

1-1-2010

# Leading as You Were Designed: Applying a Career Assessment Tool for Pastoral Compatibility in Ministry

Cameron R. Garven

George Fox University, garven6@msn.com

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## Recommended Citation

Garven, Cameron R., "Leading as You Were Designed: Applying a Career Assessment Tool for Pastoral Compatibility in Ministry" (2010). *Doctor of Ministry*. Paper 175.  
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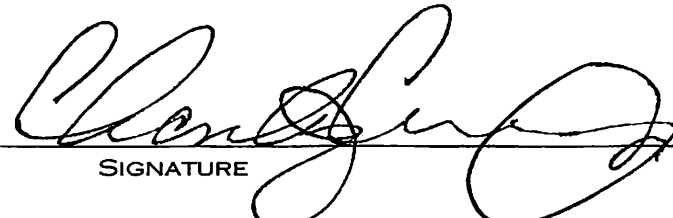
**CAMERON R. GARVEN**

**DATE: MARCH 17, 2010**

**TITLE:**

**LEADING AS YOU WERE DESIGNED:  
APPLYING A CAREER ASSESSMENT TOOL  
FOR PASTORAL COMPATIBILITY IN MINISTRY**

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## CONTENTS

ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vi
Chapter	
1.....	
INTRODUCTION .....	1
A Fictionalized Anecdote .....	1
The Problem of Short Tenure .....	4
Components of a Good Match .....	8
Factors for Career Satisfaction.....	16
2.....	
DIVINE DESIGN AS A FOUNDATION FOR PASTORAL COMPATIBILITY .....	20
Design Theology .....	21
God's Design and the Parable of the Talents.....	37
The Body of Christ.....	38
Spiritual Gifts.....	42
Conclusion .....	52
3.....	
A HISTORICAL REVIEW OF CLERGY SELECTION .....	53
Jesus' Ministry .....	54
The Apostle Paul.....	57
Clergy Selection and the Early Church Fathers.....	67
Clergy Selection: AD 325-1517.....	73
Clergy Selection: Reformation 1517 .....	74
Clergy Selection: The Twenty-first Century.....	75
Conclusion .....	79
4.....	
THE PRO DEVELOPMENT™ ASSESSMENT PROFILE.....	81
Origin and History of PRO D™ .....	81
Design .....	84
PRO D™ Description and Report Overview .....	88
Terminology: Definition of Terms.....	92
The Validity and Reliability of PRO D™.....	97
Conclusion .....	106
5. CASE STUDIES.....	107
Follow-up Questionnaire .....	107

Description of the Case Study Churches .....	108
The Questionnaire and the Results .....	109
6. CONCLUSION AND APPLICATION FOR PERSONAL DEVELOPMENT .....	117
Personal Development .....	120
Further Study for Consideration .....	125

## Appendix

A. THE PRO D™ ONLINE SURVEY .....	127
B. AN EXAMPLE OF A PRO D™ REPORT .....	176
C. A PRO D™ TRAINING MANUAL .....	203
D. PRO D™ ROLES GLOSSARY .....	234
E. PRO D™ EDUCATIONAL KEYS TRAINING AREAS .....	241
F. FREQUENTLY ASKED QUESTIONS.....	243
G. PARTICIPANT TESTIMONIAL.....	245
BIBLIOGRAPHY .....	247



## ACKNOWLEDGMENTS

Every page of this project bears the influence of numerous people. First and foremost, I express my deepest appreciation to my wife, Mary, for her encouragement and patience during my frequent physical and mental absences from home. I thank God for you and treasure each moment that we spend together! I love you! My children, Megan, Colin, Ryan and Dylan remained remarkably patient and motivated me by asking, “Are you done yet?” I could not have completed this dissertation without them.

I thank my church family and fellow staff members at Bible Fellowship Church for their support, encouragement, and prayers. Many thanks to Davis Taylor my friend, fellow elder, and encourager who gave me permission to use the Pro Development™ tool for this paper.

I am grateful for the faculty of George Fox Evangelical Seminary who challenged my thinking and stimulated my own formation in Christ in countless ways. My appreciation goes to Dr. MaryKate Morse who advised me ably during the writing of this project and Dr. Chuck Conniry and Dr. Ken Ross for helping me complete it. I would also like to thank Drs. James and Hannah Dean for editing and making this project come together. Finally, I am honored to have shared in the DMin journey with the members of “Cohort C.”

## ABSTRACT

Title: LEADING AS YOU WERE DESIGNED: APPLYING A CAREER ASSESSMENT TOOL FOR PASTORAL COMPATIBILITY IN MINISTRY

Author: Cameron R. Garven

Degree: Doctor of Ministry

Year: 2010

Institution: George Fox Evangelical Seminary

The thesis of this paper is that pastors must be compatible with the churches they serve in order to have fruitful and long-lasting ministries, and proper assessment of compatibility can increase a pastor's success. Many pastors leave due to an incompatibility with churches they serve, and this paper asserts that pastors must be compatible in order to lead others. Research indicates that long tenure in a church contributes to effective ministry, and a better match between church and pastor contributes to a longer tenure. This dissertation uses the PRO Development™ (PRO D) assessment tool to help pastors discern their match with a congregation and determine their ideal roles in ministry.

PRO D provides insight into individuals and their roles within their organizations. The on-line survey of 600 questions can be completed in approximately one hour. The tool uncovers a person's fundamental character, determines compatibility with the environment, and assesses leadership skills. The tool has been used in business, and this dissertation targets Christian leaders to enable meaningful decisions in their ministry development.

Chapter 1 demonstrates a pastor's need for self-awareness and reviews relevant literature. Chapter 2 describes the biblical basis for pastoral compatibility, and chapter 3 explores the historical perspective of clergy selection and compatibility. Chapter 4 describes the PRO D assessment profile. Chapter 5 explores case studies of PRO D. Chapter 6 presents methods of application for further personal and organizational development. This dissertation demonstrates the importance of long ministry tenure and provides a tool to help pastors achieve job satisfaction and fruitful ministries.

Advisor: Chuck Conniry, PhD Ken Ross, D.Min.

Words: 296

## CHAPTER 1

### INTRODUCTION

This chapter demonstrates a pastor's need for compatibility with a church through a review of the relevant literature on career assessment and job compatibility. The author of this paper believes that pastors who face key transition points in their lives can focus on their individual growth and determine how God designed them for service. Ideally, pastors should explore their gifts and limitations before they begin a new ministry, determine their compatibility with a church, and thereby improve their chances for a lengthy and fruitful tenure. This paper's thesis is that pastors should be compatible with the churches they serve for long-lasting, successful ministries.

