

**Follow-Up First Call Participant Questionnaire**  
**Division for Ministry**

Department for Research and Evaluation

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*November, 2003*

**Overview**

The Department for Research and Evaluation, in consultation with the staff of the Division for Ministry (DM), conducted a follow-up survey of rostered leaders experiencing their first call to public ministry. Participants were sent a letter describing the project and an executive summary outlining the results from the first survey conducted in the fall of 2002. The follow-up questionnaire was sent to 784 rostered leaders who were in their first four years of called leadership. Surveys were collected through October 2003. We received 510 completed questionnaires, resulting in a 65 percent response rate.

**Characteristics of the Respondents**

Similar to respondents of the first survey, there were slightly more females (54%) than males. The age of respondents ranged from 24 to 71, with an average of 42 years old. As in the first survey, respondents were divided into first-career versus second-career leaders based on age. Thirty-one percent of respondents were under 35 and considered first career, and 69 percent were 35 or older and considered second career. There were also a variety of seminaries represented, but the most common graduating seminary was Luther Seminary (19%).

**Follow-up Questions to First Survey Findings**

All of the questions from the second survey were based on findings from the first survey which we wanted to explore more fully. We will discuss the overall results for each of the questions, then consider differences due to gender and age.<sup>1</sup> See Appendix A for a complete list of frequencies.

*Best Contexts for Learning Skills*

The first follow-up question listed areas where first call leaders had indicated low ratings of preparedness on the first survey, and respondents were asked to mark the best contexts in which these skills are taught or learned. Overall, respondents chose internship most often as the best context to learn most of the skills listed, including: planning a stewardship program (58%), planning a church budget and managing a church office (both 61%), visiting prospective members (80%), training/equipping others for their ministries (55%), giving guidance/support to committees (62%), and working collaboratively with ecumenical partners (51%). Seminary class was chosen most often as the best context for learning four of the skills: managing disputes and conflict situations (58%), addressing social and ethical issues facing communities (48%),

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<sup>1</sup>All reported differences are significant at the .05 level.

providing a ministry of healing (46%), and doing pastoral counseling (72%). The contexts of learning from peers/mentor, continuing education, and personal study were also chosen by about one-third to one-half of respondents. FCTE program was chosen slightly less often, and online learning was by far the lowest with less than ten percent of respondents choosing this as the best context for learning in most areas.

There were many significant differences by gender for the question of best learning contexts. (See Table 1.) Females were more likely than males to choose continuing education, FCTE program, and seminary classes as the best learning contexts for a variety of areas. On the other hand, males were more likely than females to choose personal study as a good method to learn about planning stewardship programs and church budgets, while females were more likely to choose personal study for learning how to manage disputes and conflict situations.

First-career and second-career leaders also differed in their opinions about best learning contexts.<sup>2</sup> (See Table 2.) Overall, first-career respondents were more likely to choose internship and FCTE program as the best learning contexts for a variety of areas. In contrast, second-career respondents more often chose online learning, continuing education, and personal study as the best contexts for learning.

### *Reaching Out to Unchurched Persons*

“Reaching out to unchurched persons” was an area where respondents to the first survey had low ratings of preparedness; however, they rated it as the highest need for the church. When asked for possible reasons for this discrepancy, respondents to the follow-up survey listed seminary or teaching difficulties most often (31%). For example, respondents commented that evangelism is typically not taught in classes or internship, and it is hard to teach. (See Appendix B for a complete list of comments and frequencies.) Another reason for low preparedness in this area was that this is unknown territory and the church lacks knowledge (15%). For instance, we don’t know who the unchurched are or how to reach them, and we don’t have a common vocabulary or language to use. Finally, respondents listed old models, stereotypes, and traditions as a reason for lack of preparedness (13%). This category included the idea that evangelism is not part of the Lutheran tradition, and also stereotypes of evangelism such as door-knocking.

When asked how important it was for them to work on “reaching out to unchurched persons,” most respondents to the follow-up survey rated it as important or very important, with an average rating of 4.30.<sup>3</sup> We next asked what areas of support would be helpful in supporting them in reaching out to unchurched persons, and a mentor or seasoned leader was rated as most helpful (M = 4.26). A workshop or continuing education also received high ratings (M = 4.13), along with a special conference on the topic (M = 3.94). The ratings for the helpfulness of related literature (M = 3.66), colleague group support (M = 3.63), and the synod bishop or staff

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<sup>2</sup>First-career leaders are those under age 35, while second-career leaders are those 35 and older.

