pastors (20.8% of the respondents) were willing to attend a course in coordinating church events which could assist in getting members interested in participating more.

Five pastors (9.4% of the respondents), highlighted that they would not attend any short courses on management because they had tight schedules, however they were in full support of the idea that pastoral preparation programs should offer the courses as part of continuing education. This idea was also recommended by Andrews and Roller (2011), Dobson (2002) and Hendriks (2004) who stated that pastoral preparation programs should offer practical continuing education to pastors by teaching them the current management skills they need in today's culture.

Another pastor commented that they would not attend the courses because even though the programs could be good for church administration, more energy must be exerted to soul winning because it is more important for a pastor to "meet with God and be led by the Holy Spirit than any seminary education because the great commission emphasizes on the saving of souls more than church administration." This pastor felt that if God has called a person to ministry to lead others, then God will send that individual with enough attributes and skills to do the job.

Conversely, those pastors who indicated that they would attend the management courses felt that in as much as a pastor receives a calling from God and it is the Holy Spirit who gives the gifts to function through them, one still needs to acquire knowledge, through studying the Bible and other courses which deal with how to manage a church as an organization not only as a spiritual centre. These same respondents said churches needed to stop spiritualizing and basing everything on faith as this has affected effectiveness and efficiency of pastors in varying ways and resulted in poor management of church resources which has led to poor retention of church members and most church splits. Deans and Senior Pastors concurred with these sentiments in the interviews.

According to the same respondents, churches should instead have a holistic approach to everything and invest in developing management skills in their pastors as they are imperative considering that ministry is 20% spiritual and 80% administration. So pastors accordingly need to be relevant in all aspects and they can only do this by understanding that the church is both a spiritual and organizational entity which is complex and challenging to lead, as such ministry effectiveness can only be attained through a multi-faceted ministerial training.

Which could explain why when the respondents were asked to indicate how much they agreed or disagreed with the statement that "some management lessons can be drawn from business publications for ministry efficiency and effectiveness", 49% "strongly agreed" and 47.2% "agreed", thus totaling 96.2% of the respondents who could be said to support the adoption of management principles for ministry effectiveness as indicated in Table 4. These respondents therefore felt that the amalgamation of management aspects with biblical studies would positively contribute towards attaining ministry effectiveness.

Some of the aspects which were suggested were strategic planning and implementation, organizational development and design, leadership development, fundraising, financial management and accounting, management information systems, conflict management and human resources management, as most pastors indicated they were facing many challenges with regards some of these management aspects. This is in agreement with studies done by Andrews and Roller (2011) and Weese (1993) who identified with most of the management aspects suggested earlier as the pastors in their own studies had also highlighted the same subjects and more; and some researches highlighted by Burns and Hunt (1995) and Smith and Wright (2011). Stevens et al. (1996) also identified the same management aspects above as being necessary for assimilation into the pastoral preparation programs course content so as to balance out the spiritual aspect and the organization aspect of ministry.

Overall, it is apparent that the courses selected by the

respondents and suggested by the Deans and Senior Pastors would change much of how pastoral preparation programs train pastors for effective church management. They may also suggest that pastoral preparation programs do a better job at providing resources for pastors to develop management skills. Over the years various disciplines have been added to the curriculum to expand the range of theological education more into pastoral practice in America, with many of their Seminaries having engaged in some type of curriculum revision or refinement over the past decade (Callahan, 2013). Today a number of Seminaries in America have gone beyond the traditional church leadership training to offer more courses in church administration and management (ibid). England actually has a Masters in Business Administration (MBA) course specifically designed for church management offered in the Seminary (Protherough and Pick, 2002). Pastoral preparation programs in Zimbabwe could incorporate more management courses in their course outlines as well.

CONCLUSION

Ministry challenges faced by pastors

Pastors met management related challenges more than they met spiritually related challenges, which implied that pastors during their training were prepared to deal with the spiritually related challenges more than they were prepared to deal with the management related challenges.

This was in agreement with a study done by Cole (2008) which saw pastors indicating that the basic preparation they had received did not prepare them for the transition from being a student to being a full time minister as they were overwhelmed with dealing with the non-spiritual aspects of running a ministry. The most common challenges the respondents in this study experienced as indicated in Figure 2 were fundraising, managing the church's budget and leadership development. This is in agreement with a study by Andrews and Roller (2011) who also had pastors in their study indicate the above challenges amongst many other challenges.