#### **A Fictionalized Anecdote**

Pastor Stevens sits in his church office bemoaning the week's events including conducting a funeral of someone's mother who never attended the church, counseling a couple contemplating a divorce over the wife's affair, leading a staff of six, managing a worship transition from a traditional to contemporary service, meetings with church leaders with unrealistic expectations, and preparing a sermon because the church is currently without a senior pastor. His head is swimming.

"I don't know if I can do all this," Pastor Stevens says aloud to himself. "I need help!" Just then an electronic reminder on his laptop sounds, and he sees the words:

“Lunch with Jim 12:00 Wednesday.” Pastor Stevens relishes the chance to get away from the office and meet with his old friend for a little advice.

Pastor Stevens meets Jim at the local mall food court. “Hey Bill,” says Jim.

Pastor Stevens allows his first name, Bill, to sink in. It is refreshing to be called Bill instead of Pastor.

“How’s it going?” Jim asks.

“Not bad,” Bill states with a tone of great optimism, “Not bad at all.”

As the two men sit down with their lunches, Jim begins with his usual direct line of friendly questioning. “So Bill, you seemed a bit stressed out when you called. What’s going on?”

“I don’t know if I can do all the things that I need to do at church,” Pastor Stevens states. “We’re without a fulltime senior pastor right now, and the elders want to find one. I believe we should get an interim. I find that I’m at odds with the elders over my role and the direction of the church. I feel I don’t fit anymore. We have a great staff, people are excited about what God is doing at church, people are becoming Christians, and there is a sense of the Lord working in our church. In the church’s twenty-five year history, we have more people in attendance and more money coming in than ever before. But I feel that I am not where I should be.”

“Wow,” says Jim. “That’s a great spot to be in!”

Pastor Stevens looks at Jim as if he has two heads.

“What I mean,” Jim continues, “is that’s where you need to be. God will do what needs to be done.”

“But doesn’t God work through people like you and me to accomplish his purpose?” Pastor Stevens asks.

“Yes, he does,” states Jim. “And that’s what you have to figure out.”

“What do you mean, Jim? What do I have to figure out?” Pastor Stevens asks. Jim served on the church board with Pastor Stevens and now works as a consultant. He helps people discover their personal strengths and how they can use them in the best possible working situation.

“Bill,” says Jim. “As you know, I use assessment tools to help business clients discover their strengths, what they do best, and how to apply their strengths to career roles that fit them.”

Pastor Stevens is intrigued by this idea. “I know the value of self evaluation, but I’ve taken personality tests before.”

“This is more than that,” Jim says. “Assessment tools discover how you are made, wired, or designed. They point you in directions that you otherwise wouldn’t consider.”

“Maybe you shouldn’t be doing the things you do at church, maybe you should be doing some of them, or maybe, just maybe, you should be doing it at another church or organization,” Jim says bluntly.

“What do I have to do to be more effective in ministry Jim?” Pastor Stevens asks. “Just help me to be the best pastor I can be.”

Although this is a fictional story, it is based on real-life experience in the pastoral ministry. A pastor’s compatibility with a church is very important for an effective ministry.

## The Problem of Short Tenure

George Barna reports that contemporary pastors have shorter tenures in their churches than in the past, and he suggests a short tenure contributes to ineffective ministry.<sup>1</sup> Research demonstrates that typical pastors have their greatest impact at a church in years five through fourteen, but that the average pastor remains at a church for five years.<sup>2</sup> Kennon Callahan suggests that a pastor will stay longer if there is a better match between the pastor and the church.<sup>3</sup>

Many authors claim short tenures are ineffective and even harm the church, and this paper proposes that proper assessment of a pastor's gifts can contribute to a longer ministry. Win Arn writes,

[T]hink of a physician, dentist, or other professionals moving his/her place of practice from one city to another every four years, and expecting to have a growing and loyal customer base. So what makes us think pastors can expect any long-term influence on a community by moving every four years? Of course, pastoral longevity, by itself, does not produce growth. But there is little doubt that rapid pastoral turnover prevents it.<sup>4</sup>

Many contemporary churches face rapid pastoral turnover, and this change has traditionally been viewed as negative. Richard Baxter of Kidderminster (1615-91) made

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<sup>1</sup> The Barna Group, "A Profile of Protestant Pastors in Anticipation of 'Pastor Appreciation Month,'" *The Barna Update* (September 25, 2001), <http://www.barna.org/FlexPage.aspx?Page=BarnaUpdate&BarnaUpdateID=98> (accessed September 22, 2006).

<sup>2</sup> Ibid.

<sup>3</sup> Kennon L. Callahan, *A New Beginning for Pastors and Congregations: Building an Excellent Match upon Your Shared Strengths* (San Francisco: Jossey-Bass, 1999), 12.

<sup>4</sup> Win Arn, "Discovering Columbus," in *The Win Arn Growth Report* (Monrovia, CA: Church Growth, n.d.), 2; quoted in Paul V. Harrison, "Pastoral Turnover and Call to Preach," *Journal of the Evangelical Theological Society* 44, no.1 (March 2001): 88, <http://www.etsjets.org/jets/journal/44/44-1/44-1-PP087-106%20JETS.pdf> (accessed September 22, 2006).

the same point when he reflected on his ministry: “And it much furthered my success that I stayed still in this one place. . . . For he that removeth off from place to place may sow good seed in many places, but is not like to see much fruit in any unless some other skillful hand shall follow him to water it.”<sup>5</sup>

Paul V. Harrison suggests that pastoral turnover is harmful in at least four ways. First, it harms church members because change leads to conflict in the pastoral search process, and members may leave the church altogether. Second, the relationship between the people and the pastor suffers. Church members cannot establish meaningful relationships with their pastors knowing that the pastors will soon leave the church. Third, pastoral turnovers hurt the unchurched community due to inconsistency in leadership. It takes time to develop relationships in the community, and pastors who leave early sever these ties. Fourth, pastoral moves impact ministers and their families negatively. Pastoral spouses believe they cannot settle down, children may suffer from multiple moves, and pastors can become frustrated with starting over again.<sup>6</sup>

Extremely short pastorates affect churches and church development because effective leadership takes time to develop. John N. Vaughan suggests, “Pastors of small churches tend to change congregations more frequently than those that grow larger. Such mobility can reduce the ability to develop the confidence in ministry skills associated

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<sup>5</sup> Richard Baxter, *The Autobiography of Richard Baxter* (London: J. M. Dent and Sons, 1931), 83-84.