<sup>3</sup>All means are based on a 5-point scale, where “1” is the lowest rating and “5” is the highest rating.

(M = 3.23) fell in the middle, and online learning/resources (M = 2.95) and web-based discussions (M = 2.37) received the lowest ratings in this area.

The only gender difference for this question was that females rated the support of a mentor or seasoned leader as more helpful in reaching out to unchurched persons. (See Table 3.) Second-career leaders gave higher ratings than first-career leaders for the importance of working on reaching out to unchurched persons. Second-career respondents also rated as more helpful the support of both a mentor or seasoned leader and the synod bishop or staff in working on this task. (See Table 4.)

### *Moving the Congregation Toward a Mission-Field Perspective*

“Finding ways to move the congregation toward a mission-field perspective” received the second-highest rating on the first survey among difficult tasks in the early months of a first call. When asked how important it was for them to work on this goal, most respondents to the follow-up survey rated it as important or very important, with an average rating of 4.33. We next asked what areas of support would be helpful in supporting them to find ways to move the congregation toward a mission-field perspective, and the results were very similar to the ratings found for reaching out to unchurched persons. The support of a mentor or seasoned leader was rated as most helpful (M = 4.27), followed by a workshop or continuing education (M = 4.09) and a special conference on the topic (M = 3.95). The ratings for colleague group support (M = 3.74), related literature (M = 3.69), and the synod bishop or staff (M = 3.51) fell in the middle, and again the lowest ratings were found for online learning/resources (M = 2.88) and web-based discussions (M = 2.36).

Gender differences for this area showed that males rated as more important working on finding ways to move the congregation toward a mission-field perspective. In addition, males rated as more helpful related literature in working on this task. (See Table 3.) The only difference by career in this area was that second-career leaders rated the support of a mentor or seasoned leader as more helpful. (See Table 4.)

### *Spiritual Growth*

In the first survey, “helping people grow spiritually” was rated as the third highest need for the church, but respondents felt less prepared for this task. When asked to explain this discrepancy, respondents listed seminary experience most often (24%). Examples included a lack of seminary curriculum on spirituality, and a lack of emphasis on spirit in seminary. (See Appendix B.) Many respondents also listed personal inadequacy as a reason for low preparation in this area (23%). For instance, respondents felt they had poor spiritual formation and lacked their own spiritual discipline. Finally, conceptual difficulties were listed as a reason for low preparedness in helping people grow spiritually (13%). This included difficulties in defining spirituality, and spirituality is different for each person.

Respondents were also asked what they have personally found to be most helpful in encouraging people to grow spiritually. About one-fourth of respondents said that providing an

example and encouragements were helpful, such as demonstrating spiritual life, providing pastoral care, and praying with people. (See Appendix B.) Small groups were also listed as helpful (22%), such as Bible study or prayer groups, as well as accountability to the group. Finally, respondents listed self-growth basics as helpful in encouraging people to grow spiritually (17%). Examples included personal renewal, prayer, and daily worship.

The highest-rated challenge in the early months of transition into ministry from the first survey was “finding time for my own spiritual growth.” When asked in the follow-up survey what would be most helpful in finding time for this activity, respondents rated having a spiritual mentor/guide as most helpful (M = 4.31). Support from family (M = 4.07) and support from lay leaders (M = 4.01) also received high ratings. The ratings for setting clear goals (M = 3.83), colleague group accountability (M = 3.74), and related literature (M = 3.30) fell in the middle, and ideas on time management (M = 3.07) and online learning/resources (M = 2.37) received the lowest ratings of helpfulness in this area.

Males rated as more helpful both setting clear goals and support from family in finding more time for their own spiritual growth. On the other hand, females rated as more helpful having a spiritual mentor/guide to find more time for their own spiritual growth. (See Table 3.) Second-career leaders rated both having a spiritual mentor/guide and related literature as more helpful in finding more time for their own spiritual growth. (See Table 4.)