The challenges faced in this particular study appeared to be the same regardless of the years of pastoral experience, size of the congregation, or the ministerial qualifications of the pastors. More than half of the respondents indicated that they faced fundraising challenges and just below half of the respondents indicated that they faced challenges when it came to managing the church's budget and leadership development. This could be because not many pastoral preparation programs teach the management aspect of fundraising and budgeting as indicated in Table 2. This was also proven in Table 1 which highlighted that more

than half of the respondents per ministerial qualification indicated that they faced fundraising problems and slightly more than a third per ministerial qualification indicated that they had challenges in managing the church's budget and leadership development.

The other challenges which the pastors faced were time management, commitment of members to church activities, church growth strategies, retention of members, personnel management and resource management. All these challenges can be said to deal with the organizational aspect of ministry. This would explain why a sizeable amount of pastors felt their ministries would be more effective if they had better management skills as indicated in Table 3. These were also the same sentiments of the pastors in a study by Irwin and Roller (2000) who also highlighted most of these challenges and felt the pastoral preparation programs needed to concentrate more on the organizational aspect of ministry in order to develop the much needed management skills in pastors prior to their becoming ministers.

Extent to which management courses are offered during pastoral training

The course content offered in pastoral preparation programs in Zimbabwe is more skewed towards the spiritual aspect of ministry than the organizational aspect which suggests that more balance needs to be created if ministry effectiveness is going to be attained, as alluded to by Oluwasegun (2016).

This research saw almost the entire sample in Table 4 indicating that they felt "the church is not only a spiritual entity but is also an organization" and that it is the pastor who is responsible for leading both the spiritual and organizational aspects, which indicated that there is a need to balance the two aspects when preparing the pastors. This is in agreement with findings from previous researches and literature reviewed which highlighted the imbalance in the course content of pastoral preparation programs (Cole, 2008; Hoge and Wenger, 2005; Irwin and Roller, 2000; Rush, 2003; Weese, 1993; Woodruff, 2004; Woodyard, 1994).

As such, upon a semantic study of the course outlines and leadership training modules it was obvious that pastoral preparation programs in Zimbabwe have put an effort into including management aspects into their teaching material in an effort to cater for the organizational aspect of a ministry thus attempting to create the required balance between the spiritual aspect and the organizational aspect. This is shown in Table 2 and Figure 3, which indicate that all pastoral preparation programs in the study teach the management aspects of strategic planning and implementation, conflict resolution and communication skills, coordinating church events, church management and administration, financial

management and time management. This could imply that most pastoral preparation programs in Zimbabwe cover the above mentioned management aspects.

This is commendable because in as much as pastoral preparation programs should continue to focus on developing the spiritual aspects they should do so while providing opportunity to the pastors to learn basic management skills. The reason being that most church activities are at the heart of sound management and require the application of management functions which are critical for ministry operation (Markham and Warder, 2016; Schoonover, 2013). It is also because once a pastor graduates from the pastoral preparation program and enters into the pastorate, their initial need is to know how to manage the ministry rather than to know the content of ministry. Once they understand the basics of management, then the theological foundation becomes their strongest need even as they continue to develop their ministerial skills.

It can be deduced from the research that the pastoral preparation programs in Zimbabwe have to a moderate extent addressed the issue of management skills development in pastors by trying to be innovative with some adopting successful management principles from business and incorporating them with their studies, and others even forming strategic alliances between Seminaries and business facilitators to address the organizational aspects not covered in the curriculum. The reason for this innovativeness can be explained by the fact that the Seminary Deans and Senior Pastors all recognize that the impact of management skills development in pastors would be great and very positive towards achieving ministry effectiveness as highlighted by previous research findings which have made it almost unquestionable that if any organization wants to be effective they must have competent skillful leaders (Drucker, 2009; Dubin, 2012; Schor et al., 1995). As such pastoral preparation programs in Zimbabwe see the need to modify their course content.

Perception of the pastors regarding their preparation for church management

The pastors who attended the preparation programs in Zimbabwe were not entirely satisfied with their preparation for effective church management. The results indicate that better management skills development is necessary in pastoral preparation programs if the pastors are going to achieve effective church management of resources after graduation.

Even though a huge proportion of the sample felt the training was beneficial and had prepared them to tackle ministry challenges, when it came to preparation for church management, most of the pastors felt that their training was more skewed towards the spiritual aspect than the organizational aspect, as the majority felt their

spiritual training was adequate but their management training was not as shown in Table 3. These findings are supported by literature from previous studies which indicated that pastors in different studies had also displayed their discontent with regards their management preparation (Chaves and Miller, 1999; Dobson, 2002; Scholl, 2009; Warford, 2007).