<sup>6</sup> Paul V. Harrison, “Pastoral Turnover and Call to Preach,” *Journal of the Evangelical Theological Society* 44, no.1 (March 2001): 87. [http://findarticles.com/p/articles/mi\\_qa3817/is\\_200103/ai\\_n8936244](http://findarticles.com/p/articles/mi_qa3817/is_200103/ai_n8936244) (accessed January 2, 2007).



with longevity.”<sup>7</sup> Many contemporary churches face this critical challenge of longevity in the pastorate. Barna contends that pastors who leave prematurely forfeit “the fruit of their investment in the church they pastured.”<sup>8</sup>

John Cionca writes that pastors experience their best accomplishments after their fourth year: “A number [of pastors] identified years six to eight as the most rewarding. Church analysts laud extended pastorates, attributing plateau and decline to shorter tenures.”<sup>9</sup> These challenges may exist in part because pastors struggle with roles unmatched to their competencies.

In *Pastors in Transition*, Hoge and Wenger explain why pastors leave local church ministry:

[T]he main factors pushing pastors away from local church ministry are organizational and interpersonal . . . conflict, burnout, feeling unfulfilled and experiencing family and marriage problems are the main culprits in draining the supply of parish ministers.<sup>10</sup>

Pastors who resign prematurely are often mismatched with the church. An example is a scholarly pastor placed in an uneducated church or an activist in an anti-change church.

An interview study in the Lutheran Church-Missouri Synod reports,

First, half of the situations that resulted in a pastor resigning from the ministry started with a mismatch between the pastor and the congregation. The pastor had one view of ministry and the congregation (or a small, staunch part of the

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<sup>7</sup> John N. Vaughan, *Megachurches and America's Cities* (Grand Rapids, MI: Baker, 1993), 90.

<sup>8</sup> George Barna, *The Second Coming of the Church* (Waco, TX: Word, 1998), 33.

<sup>9</sup> John R. Cionca, *Red Light Green Light: Discerning the Time for Change in Ministry* (Grand Rapids, MI: Baker, 1994), 53.

<sup>10</sup> Dean R. Hoge and Jacqueline E. Wenger, *Pastors in Transition: Why Clergy Leave Local Church Ministry* (Grand Rapids, MI: William B. Eerdmans, 2005), 198.

congregation) had another. This mismatch sometimes occurred when the congregation's call committee presented a view not held by others in the congregation.<sup>11</sup>

The author of this paper believes denominations and congregations can help solve the problem of brief pastoral tenure through the use of assessment tools that provide direction for pastors and churches. While some pastors have no choice in their church placement, those pastors can help in their placement by knowing their personal strengths and weaknesses. To facilitate change, individual pastors can discover their skills before they determine how they will approach a solution and consider career placement. Pastor-church compatibility issues should not rest on the pastor alone; denominations, ordination councils, churches, and seminaries can contribute to this understanding.

Peter Warr explores the topic of job satisfaction and its effects on people in *Psychology at Work*.<sup>12</sup> His research raises key issues regarding clergy including: a pastor's effectiveness in particular roles, how pastors can determine their roles in a church, a church's needs regarding the pastor's personality and gifts, and a pastor's level of job satisfaction in a particular environment. Pastors perform varying roles including preaching, teaching, counseling, budgeting, and staff management. Each pastor has unique gifts, a divine design, and the author of this paper asserts that pastors who gain self-awareness regarding their motivations, skills, and personalities will be more effective

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<sup>11</sup> Alan C. Klass and Cheryl D. Klaas, *Clergy Shortage Study* (St. Louis, MO: Board of Higher Education, Lutheran Church-Missouri Synod, 1999), 26.

<sup>12</sup> Peter Warr, "Employee Well-Being," in *Psychology at Work*, ed. Peter Warr (Harmondsworth, UK: Penguin, 1996), 224-253.

in ministry. Often, pastors leave their churches because their skills do not coincide with the church's needs.<sup>13</sup>

### **Components of a Good Match**

This paper's thesis asserts that pastors can find their fit within their careers by matching their abilities and skills to their churches. In this paper, "fit" or compatibility refers to the match of an individual's gifts, motivations, abilities, and personality within the pastoral role in a particular church. Pastors will experience greater fulfillment in their ministry and provide greater service to congregants and communities through a proper fit.

Jay Desko and Donald Cheyney suggest three elements are necessary for a good fit: character, competencies, and compatibility.<sup>14</sup> In the author's experience, however, search committees often contemplate calling, character, and competencies when considering a new pastor or ministry associate, but they may neglect compatibility. The author of this paper defines "calling" as God's action that gives individuals a divine purpose. The idea of "calling" was a consideration for this author in the past but would not consider it as one now. A key question is, "How are Christians designed for serving God? The concept of God's calling is widely used as an indispensable factor in determining God's will for the believer's life in general and the believer's pursuit of a vocation in particular."<sup>15</sup>

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<sup>13</sup> Hoge and Wenger, *Pastors in Transition*, 116.

<sup>14</sup> Jay Desko and Don Cheyney, "Selecting a Pastoral Candidate" (Elders meeting, Bible Fellowship Church, Yardley, PA, September 2003), photocopy.

<sup>15</sup> Kent Hughes and Barbara Hughes, *Liberating Ministry from the Success Syndrome* (Wheaton, IL: Tyndale House, 1988), 125.

Some view ministry as the highest calling. For example, Kent and Barbara Hughes write, "My call to ministry was real! And I am convinced that God calls certain of his children to this special service. To be sure, my experience of the call is not normative for anyone else, for the experience of God's call is as varied as there are people; only the reality is the same."<sup>16</sup> The Hughes view professional ministry as a higher calling for Christians than professions such as law or banking: "The highest calling man can know is the call to the Christian ministry. While it is true that every Christian is commissioned to labor together with Christ, it is also true that he has chosen some to undertake special service for him in their day and generation."<sup>17</sup>

In this view, God issues a special, higher call for a lifetime of vocational ministry to certain individuals he has chosen, and God chooses actively while the chosen person receives passively. The call is most often for pastoral, vocational ministry or missionary activity. God accomplishes this call in a variety of ways, most often described as a subjective "inner call."<sup>18</sup> For example, the Holy Spirit may call people through a special inner conviction, an unusual urge to preach the gospel, or by impressing a particular passage of Scripture on the mind.

Regardless of what constitutes a special call to vocational ministry or how it is accomplished, the issue is whether or not the concept is scriptural. The Hughes believe it is: "Those who would deny or minimize the fact that God calls individual Christians to

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<sup>16</sup> Ibid.

<sup>17</sup> Ibid., 126.