#### *Gender and Preference for Multiple Staff versus Solo Pastor*

In the first survey, there were significant differences between women and men in how they viewed important factors in accepting a first call. While more women preferred working in a church with multiple staff, more men preferred working as a solo pastor. Respondents to the follow-up survey were asked to provide possible reasons for this difference. The most common responses were the cultural shaping of males and the cultural shaping of females (both 19%). (See Appendix B.) Examples for males were control, the need to be in charge, and the need to be seen as self-sufficient. As for females, they are typically seen as nurturers, like shared responsibility, and need support. Another common reason listed were the values important to females (13%), such as family and spouse needs. Finally, respondents listed congregational or synod bias as a reason for the gender difference (11%). Examples of this bias included sexism in the church and a hesitancy to accept female leadership.

#### *Improving Communication between the Candidate and the Synod Staff*

When asked how to improve the call process in the first survey, the most common response was to improve communication between the candidate and the synod staff. In the follow-up survey, respondents were asked to list specific ideas for improving this communication. The most common response was sharing knowledge about the call process, such as being honest and more open (28%). (See Appendix B.) Many respondents also listed synod staff contacts and responsibilities, such as initiating contact, check-ins, and follow up with the candidates (23%). Finally, communication tools and methods are needed to improve communication (22%). Suggestions included the use of email and phone support for updates.

## *Training and Empowering Lay Leaders*

“Help on how to train and empower lay leaders” was rated of high importance to respondents on the first survey. When asked what skills would be helpful in working with lay leaders, the overwhelming response was for help in maintaining spiritual foundations. This skill was chosen most often for working with almost all types of lay leaders, including: task/work group (50%), teachers (73%), small groups (58%), worship assistants (61%), care givers (56%), visitors (of new members, etc.) (50%), evangelists (59%), stewardship leaders (67%), and daily life ministry (60%). The only exception was for church council, where help with planning/visions/goals was chosen by more respondents (83%). Interestingly, working with the church council was chosen most often for needing help in almost all the skills areas, including: maintaining spiritual foundations (78%), planning/visions/goals (83%), having effective meetings (58%), listening/clarifying (39%), problem solving (43%), and managing conflict/reconciliation (51%). The only exception was the skill of recruiting/supporting volunteers, where respondents most often need help working with teachers in this area (60%).

Males were more likely than females to indicate needing help with having effective meetings, including meetings with church council, teachers, small groups, and evangelists. (See Table 5.) Second-career leaders were more likely than first-career leaders to indicate needing help with listening/clarifying with various lay leaders, including task/work groups, teachers, worship assistants, and evangelists. On the other hand, first-career leaders indicated a greater need for help with recruiting/supporting volunteers as worship assistants. (See Table 6.)

## *Support*

The top two most important types of support from the first survey were colleague group support and a mentor. In the follow-up survey, we found that 55 percent of respondents are currently in an ongoing FCTE colleague group. Of those who are not, 43 percent indicated that they would like to be in a group. Fifty-four percent of respondents currently have a mentor or coach, and of those who do not, 65 percent indicated that they would like to have a mentor. Only one-fourth of respondents expressed interest in interacting with either colleagues or a mentor in an online context. Slightly over half of those who were not interested said that personal contact is better and online doesn't work. (See Appendix B.) Finally, half of the respondents indicated that they are currently working with a “mutual ministry committee” or its equivalent. Of those who are not working with a mutual ministry committee, many said that this was a new concept for the congregation or pastor (37%). Another common reason was that the congregation was reluctant (22%). (See Appendix B.) No significant gender or career differences were found for the use of colleague group support and mentors.

Finally, respondents were asked what they have done to manage their own support needs. Slightly over one-fourth of respondents listed support from other colleagues or peers outside the congregation, such as a colleague group. (See Appendix B.) Support within the congregation was common, for example, a mutual ministry committee and staff support (11%). Eleven percent of respondents also reported using a mentor or a spiritual director for support.

## Conclusions

This follow-up survey provides a great deal of specific and useful information. We were able to delve more deeply into some of the significant findings from the first questionnaire. In the area of contexts for learning skills, internship was chosen as the best place to learn many of the skills where respondents initially indicated low levels of preparedness. By far, online learning was the least popular context for learning these skills.

A mentor or seasoned leader surfaced many times as a very important factor in the second survey. This type of support received the highest ratings of helpfulness for reaching out to unchurched persons, finding ways to move the congregation toward a mission-field perspective, and finding time for personal spiritual growth. As found above, online learning and web-based discussion also received the lowest ratings of helpfulness in all of these areas.