Even though a small number of the pastors were unsure of how they felt about their management preparation during pastoral training, it was clear that of those who were certain of their feelings, most of them felt ill equipped to deal with church management issues, and wished that they had received better management training before they became pastors. This was evidenced by the fact that a vast majority of the pastors felt that their ministries would be more effective if they had better management skills as indicated in Table 3. This was in total agreement with previous studies by Irwin and Roller (2000), Rush (2003) and Warford (2007).

This also indicates that the pastors acknowledge the important role that management skills play in effective church management as shown in Table 4 where a solid majority of the pastors agreed that "pastors need good skills to effectively manage church resources". This was also highlighted in Figure 4, where almost the entire sample agreed on the importance of management skills towards attaining ministry effectiveness.

As such it can be deduced that there is a cry from the pastors to be assisted to gain the necessary skills they need for effective church management. This is seen in Figure 5 where almost the entire sample indicated that they would attend short courses in management if they were offered. This indicated that the current pastors would benefit by Seminaries offering courses relating to specific management skills needed by pastors especially relating to the management challenges they are facing in ministry. This was however, in contradiction with a research done by Conway in 1991 which saw the pastors indicating that they would not attend any management courses even if they were on offer in by Seminaries (Chaves and Miller, 1999).

Since the study noted that, pastors clearly place high importance on the development of management skills towards ministry effectiveness, as evidenced by the fact that almost the entire sample was more than willing to attend short courses in management if given the opportunity. It is therefore recommended that pastoral preparation programs introduce continual education. The seminaries should introduce continual education seminars where they will teach the current management skills that pastors need for effective church management.

The continuing education can be used to present and refine specific management skills not addressed by the formal education. The seminaries should also offer bridging courses for management skills development, to cater for those who did their management training yesteryear. These bridging courses would be focusing on

the connections between the formal education received and the management issues faced in ministry. This move will make ministries more effective because Pastors will be able to tie the education they receive to their current experience.

In light with the research finding that indicated that more than half of the pastors wished they had better management training, it is also recommended that Seminaries utilize business persons as resources in developing the management skills in Pastors either directly or indirectly. Management courses should be facilitated by practicing business persons or successful yet enterprising pastors who run a successful business or more. This creates a platform for the introduction of interdisciplinary programs which combine pastoral ministry and business content for quality pastoral training. This will also enable the seminaries to tap into the knowledge base of business persons and would assist the pastors with receiving information for current management problems and through structured mentorship.

Senior pastors for in-house training programs should explore the possibility of collaborating with business schools or persons to create effective training programs that include management skills development of their Pastors. This is a valuable learning experience that will enhance the pastors' management knowledge and skills. This investment in their leadership development in management skills will definitely return many times over through more effective and efficient management of church resources by the pastors.

Incorporation of management aspects into the course outlines of pastoral preparation programs

Pastoral preparation programs are lacking in their delivery of management skills development in pastors, and therefore need to consider incorporating more management aspects like Strategic planning and implementation, Financial management and the use of internal control systems, and Organisational development and design into their course outlines in order to prepare the pastors for effective church management of resources. This is in agreement with a study by Hoge and Wenger (2005) which recommended an improvement in management preparation in Seminaries and literature review from Austin-Roberson (2009), Brown (2005), Callahan (2013), Dobson (2002) and Turner (2011) which strongly supports that pastors need to be taught the importance and effectiveness of applying those three management aspects in their churches.

The seminary deans and senior pastors in this study all seem to agree with the idea to incorporate more management aspects into their course outlines because when they were asked to suggest management aspects they felt would be beneficial to the pastors if incorporated

into the course content of pastoral preparation programs, they were more than happy to provide a list of suggestions which were recorded in Table 5. The other indicator was again when they were asked whose responsibility it was to develop management skills in pastors, they all leaned towards the overall responsibility being that of pastoral preparation programs. This however, was not in agreement with the research findings by Conway in his 1991 study, which showed that Seminary leaders were not uniformly supportive of the idea of taking the responsibility (Chaves and Miller, 1999) but felt that it was the responsibility of the pastors as individual's to develop the necessary management skills for effective church management.

However, the fact that the seminary deans and senior pastors in this study felt it was their responsibility to develop management skills in the pastors implies that they realize that pastors have the potential to be more effective if pastoral preparation programs take up the responsibility to develop the needed management skills in them, instead of leaving the responsibility to the pastors to educate themselves as has been the case. This led the researcher to insinuate that this could be the reason why the pastors in Zimbabwe felt they had been prepared more with regards to the spiritual aspect than the management aspect as shown in Table 3.