<sup>18</sup> Ibid.

special service must not only discount the facts of human experience but the evidence of Scripture, which records the calls of Moses, Isaiah, Jeremiah, Paul, and the commissioning of the apostles.”<sup>19</sup> The Hughes support this idea based on God’s call of Isaiah the prophet (Isa. 6:1-13). They believe Isaiah’s call has the classic elements common among those who obey God’s call to minister: a vision of God’s holiness, a vision of personal unholiness, forgiveness of sin, and obedience.<sup>20</sup>

The author of this paper’s examination of the Bible indicates that all believers are called to Christian ministry and that a special, divine call is neither scriptural nor normative for all believers; for several reasons. First, the argument for a special call on subjective grounds alone raises problems and questions acknowledged by many persons who hold this view.<sup>21</sup> Its validity must rest on scriptural evidence.<sup>22</sup> Those who argue for a special inner call must demonstrate that the experiences of Moses, Isaiah, Jeremiah, and Paul are normative experiences for all who pursue vocational ministry. A special call from God for these Old Testament prophets and some New Testament apostles does not necessarily require it of others.

Second, the office or position of elder in the New Testament is the closest equivalent to today’s office of pastor.<sup>23</sup> In light of the significant size of first-century

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<sup>19</sup> Ibid., 129-31.

<sup>20</sup> Aubrey Malphurs, *Maximizing Your Effectiveness: How to Discover Your Divine Design* (Grand Rapids, MI: Baker, 1995), 113.

<sup>21</sup> Ibid., 114.

<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

churches, the elders spent much time in ministry and were compensated for it (1 Tim. 5:17-18; 1 Pet. 5:2), and they preached and taught God's people (1 Tim. 5:17). A special inner call is not mentioned in the qualifications for elders and deacons listed in 1 Timothy 3:1-13 and Titus 1:5-9, which are addressed in Chapter 3 of this paper. Paul indicates that people can "desire" or set their heart on being an elder (1 Tim. 3:1), and this indicates personal intent by the believer and contradicts the idea that God is active in the divine call while Christians remain passive.

Third, the New Testament uses the term for call (*καλεω*), or a form thereof, more than 150 times, but the term is primarily used of the divine call to salvation, never to vocational Christian ministry.<sup>24</sup> Fourth, no body part is separated out for special or separate ministry in Paul's analogy of the church as the human body (1 Cor. 12). Paul mentions the head, but there is no indication that it is a special or divinely called body part. Fifth, the New Testament teaches the priesthood of all believers (1 Pet. 2:9-10, Rev. 1:6) without mention of a special priestly caste or a hierarchy set aside for pastoral or missionary service.

Edward Hayes argues that God calls all Christians to ministry, but only some exercise their spiritual gifts in a full-time church position.<sup>25</sup> While the term "calling" can be used in the popular sense of the work of persons in ministry, Hayes suggests "ministry is neither an option for believers nor a special class of believers."<sup>26</sup> Augustine wrote,

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<sup>24</sup> Ibid.

<sup>25</sup> Edward Hayes, "The Call to Ministry," *Bibliotheca Sacra* 157 (January-March 2000): 88-98.

<sup>26</sup> Ibid., 97.

The language of a special call has been reserved almost exclusively for the pastoral and missionary roles. It is admirable that those appointed to Christian leadership in the church demonstrate a sense of calling despite the evidence that calls to service are included within the call of God to salvation. All believers are to be engaged in the ministry of the church. . . . Everyone is the servant of Christ in the same way Christ is also a servant.<sup>27</sup>

Aubrey Malphurs writes that there is not a particular call for pastors; rather, “The key to the exact nature of that ministry is not some special inner call from God but a person’s divine design. Those men who desire the pastoral office in particular do not need to wait for a call to that office but need to determine if their design best suits them for that position.”<sup>28</sup> Malphurs believes this pastoral design often includes gifts such as leadership, administration, teaching, and the pastorate.<sup>29</sup>

This dissertation describes methods that help pastors discover their God-given design in the areas of motivation, abilities, personality, and character. Barna stresses the importance of character:

Character is not like competencies, for which it is acceptable to ignore your weaknesses and run with your strengths. Weakness of character will eventually undermine your strengths, no matter how strong they are. Identifying your character vulnerabilities is helpful because it provides an early warning signal of pending disasters.<sup>30</sup>

Pastors can discover their character as church leaders based on 1 Timothy 3:1-7 and Titus 1:5-16. The character qualities Paul identifies are critical: husband of one wife,

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<sup>27</sup> Augustine, *Lectures or Tractates on the Gospel According to St. John*, trans. John Gibb and James Innes (Grand Rapids, MI: William B. Eerdmans, 1974), 286.

<sup>28</sup> Malphurs, *Maximizing Your Effectiveness*, 114.

<sup>29</sup> Ibid.

<sup>30</sup> The Barna Group, “New Study Identifies the Strongest and Weakest Character Traits of Christian Leaders,” *The Barna Update* (January 13, 2003), <http://www.barna.org/FlexPage.aspx?Page=BarnaUpdate&BarnaUpdateID=130> (accessed September 22, 2006).

temperate, prudent, respectable, hospitable, able to teach, not addicted to wine, not violent, gentle, uncontentious, free from the love of money, maintains a well-managed household, not a new convert, and has a good reputation. The qualifications of an elder indicate that two things were important to Paul: first, the elder could not be guilty of doing something wrong, and second, other people had to perceive the elder's conduct as proper for a Christian. Christian leaders must lead based on a healthy character. Andy Stanley writes,

[Y]ou can lead without character. But character is what makes you a leader worth following. Integrity is not necessary if your aspirations as a leader end with simply persuading people to follow you. But if at the end of the day your intent is for those who follow you to respect you, integrity is a must. Your accomplishments as a leader will make your name known. Your character will determine what people associate your name with.<sup>31</sup>

In addition to a candid character assessment, pastors can investigate their competencies and discover their skills. H. B. London stated that one of the top five reasons pastors give for resigning their churches is: "I'm not able to use my gifts; I can't do what I do best most often."<sup>32</sup> London discovered that pastors resign because they do not or cannot utilize their skills and strengths in their pastoral roles, and this demonstrates that pastors must use their gifts and abilities for long tenure in a church. This paper focuses on compatibility between a pastor and a church so that pastors may use their gifts

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<sup>31</sup> Andy Stanley, *The Next Generation Leader: Five Essentials for Those Who Will Shape the Future* (Sisters, OR: Multnomah, 2003), 111.

<sup>32</sup> H. B. London quoted by Howard Culbertson, "Attrition: Why Pastors Resign Their Churches," Southern Nazarene University, <http://home.snu.edu/~HCULBERT/resign.htm> (accessed September 22, 2006).



and thrive in an ideal environment. Table 1 illustrates three components considered in this paper when making a ministry match: character, competence, and compatibility.