In the area of training and empowering lay leaders, maintaining spiritual foundations was the skill most respondents indicated needing help with in working with all types of lay leaders. Working with the church council was the group most respondents indicated needing help with in almost all the skills areas.

Finally, support was an important factor from this follow-up survey. About half of the respondents are in an ongoing FCTE colleague group, have a mentor or coach, and are currently working with a mutual ministry committee. As found in other areas, online colleague groups and mentoring were not very popular, with only one-fourth of respondents expressing interest.

Similar to the first survey, many interesting gender differences were found in the follow-up survey. Females were more likely than males to choose continuing education, FCTE program, and seminary classes as the best learning contexts for a variety of skills. Women were also more likely to rate a mentor or seasoned leader as helpful in many areas. On the other hand, males rated as more important working on finding ways to move the congregation toward a mission-field perspective. Men were also more likely to indicate needing help with having effective meetings with a variety of lay leaders.

There were also several significant differences by career in the second survey. First-career respondents were more likely to choose internship and FCTE program as the best learning contexts, while second-career respondents more often chose online learning, continuing education, and personal study. In many areas, second-career leaders rated the support of a mentor or seasoned leader as more helpful than first-career leaders. Finally, second-career respondents were also more likely to indicate needing help with listening/clarifying in working with a variety of lay leaders.

Overall, these results suggest areas for improvement in seminary education and the first call process. Clearly, a mentor was identified as a very important form of support to first call leaders. However, online methods were generally not endorsed by respondents as a viable alternative. Gender and career had a significant impact in many areas, and these factors should be considered in the review of the first call process.

**Table 1**  
Differences by Gender<sup>1</sup> for Best Learning Contexts

	<b>Female</b>	<b>Male</b>
<b>Planning a stewardship program best learned in...</b>		
continuing education	52.5%	42.7%
personal study	22.5%	31.6%
<b>Planning a church budget best learned in...</b>		
FCTE program	26.4%	18.4%
personal study	18.1%	26.9%
<b>Managing disputes and conflict situations best learned in...</b>		
seminary class	63.0%	51.7%
continuing education	53.6%	40.6%
personal study	32.2%	23.1%
<b>Addressing social and ethical issues facing communities best learned in...</b>		
FCTE program	29.7%	20.9%
continuing education	48.2%	38.9%
<b>Providing a ministry of healing best learned in...</b>		
seminary class	52.9%	38.0%
continuing education	49.3%	39.3%

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<sup>1</sup>All reported differences in the tables are significant at the .05 level.

**Table 2**  
Differences by Career<sup>2</sup> for Best Learning Contexts

	<b>1<sup>st</sup> career</b>	<b>2<sup>nd</sup> career</b>
<b>Planning a stewardship program best learned in...</b>		
internship	67.1%	55.2%
online learning	2.9%	14.9%
<b>Planning a church budget best learned in...</b>		
internship	71.4%	56.8%
online learning	3.6%	11.0%
<b>Managing a church office best learned in...</b>		
internship	70.0%	57.5%
FCTE program	27.1%	18.2%
continuing education	15.0%	23.4%
online learning	0%	6.5%
<b>Doing pastoral counseling best learned in...</b>		
internship	57.1%	42.9%
online learning	2.1%	7.8%
Managing disputes and conflict situations best learned in FCTE program	49.3%	37.0%
Visiting prospective members best learned in FCTE program	24.3%	15.3%
Training/equipping others for their ministries best learned through online learning	2.9%	7.8%
Giving guidance/support to committees best learned through personal study	15.0%	25.3%

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<sup>2</sup>First career is defined as respondents under 35 years old, and second career are those 35 and older.

**Table 3**  
Differences by Gender for Ratings of Helpfulness/Importance<sup>3</sup>

	Female	Male
Helpfulness of the support of a mentor or seasoned leader in reaching out to unchurched persons	4.36	4.15
<b>Finding ways to move the congregation toward a mission-field perspective...</b>		
Importance of working on this goal	4.20	4.47
Helpfulness of support from related literature	3.60	3.79
<b>Finding more time for own spiritual growth...</b>		
Helpfulness of setting clear goals	3.72	3.95
Helpfulness of having a spiritual mentor/guide	4.46	4.14
Helpfulness of support from family	3.96	4.19