With a greater part of the pastors agreeing that to be a good pastor one needs to be a good manager as shown in Table 4, it translates to mean that pastors require good management skills and these management skills can be attained in many different ways. One such way is to have them taught to the pastors during their pastoral preparation process as suggested by Allen (2002), Carlopio and Andrewartha (2012) and Parker and Stone (2003). Table 2 showed that all the pastoral preparation programs in this study had integrated some aspects of management in their course outlines.

The other way for pastors to develop management skills is by adopting management principles from the secular world and this idea was supported by almost the entire sample as indicated in Table 4, when they agreed with the statement that "some management lessons can be drawn from business publications for ministry efficiency and effectiveness." The Seminary Deans and Senior Pastors also agreed with this idea, as a few of them had already started incorporating some business principles in their preparation of the pastors for effective church management. This move is supported by Andrews and Roller (2011) and Hendriks (2004). Burger (2004) further states that, it is already apparent that increasing numbers of pastors are influenced by business publications because the lessons taken from these publications are being incorporated in their ministries.

After all management principles have a universal application in every organization according to Drucker (2009) and Fayol (1949). So if a church is an organization (Barnard, 1948) then it is correct to propose that

management principles apply to the church as an organization. If again the application of good management skills leads to organizational effectiveness, and good management skills can be developed through learning of management concepts, then it follows that management skills development leads to organizational effectiveness which was highlighted by Sweeney and McFarlin (2001). This would then imply that for the pastors to effectively manage the ministry they need to have their management skills developed during their foundational years of learning (Schor et al., 1995).

So when the pastors were asked to indicate which three management aspects they would like to learn; and when the seminary deans and senior pastors were asked for suggestions of management courses that would benefit the pastors if incorporated into their course outlines they all explicitly identified strategic planning and implementation, organizational development and design and finance management and use of control systems as indicated in Figure 6 and Table 5, which according to previous literature can lead to ministry effectiveness Austin-Roberson (2009), Brown (2005), Callahan (2013), Dobson (2002) and Turner (2011).

Though all of the pastoral preparation programs in this study seemed to be offering Strategic planning and implementation it seemed some of the other programs which were not included in the content analysis might not, hence the indication by a moderate number of the respondents to be interested in learning more about it. The pastoral preparation programs should thus consider adding these management aspects to their course outlines and leadership training manuals, as all the seminary deans and senior pastors were very confident, that this is very practical and can be done because they were already implementing it. However, their implementation can be improved to a larger extent given that, not many pastors were satisfied with their management training.

So in addition to preparing pastors in the theological disciplines, it is therefore recommended that pastoral preparation programs offer management courses in strategic planning and implementation; financial management and the use of financial control systems; and organizational development and design. The development of these management skills in pastors can lead to ministry effectiveness and would assist pastors to reduce issues of embezzlement, stagnation of the church, mass migration of congregates, removal of pastors from office over issues of mismanagement and abuse of church resources.

SUGGESTIONS FOR FUTURE RESEARCH ON STUDY

Further studies covering a larger cross-section of churches could provide a better basis for generalizations of the results provided herein. Additional questions could

be added to provide a more in-depth analysis of the impact of management skills in effective church management. A longitudinal research which follows the development of management skills in pastoral preparation programs over different timelines can be done so as to trace a trend. More research is also needed to determine which management theories are applicable to church leadership and to develop new theories on effective church management. It is hoped that this study will encourage further research to confirm that the goal of every seminary should be to prepare pastors with regards to both spiritual and organizational aspects of a ministry for effective church management, bearing in mind the fact that society is always changing and churches need to move with the times. Regardless, these results indicate that with proper course outline and leadership training manual considerations, management skills in pastors can be developed resulting in pastors achieving ministry effectiveness much the same way as business firms.

PRACTICAL IMPLICATIONS

The management theory applied in business can be generalized to extend to the church as well. The adoption of some secular management principles and practices into the church systems can lead to ministry effectiveness. Furthermore, management skills development in pastoral preparation programs can lead to effective church management.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

ACKNOWLEDGEMENTS

We thank the Evangelical Fellowship of Zimbabwe (EFZ) and the Zimbabwe Council of Evangelical Pentecostal Churches (ZCEPC) who gave us access to their databases for contacting the respondents to our self-administered questionnaires. We would also like to thank all the those Seminary Deans and Senior Pastors who participated in this project as interviewees, for affording us time to interview them; and all those pastors who responded to my questionnaires, for setting aside time to complete the self-administered questionnaire, without which we would not have been able to do this research.

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