Table 1. Components to Consider in Matching with a Ministry<sup>33</sup>

Character: Who You Are	Competence: What You Do	Compatibility: Where You Should Be
Description: What kind of person would a church look to hire for this position?	Description: What kind of gift and skill package set is desirable for performance?	Description: To what degree do the character and competence of the individual best fit or align with the place?
Areas to explore: <ul style="list-style-type: none"> <li>• Qualifications of elders/deacons (Tim. 3, Titus 1:5-9)</li> <li>• Exhibits the Fruit of the Spirit (Gal. 5:22-23)</li> <li>• Obeys the Ten Commandments (Exod. 20:1-17)</li> </ul>	Areas to explore: <ul style="list-style-type: none"> <li>• Spiritual gifts</li> <li>• Heart</li> <li>• Abilities</li> <li>• Personality</li> <li>• Experiences</li> <li>• Interpersonal skill level</li> <li>• Leadership style</li> <li>• Management style</li> <li>• Conflict resolution</li> <li>• Communication skills</li> <li>• Clarification and communication of vision</li> </ul> Other	Areas to explore: <ul style="list-style-type: none"> <li>• Age</li> <li>• Martial status</li> <li>• Health</li> <li>• Race</li> <li>• Education</li> <li>• Gender</li> <li>• Appearance</li> <li>• Social/economic background</li> <li>• Work ethic</li> <li>• Ability to work with the demographics of the church</li> <li>• Energy level</li> <li>• Aggressive/Passive</li> <li>• Values</li> <li>• Motivation</li> <li>• Abilities</li> <li>• Personality</li> </ul>

In *Courageous Leadership*, Bill Hybels summarizes the concept of compatibility: “Never compromise on character. And when it comes to competence, shoot high; go after

<sup>33</sup> Adapted from Desko and Cheyney, “Selecting a Pastoral Candidate.” Used with permission.

the best people you can. Concerning chemistry [compatibility], make sure the person fits in well with existing team members.”<sup>34</sup>

Career research experts report that people who are fulfilled in their jobs follow a specific pattern. Citrin and Smith write, “It turns out that extraordinary careers follow a strikingly consistent trajectory, marked by five distinct patterns that distinguish the very top [careers] from the rest of the pack.”<sup>35</sup> They identify “right fit” as one of the five criteria for a successful career, and right fit is another term for compatible. “People with extraordinary careers make decisions with the long term in mind. They willfully migrate toward positions that fit their natural strengths and passions and where they can work with people they like and respect.”<sup>36</sup> Only 9 percent of those surveyed by Citrin and Smith, however, “believe they are in jobs that fully use their strengths, performing activities that they are passionate about in an energizing environment and with people that they like and respect.”<sup>37</sup> Lawrence Jones writes,

Job dissatisfaction is a national problem. In a national survey of 5,000 households done by The Conference Board in 2002, only about half the respondents were happy in their jobs. This was true among workers of all ages and across all income levels. Sadly, among those surveyed, most rated their commute to work as the best part of their job. But, it doesn’t have to be that way. A recent Gallup study gives a clue; 72% said they would seek more information on their career options if they were to start over.<sup>38</sup>

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<sup>34</sup> Bill Hybels, *Courageous Leadership* (Grand Rapids, MI: Zondervan, 2002), 177.

<sup>35</sup> James M. Citrin and Richard A. Smith, *The 5 Patterns of Extraordinary Careers: The Guide for Achieving Success and Satisfaction* (New York: Crown Business, 2003), 6.

<sup>36</sup> *Ibid.*, 9.

<sup>37</sup> *Ibid.*, 152.

<sup>38</sup> Lawrence K. Jones, “What Job Is Best for You? How to Make a Decision You Won’t Regret,” *The Career Key*, [http://www.careerkey.org/asp/ebookstore/ebook\\_best\\_job.asp](http://www.careerkey.org/asp/ebookstore/ebook_best_job.asp) (accessed September 22, 2006).

The author of this paper believes that if compatibility is key to a successful career and only a small percentage of workers fit into their jobs, an assessment tool can help increase job choice and satisfaction. This paper proposes that an assessment tool can help pastors and churches ascertain compatibility and help a pastor become more effective in ministry.

Callahan writes about effective matches between new pastors in new churches in *A New Beginning for Pastors and Congregations: Building an Excellent Match upon Your Shared Strengths*. He believes hope for long-term compatibility requires an initial resonance between pastors and congregations. “An excellent match develops between a pastor and a congregation when the two resonate with one another. It is not that the match is immediately in place; rather, the basic resonance is present...”<sup>39</sup>

### **Factors for Career Satisfaction**

Citrin and Smith developed a Career Triangle to assist workers in career decisions. According to the triangle’s framework, workers must assess job satisfaction, lifestyle, and compensation as they evaluate career alternatives. Figure 1 depicts Citrin and Smith’s concept. Citrin and Smith define the three areas:

Job satisfaction has to do with the quality of the job itself. The impact you will have, the kind of people you work with, the culture of the organization, the professional devolvement, and the intellectual stimulation. Lifestyle has to do with the raw hours required of the job, of course, but it also incorporates how much control you have over your schedule, the distance and quality of your commute, the frequency, predictability, and class of the necessary travel, the amount of weekend work, and the amount of vacation time. Compensation

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<sup>39</sup> Callahan, *A New Beginning for Pastors and Congregations*, 9.

includes salary, bonus opportunity, stock options, restricted stock, benefits, retirement plans, and perquisites, including social prestige.<sup>40</sup>

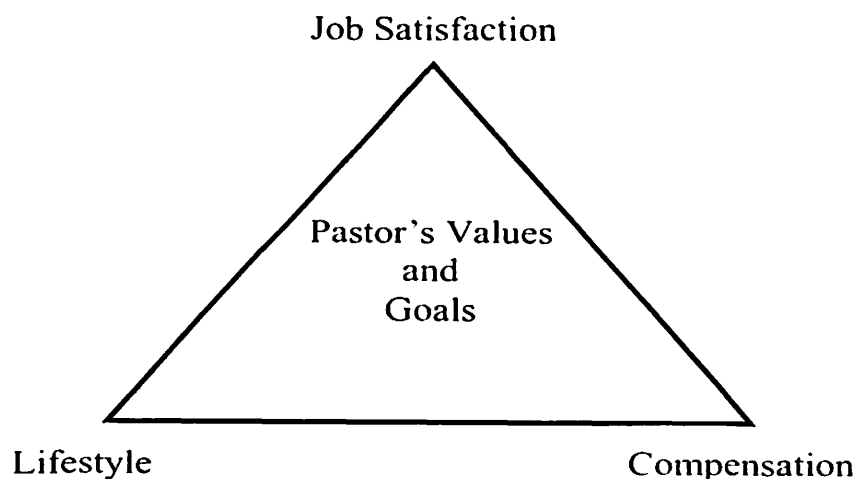


Figure 1. The Career Triangle<sup>41</sup>

The authors assert that the three factors do not always align and a worker may choose one area over the others. This choice is based on an individual's values, but the authors suggest weighing each factor before making a major career decision.<sup>42</sup>

The author of this paper believes pastors can consider these areas and determine which they find most important. For example, if a pastor is motivated by freedom in the pastor's schedule, a ministry career in a structured environment may not be a good fit because it is incompatible with the individual's lifestyle. Pastors face a unique set of challenges as it relates to the job triangle. Traditionally, compensation in ministry is low

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<sup>40</sup> Ibid.