**Table 4**  
Differences by Career for Ratings of Helpfulness/Importance

	1 <sup>st</sup> career	2 <sup>nd</sup> career
<b>Reaching out to unchurched persons...</b>		
Importance of working on this goal	4.11	4.34
Helpfulness of the support of a mentor or seasoned leader	4.05	4.35
Helpfulness of the support of the synod bishop or staff	3.03	3.33
Helpfulness of the support of a mentor or seasoned leader in moving the congregation toward a mission-field perspective	4.14	4.34
<b>Finding more time for own spiritual growth...</b>		
Helpfulness of having a spiritual mentor/guide	4.13	4.40
Helpfulness of related literature	2.97	3.40

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<sup>3</sup>Mean ratings are based on a 5-point scale, where “1” is the lowest rating and “5” is the highest rating.

**Table 5**  
Differences by Gender for Help with Empowering Lay Leaders

	<b>Female</b>	<b>Male</b>
<b>Would like help having effective meetings with...</b>		
church council	53.3%	63.2%
teachers	13.8%	20.5%
small groups	18.5%	28.2%
evangelists	9.4%	15.8%

**Table 6**  
Differences by Career for Help with Empowering Lay Leaders

	<b>1<sup>st</sup> career</b>	<b>2<sup>nd</sup> career</b>
<b>Would like help listening/clarifying with...</b>		
task/work groups	18.6%	28.6%
teachers	21.4%	30.8%
worship assistants	10.0%	18.2%
evangelists	22.1%	33.1%
Would like help recruiting/supporting volunteers as worship assistants	53.6%	43.2%

Appendix A  
**Follow-up First Call Participant Questionnaire**  
 Division for Ministry  
*June, 2003*  
 (N = 510)

The First Call Theological Education survey you filled out last fall provided much helpful information about the experiences of first call leaders in our church. We had 618 completed surveys which is a 75% response rate, making the findings very reliable. As with all research, however, the findings raised more questions. This follow-up survey is intended to answer those questions so that the ELCA can be more responsive to you and others who are being prepared for a call to public ministry.

When filling in the circles, please **completely** fill in the circle (●). **Please do not place a ✓ or X in or on top of the circles.** If you have any questions, please call Rebecca Sims at 1-800-638-3522, ext. 2998.

1. The following items from the first questionnaire received low ratings in terms of level of preparation for these skills or tasks. In what context are each of these best taught or learned? *(Please fill in the circles for all contexts you feel are important.)*

	Seminary <u>Class</u>	Intern- <u>ship</u>	FCTE <u>Program</u>	Peers/ <u>Mentor</u>	Continuing <u>Ed.</u>	Online <u>Learning</u>	Personal <u>Study</u>
a. plan stewardship program	44.5	58.2	29.6	36.7	48.0	12.0	26.7
b. plan a church budget	44.7	61.4	22.7	34.5	30.8	9.2	22.2
c. manage a church office	28.0	61.0	20.2	39.4	21.6	4.5	19.2
d. manage disputes and conflict situations	57.8	46.5	41.4	50.0	47.6	4.7	28.0
e. address social and ethical issues facing communities	48.4	38.0	25.7	41.4	43.9	13.1	39.4
f. visit prospective members	22.7	79.8	17.3	34.1	17.1	2.5	15.9
g. train/equip others for their ministries	48.6	54.5	31.6	35.1	49.8	7.1	25.9
h. provide a ministry of healing	46.1	41.2	24.1	32.5	44.7	7.8	35.1
i. do pastoral counseling	72.4	46.9	18.6	34.3	48.8	6.7	34.9
j. give guidance/support to committees	23.1	61.8	25.1	41.4	29.2	5.7	22.5
k. work collaboratively with ecumenical partners	29.6	51.4	19.0	50.4	27.8	8.2	28.8

Comments:

2. “Reaching out to unchurched persons” was rated the highest need for the church, but received the lowest level of preparedness by first call respondents. What would you say are some reasons for this significant discrepancy?

- a.
- b.
- c.