<sup>41</sup> Citrin and Smith, *The 5 Patterns of Extraordinary Careers*, 161.

<sup>42</sup> Ibid., 33.

and job satisfaction is high.<sup>43</sup> Pastors do not usually expect high salaries and big bonuses, but do gain satisfaction from helping people. Each pastor must make career choices based upon individual goals and values along with job satisfaction, lifestyle, and compensation.

Citrin and Smith discuss the importance of job satisfaction: “Don’t forget that your work takes up two-thirds of your waking hours—far too much time to be underutilized or bored. But if you find the right fit and work with the right people in a role that plays to your strengths, then with a little patience and just a little luck, you should attain what everyone longs for—true success and satisfaction.”<sup>44</sup>

Barry Conchie observes the need for self-evaluation as pastors search for a compatible work environment: “The most revealing discovery was that effective leaders have an acute sense of their own strengths and weaknesses. They know who they are, and who they are not. They don’t try to be all things to all people.”<sup>45</sup> Self-evaluation can occur through trial and error or through strategic assessment and evaluation. Conchie believes individuals gain self-understanding through life experience, wise counsel, feedback tools, input from mentors and friends, reflection, and objective observations. Once an individual gains self-awareness, the person can perceive which organization best fits his or her personality so that both can maximize potential growth.

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<sup>43</sup> George Barna, *Today’s Pastors* (Ventura, CA: Regal Books, 1993), 37.

<sup>44</sup> Citrin and Smith, *The 5 Patterns of Extraordinary Careers*, 183.

<sup>45</sup> Barry Conchie, “The Seven Demands of Leadership: What Separates Great Leaders from All the Rest?” *The Gallup Management Journal* (May 13, 2004): 3, <http://gmj.gallup.com/content/default.aspx?ci=11614&pg=1> (accessed September 22, 2006).

## **Conclusion**

This chapter asserted and contextualized the concept that pastors must be compatible with the churches they serve in order to have successful, long-lasting ministries. Pastors can become dissatisfied with an environment because they are not compatible with a particular church. Chapter 2 explores the biblical basis for compatibility within the body of Christ through design theology and demonstrates the need for proper assessment by Christian leaders. This supports the thesis that pastors should be compatible with the churches they serve for long-lasting, successful pastorates.

## CHAPTER 2

### DIVINE DESIGN AS A FOUNDATION FOR PASTORAL COMPATIBILITY

This chapter explores the biblical foundation for compatibility within the body of Christ through design theology. This chapter also demonstrates the need for pastors to understand their unique design in the body of Christ. The author of this paper believes pastors who seek an effective, productive ministry position can benefit from an understanding of how they were designed by God.

Pastors may focus on whom or what they want to become and fail to discern and be satisfied with what they are.<sup>1</sup> Self-satisfaction is a key issue. God designs all people as unique, talented, and gifted individuals who can fulfill their gifts. The challenge for pastors is discovering and developing who they are as children of God. A basic question is: “Has God designed me with the gifts, talents, and abilities necessary to function in the pastoral role?” Ralph Mattson and Arthur Miller point out that too many clergy “are not gifted at [the] central requirements like preaching, teaching, and evangelism.”<sup>2</sup>

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<sup>1</sup> Malphurs, *Maximizing Your Effectiveness*, 20.

<sup>2</sup> Ralph Mattson and Arthur Miller, *Finding a Job You Can Love* (Nashville, TN: Thomas Nelson, 1982), 123.

## Design Theology

Arthur Miller believes the Bible provides a theology of human design that explains how God constructs human beings and places his imprint on them.<sup>3</sup> The Old and New Testaments include God in the design process and teach that he fashions humans with wonderful, unique designs. The biblical emphasis is not on the shaping role of environment; instead, the Scripture emphasizes who people are as God's creative expression. Key questions for pastors are: "Who do you think you are? Who does God say you are?"

The Old Testament reflects a design theology that Miller labels a "theology of human design."<sup>4</sup> The concept of God as master designer is displayed throughout his creation, as David writes, "The heavens declare the glory of God; the skies proclaim the work of his hands" (Ps. 19:1). God is the sovereign creator whose handiwork is evident in the beauty of the physical universe and in its design, function, precise placement, and circulation of the sun, moon, and stars (Gen. 1:6-7).

The animal world reflects God's design because he divided the animal kingdom into distinct species that reproduce "according to their kind" (Gen. 1:25). Humans also reflect God's special design. Genesis 1:27 records the creation of humans in the image and likeness of God, not in the image and likeness of the animal kingdom. Humans are created and designed as God's representatives on earth with domination over the earth

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<sup>3</sup> Arthur F. Miller, *Why You Can't Be Anything You Want to Be* (Grand Rapids, MI: Zondervan, 1999), 167.

<sup>4</sup> Ibid.



(Gen. 1:26-28, Ps. 8), and God placed Adam in the garden “to work it and take care of it” (Gen. 2:15). The Old Testament presents God as the potter and people as the clay he molds and shapes into vessels (Job 10:8-9; Ps. 119:73; Isa. 29:16, 64:8). Molding and shaping implies design because a potter molds and shapes each vessel of clay and God designs humans through his creative act.

### **Design Theology in the Old Testament**

The history of Israel demonstrates design theology through its leading characters. The founding and expansion of the nation Israel in the Old Testament demonstrates how God used individuals who were compatible in their unique situations. Israel’s history may be divided into seven periods.<sup>5</sup> First is the patriarchal period from Abraham to Jacob’s twelve sons as the heads of the respective tribes. Second, the Egyptian period covers the time from Jacob’s descent into Egypt until the Exodus. Third is the time of wilderness travel with Moses and Joshua’s conquest of Palestine. Fourth is the period of the Judges, when the tribes lived as groups unified by their common faith in God, ancestral heritage, and central worship center at Shiloh. Fifth is the time of the United Kingdom under Saul, David, and Solomon. The sixth period is the time of the divided kingdom that ended for Israel with the fall of Samaria in 722 BC and for Judah with the fall of Jerusalem in 586 BC. The seventh is the exile and postexilic period until the close of the fourth century. Wood believes the Lord used people and their divine designs to accomplish his purposes in each of these periods.

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<sup>5</sup> Leon Wood, *A Survey of Israel’s History* (Grand Rapids, MI: Zondervan, 1970), 26.

This paper describes the experiences of Abraham, Isaac, Jacob, Joseph, Moses, Joshua, Saul, David, Solomon, the prophets, and Jeremiah. Although none were perfect, they were the right individuals for God's plan. Abraham was the father of the nation of Hebrews and one of the great men of the Old Testament (Gen. 12:1-25:18). He had outstanding faith that he demonstrated in his willingness to leave Ur of the Chaldees for an unidentified land and the sacrifice of his own son. This quality of faith brought him the title of friend of God and prepared him for facing the unknown.

The three descendants of Abraham: Isaac, Jacob and Joseph represent three successive generations after Abraham (Gen. 25:9-50:26). Isaac is difficult to understand because he played an important role in Scripture, but the record contains little about him to admire. For example, God did not ask him to perform actions calling for great faith as God did of Abraham. The one event that demonstrates his commendable faith was his trust in God for children after twenty years of waiting (Gen. 25:21). Isaac was not a man of action, as were Abraham and Jacob, and he rarely experienced situations that called for initiative or displays of faith. For example, his father chose Isaac's wife and Isaac accepted the decision. The Philistines claimed the wells Isaac had opened, he did not protest but moved on to dig more (Gen. 26:17-35), and he apparently never traveled outside of Canaan in his 180 years of life (Gen. 24:62, 25:11). Scripture portrays Isaac's personality as retiring, a characteristic some find commendable.<sup>6</sup>

Jacob was the third patriarch and more like his grandfather Abraham (Gen. 28:1-36:43). He was a man of action but was also known for his deceptions (Gen. 27:1-46). In

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<sup>6</sup> Ibid., 69.

later life, however, God changed him, and he became truly devoted. The Bible records more about Jacob than Isaac. Before God changed him, Jacob bargained for his brother's birthright (Gen. 25:29-34), deceived his father (Gen. 27:19-22), received his father's blessing (Gen. 27:27-29), and schemed for his uncle's flocks (Gen. 30:25-43). The great change in Jacob's life occurred through two events. The first was at Bethel where he encountered God (Gen. 35:1-15), and the second change was at the brook of Jabbok where he wrestled with the angel of God (Gen. 32:24-32). After his change Jacob lived a life of quiet meditation, was grieved by his sons' sinful activities and was open to God's further blessings for the nation Israel. The change at this time was important for the rearing of his sons, who felt his influence, and his life became exemplary.

The story of God's design continues with Joseph (Gen. 37-50). He was the outstanding son of Jacob's dozen sons and had a remarkable character and unique makeup. "He had the faith of Abraham, the gentleness of Isaac, and the courage of Jacob."<sup>7</sup> Above all he was a man obedient to God who used God's divine design for God's purposes. Joseph and Abraham were admirable, and Joseph had the highest integrity (Gen. 39:1-20). Few in Scripture compare with him for godly conduct during tempting and trying circumstances. For example, his brothers sold him into slavery (Gen. 37; 28-36), an Egyptian woman tempted him (Gen. 39:1-20), and he was cast into prison (Gen. 40:1-23). After using his gift for dream interpretation, the authorities brought him into the Egyptian government. God used Jacob, and the nation of Israel was saved through his family (Gen. 50:20-21). The patriarchal period that began with Abraham closed with

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<sup>7</sup> Ibid., 75.

Joseph.<sup>8</sup> The four main characters, Abraham, Isaac, Jacob and Joseph, employed their divine designs in their own ways and served God and the nation of Israel.

Moses appeared when the nation of Israel grew to over 2 million people who were enslaved in Egypt.<sup>9</sup> Originally a Hebrew, Moses was raised in an Egyptian palace, but he identified with his people, killed an Egyptian, and fled into the desert for forty-nine years. The Lord called him to lead God's people out of bondage (Exod. 3:1-4:31).

Moses had two objections to God's call (Exod. 4:1-13). First, he believed the Egyptians would not listen to him. God responded and gave Moses convincing signs: a rod that became a snake when Moses threw the rod on the ground, a hand that miraculously transformed from leprosy and back to health, and the ability to turn the Nile River into blood (Gen. 4:1-9). Moses' second excuse was his inability to speak articulately. God responded and assigned Moses' brother Aaron as Moses' spokesperson (Gen 4:13-16). Moses' heritage, training, and experiences in the desert designed him as a good match for leading the Hebrews out of slavery into the desert and preparing them for the Promised Land.

The construction of the tabernacle during the wilderness wanderings also reflects God's creative design. The Lord appointed Bezael and Oholiab who used their artistic expertise for making designs "in gold, silver, and bronze . . . cutting and setting of stones, and working with wood" (Exod. 31:4-5). God filled Bezalel with the Spirit and gave him special skill, ability, and knowledge to execute the project (Exod. 31:3). Those who

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<sup>8</sup> Ibid., 82.

<sup>9</sup> Ibid., 85.

worked on the tabernacle were skilled craftsmen by divine gift. The text does not indicate if the skills were a part of their design from birth, but perhaps they were selected because of their innate abilities. Regardless, God gave them the necessary skills and abilities for the temple project.

Israel's history continued and Joshua led the Hebrews into the Promised Land. Joshua was the son of Nun and succeeded Moses (Josh. 1:1-2). Joshua was one of the twelve spies who investigated the Promised Land (Num. 13:1-14:9) and one of two who recommended the Hebrews take the land for God. Joshua and Caleb were the only ones from their generation who entered Canaan. The conquest of the Promised Land required a brave and courageous leader, and Joshua's faith and obedience made him the right man for leading his people into battle.

The period that followed involved individual leaders, the judges, and this was a time in Israel's history when "everyone did what was right in his own eyes" (Judg. 17:6; 21:25). When the writer of the book of Hebrews listed Old Testament characters who walked by faith in their times, he included the major judges: Gideon, Barak, Samson, and Jephthah (Heb. 11:32). God uniquely designed these individuals' to deliver the Hebrews from their oppressors.

The united kingdom under Saul, David, and Solomon followed the period of the judges (1 Sam. 3:19-21; 8:19-22) document with Scripture). Saul's task was to unify the tribes into a single nation (1 Sam. 10:1-26). Samuel's efforts helped set the stage because he rescued the tribes from complete disaster, restored hope, and renewed their faith in God (1 Sam. 7:3-10). The people remained separated. They had deep differences between

them, but wanted a king following the pattern of other nations (1 Sam. 8:19). Saul was the first king and started well but met with disaster. This demonstrates that individuals with potential based on divine design still must obey God's directions (1 Sam. 13:7-14).