3. How important is it for you to work on “reaching out to unchurched persons”? *On a scale of 1 to 5, with 5 being very important, please fill in the circle for your choice.*

Not at all important					Very important	<u>Mean</u>
0.2	2.8	13.6	33.8	49.6	4.30	
1	2	3	4	5		

4. How helpful would any of the following items be in supporting you in “reaching out to unchurched persons”? *(Please fill in one circle for each type of support.)*

	Not at all <u>helpful</u>				Very <u>helpful</u>	Not <u>sure</u>	<u>Mean</u>
	1	2	3	4	5	9	
a. Colleague group support	6.5	13.3	17.6	25.5	29.3	7.9	3.63
b. A mentor or seasoned leader	1.6	6.3	9.5	26.9	51.7	4.0	4.26
c. The synod bishop or staff	8.3	16.4	27.6	23.3	15.4	8.9	3.23
d. Related literature	1.8	9.3	28.9	36.6	19.9	3.5	3.66
e. Workshop/Continuing Education	0.4	4.8	14.9	38.4	39.0	2.4	4.13
f. Online learning/resources	11.3	22.2	20.3	20.5	10.1	15.6	2.95
g. Web-based discussions	25.7	24.3	17.1	9.8	6.7	16.3	2.37
h. Special conference on topic	2.8	7.7	15.4	35.0	33.9	5.1	3.94
i. Other _____	0.4	0.2	0.2	0.8	17.3	2.9	4.77

5. “Finding ways to move the congregation toward a mission-field perspective” received the second highest rating among difficult tasks in the early months of a first call. How important is it for you to work on this goal in your first call? *On a scale of 1 to 5, please fill in the circle for your choice.*

Not at all important					Very important	<u>Mean</u>
1.4	3.2	11.1	29.9	54.3	4.33	
1	2	3	4	5		

6. How helpful would any of the following items be in supporting you in “finding ways to move the congregation toward a mission-field perspective”? *(Please fill in one circle for each type of support.)*

	Not at all <u>helpful</u>				Very <u>helpful</u>	Not <u>sure</u>	<u>Mean</u>
	1	2	3	4	5	9	
a. Colleague group support	5.1	9.6	20.6	28.7	30.5	5.5	3.74
b. A mentor or seasoned leader	1.2	3.7	11.2	32.2	47.9	3.9	4.27
c. The synod bishop or staff	4.7	14.3	23.5	28.4	21.0	8.2	3.51
d. Related literature	1.8	9.0	26.4	40.1	19.6	3.1	3.69
e. Workshop/Continuing Education	1.6	3.7	14.6	42.1	35.4	2.6	4.09
f. Online learning/resources	12.8	22.0	21.4	20.0	8.6	15.2	2.88
g. Web-based discussions	24.1	24.9	19.8	9.5	5.1	16.7	2.36
h. Special conference on topic	2.3	6.8	19.1	32.0	35.1	4.7	3.95
i. Other _____	0.4	0	0.8	1.2	8.6	3.5	4.61

7. The topic of “spirituality” was prominent in the findings of this survey. “Helping people grow spiritually” was rated as the third highest need for the church, but respondents felt less prepared for this task. What are some possible reasons for not feeling very prepared to help people grow spiritually?

- a.
- b.
- c.

8. What have you personally found to be the most helpful in encouraging people to grow spiritually?

- a.
- b.
- c.

9. “Finding time for my own spiritual growth” was the highest rated challenge in the early months of transition into ministry. What do you think would help you to find more time for your own spiritual growth? *(Please fill in one circle for each item.)*

	Not at all <u>helpful</u> 1	2	3	4	Very <u>helpful</u> 5	Not <u>sure</u> 9	<u>Mean</u>
a. Ideas on time management	13.6	21.7	21.9	22.5	16.3	4.0	3.07
b. Setting clear goals	5.6	8.8	15.2	34.6	32.9	2.9	3.83
c. Having a spiritual mentor/guide	1.5	3.5	11.0	28.4	52.5	3.1	4.31
d. Related literature	7.0	17.1	28.3	29.6	15.2	2.7	3.30
e. Online learning/resources	25.5	24.4	23.3	8.8	5.8	12.2	2.37
f. Colleague group accountability	7.7	8.8	17.5	30.3	32.8	2.9	3.74
g. Support from lay leaders	3.5	5.6	13.7	38.0	36.5	2.7	4.01
h. Support from family	3.7	5.8	12.7	31.6	42.2	4.1	4.07
i. Other _____	0.2	0.2	0.4	1.4	13.7	1.4	4.72

10. There were significant differences between women and men in how they viewed important factors in accepting a first call. While more women preferred working in a church with multiple staff, more men preferred working as a solo pastor. From your perspective, what may be some reasons for this difference?

- a.
- b.
- c.



e. Are you currently working with a “Mutual Ministry Committee” or its equivalent?

50.1 YES 49.9 NO

If no, do you seek to work with a mutual ministry committee? What are the reasons why you are not doing so at present?

14. Realizing that much of our day-to-day support comes when we take the initiative to seek help, what kinds of things have you done to manage your own support needs?

a.

b.

c.

Please feel free to add any additional comments.

**Thank you for your participation!**

Please return to:

Department for Research and Evaluation  
Evangelical Lutheran Church in America  
8765 W. Higgins Road, Chicago, IL 60631

Appendix B  
**Comments from Follow-up First Call Questionnaire**  
(N = 510)

<u>Percent</u>	<u>Reasons for low preparedness for reaching out to unchurched persons</u> (n = 955)
31.2	Seminary/teaching difficulties (e.g., <i>not in classes/internship, hard to teach</i> )
15.0	Unknown territory/church lacks knowledge (e.g., <i>don't know how to reach them</i> )
12.9	Old models/stereotypes/traditions (e.g., <i>not Lutheran, stereotypes of evangelism</i> )
11.5	Fear (e.g., <i>being rejected, moving out of comfort zone, overwhelming, change</i> )
8.0	Clergy and lay apathy (e.g., <i>unwilling to change, expect pastor to do this</i> )
6.0	Internal priorities (e.g., <i>church administration, focus on current members/visitors</i> )
5.7	Denominational commitment (e.g., <i>ELCA lacking, mainline churches</i> )
3.5	Historical shifts (e.g., <i>societal changes, individual spirituality</i> )
2.5	First call priorities (e.g., <i>need to establish trust, pastoral identity first</i> )
1.8	Urgency lacking/accountability (e.g., <i>don't need or want to grow, not a priority</i> )
1.7	Spirituality (e.g., <i>spirituality lacking, forget the call to Mission</i> )
0.4	Community involvement (e.g., <i>rostered leaders not active in community agencies</i> )
<u>Percent</u>	<u>Reasons for low preparedness for helping people grow spiritually</u> (n = 1025)
23.9	Seminary experience (e.g., <i>lack of curriculum, spirit is not emphasized</i> )
22.8	Personal inadequacy (e.g., <i>poor spiritual formation, lack own discipline</i> )
12.6	Conceptual difficulties (e.g., <i>how to define, different for each person</i> )
9.1	Psychological (e.g., <i>becoming vulnerable, difficulty sharing, confrontation</i> )
8.6	Lutheran identity or understanding (e.g., <i>new to Lutherans, avoidance</i> )
6.9	Other priorities/support missing (e.g., <i>stewardship, don't see the need for this</i> )
5.2	“How to” difficulties (e.g., <i>don't know how to lead groups, hard to implement</i> )
5.0	Clergy vs. lay assumptions (e.g., <i>disconnect between lay and clergy spirituality</i> )
2.7	Time (e.g., <i>time constraints, takes time to develop trust</i> )
2.3	First call issues (e.g., <i>seeking own place, miscommunication with congregation</i> )
0.9	Other spiritual traditions (e.g., <i>little opportunity to experiment/experience</i> )
<u>Percent</u>	<u>What has been most helpful in encouraging people to grow spiritually</u> (n = 944)
25.5	Example/encouragements (e.g., <i>demonstrate spiritual life, pastoral care, pray</i> )
22.4	Small groups (e.g., <i>Bible study/prayer groups, accountability to group</i> )
16.9	Self-growth basics (e.g., <i>start with personal renewal, prayer, daily worship</i> )
8.5	Promoting spirituality (e.g., <i>speaking out in newsletters/sermons, building trust</i> )
7.9	Special learning opportunities outside congregation (e.g., <i>retreats, Via de Cristo</i> )
7.4	Congregational practices (e.g., <i>prayer emphasized, healing services</i> )
6.2	Written resources (e.g., <i>devotions/sermons online, Word and Witness programs</i> )
3.4	Special programs (e.g., <i>Stephen ministries, adult education curriculum</i> )
1.7	Building trusting relationships (e.g., <i>getting to know members, having mentors</i> )

<u>Percent</u>	<u>Reasons women prefer multiple staff, men prefer solo pastor positions (n = 958)</u>
18.9	Cultural shaping of males ( <i>e.g., control, need to be in charge, self-sufficient</i> )
18.5	Cultural shaping of females ( <i>e.g., nurturers, like shared responsibility, support</i> )
13.4	Values experienced/developed by females ( <i>e.g., family, spouse needs</i> )
11.4	Congregational/synod bias ( <i>e.g., sexism, hesitant to accept female leadership</i> )
8.8	Not true for me/not sure ( <i>e.g., women who prefer solo, men who prefer team</i> )
7.0	Management styles/ministry contexts ( <i>e.g., expert in one area on multiple staff</i> )
5.6	Gender differences in general ( <i>e.g., ego needs, perceived gender characteristics</i> )
5.4	Negative experience/fear/lack of confidence ( <i>e.g., internship supervisor difficulty</i> )
4.5	Negative images/societal conditions ( <i>e.g., associates viewed as less than pastor</i> )
3.1	Personal history/personality profiles ( <i>e.g., life experiences, age, second career</i> )
2.3	Identity shaping/seminary preparation ( <i>e.g., women not encouraged to go solo</i> )
1.1	Miscellaneous ( <i>e.g., acceptance of a call, not trained in systems thinking</i> )

<u>Percent</u>	<u>Ideas for improving communication between candidate and synod staff (n = 916)</u>
27.7	Call process factors/process and sharing knowledge ( <i>e.g., be honest, more open</i> )
23.4	Synod staff contacts/responsibilities ( <i>e.g., initiate contact, check-ins, follow up</i> )
22.2	Communication tools/methods needed ( <i>e.g., email, phone support for updates</i> )
8.2	Candidate responsibilities ( <i>e.g., be proactive, advocate for oneself</i> )
7.8	No problems/good communication ( <i>e.g., synod staff available, not an issue</i> )
6.4	Improve first call theological education ( <i>e.g., assign a synod staff person to this</i> )
3.8	Miscellaneous ( <i>e.g., problems with whole call process, candidacy committees</i> )

<u>Percent</u>	<u>Reasons not interested in interacting with colleagues or a mentor online (n = 387)</u>
54.8	Personal contact better/online doesn't work
15.2	No need ( <i>e.g., have colleagues and mentors, previous career, feel balanced</i> )
11.4	Time consuming
7.5	If good interaction/match
6.5	Lack experience
2.6	Privacy issue/don't trust confidentiality
2.1	Involved in online networks

<u>Percent</u>	<u>Reasons not currently working with a mutual ministry committee (n = 294)</u>
37.1	Mutual ministry new concept for congregation/pastor ( <i>e.g., need to establish one</i> )
22.1	Congregation reluctant ( <i>e.g., not a priority, hard to find volunteers</i> )
13.6	History/tradition reasons ( <i>e.g., previous clergy negative, senior pastor negative</i> )
12.9	Don't trust the congregation/mutual ministry committee/senior pastor
11.9	Focus on other models ( <i>e.g., programmatic ministry model</i> )
2.4	Yes, but congregation didn't see the need/don't understand their role

<u>Percent</u>	<u>Things they have done to manage their own support needs (n = 1200)</u>
26.3	Support from other colleagues/peers outside congregation ( <i>e.g., colleague group</i> )
11.4	Support within congregation ( <i>e.g., mutual ministry committee, staff support</i> )
10.8	Mentor support/spiritual guide/director
8.8	Family/friends support ( <i>e.g., time with family, spouse</i> )
8.8	Spiritual practices ( <i>e.g., daily devotions/prayer, personal Bible study, retreat</i> )
6.3	Personal plans/experiences/self-care ( <i>e.g., exercise/eat healthy, set boundaries</i> )
6.0	Literature/studies/continuing education ( <i>e.g., text studies, reading, workshops</i> )
4.9	Breaks/time off ( <i>e.g., taking breaks, days off, vacation, comp time, trips</i> )
4.8	Friendships continued ( <i>e.g., from seminary, previous conference, FCTE group</i> )
4.2	Synod staff ( <i>e.g., communicate with staff/bishop, pastoral care</i> )
4.0	Therapeutic support ( <i>e.g., therapy, counseling, 12-step program</i> )
3.6	Congregation cluster/conference meetings/synod events ( <i>e.g., regular retreats</i> )