In contrast to Saul's rule, David's reign included national unification and development (2 Sam. , 1 Kings 1:1-2:11, 1 Chron. 12-29). He brought the tribes together, established an effective government, organized the priesthood, and maintained a fighting army. He inherited a divided, war-torn land and left an empire when he died. David was the strongest king Israel ever had, and he was the standard for all others (2 Sam. 17:4-10). He was a king, poet, songwriter, and warrior who, although imperfect, was designed by God for his position.

David's writings of Psalms reveal his understanding of how the Lord oversees human design and how this design relates to life's immaterial and material aspects. David writes,

For you created my inmost being; you knit me together in my mother's womb. I praise thee because I am fearfully and wonderfully made; your works are wonderful, I know this full well. My frame was not hidden from you when I was made in the secret place. When I was woven together in the depths of the earth, your eyes saw my unformed body. (Ps. 139: 13-16a)

In this passage, David emphasized God's sovereignty and superintendence over the creative process relating to reproduction including the spiritual and physical. The design aspect is present in David's graphic, figurative language: the creating, knitting, weaving, making, and wonder of it all.

David's son Solomon ruled next (1 Kings 2:12-11:43, 2 Chron. 1-9), and his rule was a time of prosperity, peace, and accomplishment. The biblical writers identify many

contrasts between David and his son. David was a king of action; Solomon became a king of peace. David was more a man of the people; Solomon was a man of the palace. More significantly, David maintained a vibrant faith in God as “a man after God’s own heart” (1 Sam. 13:14). Solomon began well in his faith, but he fell into sinful ways and finally came under God’s punishment (1 Kings 11:1-4). Solomon asked God for great wisdom when God asked Solomon what he wanted (1 Kings 3:9). Wisdom added to God’s design for Solomon, but even with this addition, Solomon did not remain faithful to God’s will and way. Israel’s great potential remained unrealized, and the nation’s position in this world diminished in Solomon’s last years. The lesson again is the importance of obedience to the Lord’s commands.

The divided kingdom is the next period of Hebrew history.<sup>10</sup> After Solomon’s death, the northern tribes revolted and formed two separate nations with the ten tribes of Israel in the north and the two reminding tribes of Judah in the south (1 Kings 12:1-33). God removed the blessings of national unity from the tribes of Israel and told Jeroboam, the future king of the ten northern tribes of Israel:

Behold, I will tear the kingdom out of the hand of Solomon and will give ten tribes to you (but he shall have one tribe for the sake of My servant David, and for the sake of Jerusalem . . .), because they have forsaken Me, and worshiped Ashtoreth the goddess of the Sidonians . . . and have not walked in My ways to do what is right in My eyes and keep My statutes and My judgments, as did his father David. (1 Kings 11:31-33 NKJV).

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<sup>10</sup> J. Maxwell Miller and John H. Hayes. *A History of Israel and Judah*, 2nd ed. (Louisville, KY: Westminster John Knox, 2006).

The northern and southern nations experienced disastrous consequences under evil kings because Israel had nineteen bad kings out of nineteen, and Judah had four good kings out of ten (1 and 2 Kings).

God raised up prophets to remind the Israelites of their commitment to God during Israel's turbulent times. These prophets served before the years of the divided kingdom and until the end of Israel with the fall of Samaria in 722 BC and Judah in 586 BC. Some of the prophets served during the exile and postexilic periods until the close of the fourth century. The first group of prophets functioned in the pre-king period when their major interest centered on keeping the people from following Canaanite religious ways. The second prophetic group was the monarchical prewriting prophets whose interest centered mostly in contacting individuals. The third group was prophets who wrote and whose ministry was directed toward the nation and against the sins of the people generally.<sup>11</sup>

The school of prophets is also important for building a design theology. The prophets differed from priests, and there was apparently a selection process and divine design. The priests were chosen from the tribe of Levi, but the prophets came from many tribes.<sup>12</sup> The prophet Samuel led the school of the prophets, and although the term "school of the prophets" is not found in the Bible, 1 Samuel 10:5-10, 19:20 mentions a company of prophets. These passages report that Samuel approved the company, and the second passage identifies Samuel as the leader. Company members were Samuel's

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<sup>11</sup> Leon Wood, *The Prophets of Israel* (Grand Rapids MI: Baker, 1979). 10-11.

<sup>12</sup> Ibid., 13.



students, and this parallels the later pattern of students under Elijah and Elisha's leadership (2 Kings 2:3-7, 15-18; 4:38; 6:1-2).

God informed the prophet Jeremiah about God's design and plan for Jeremiah, which originated before the prophet's birth: "The word of the Lord came to me, saying. 'Before I formed you in the womb I knew you, before you were born I set you apart; I appointed you as a prophet to the nations'" (Jer. 1:4-5). Jeremiah struggled and agonized occasionally over his unique design, yet it sustained him and would not let him go. Jeremiah wrote, "O LORD, you deceived me, and I was deceived; you overpowered me and prevailed. I'm ridiculed all daylong; everyone mocks me" (Jer. 20:7).

Each of these Old Testament leaders served on the nation of Israel at different stages of its history and development as a nation. God designed each person for a unique situation who worked with the nation and its particular needs. These experiences confirm the idea that God designs individuals to serve God and a group of people in particular circumstances and times.

### **Design Theology in the New Testament**

New Testament gospel and epistle passages suggest God designs individuals for specific responsibilities. As previously indicated, the prophet Jeremiah believed God had a plan for him before he was born (Jer. 1:4-5). New Testament writers make similar claims about John the Baptist (Luke 1:13-17), the Messiah, (Isa. 49:5-6), and Paul (Gal. 1:15). God's pattern of designing individuals to serve in particular circumstances and times applies all historical times. God designs contemporary Christians to serve in

particular circumstances and times. The bible teaches that God foreknows, predestines and divinely designs people for a future ministry that He fully knows. (Acts 2:23, 4:27-28). God designs individuals beforehand to serve circumstances he knows will occur. He chose to reveal his design in a special way to Jeremiah, and Paul because of their unique circumstances.

### **The Apostle Paul**

The preparation of the Apostle Paul adds to the discussion of God's design. When Jesus instructed Ananias to lay hands on Saul, Jesus said, "[H]e is a chosen vessel of mine, to bear my name before the Gentiles" (Acts 9:15). Jesus chose Paul because of Paul's divine design and ability to bring the gospel message to the Gentile world. This section explores why and how God prepared Paul for the purpose God assigned him through an overview of the cultural, educational, and religious factors that shaped Paul as God's powerful servant. The book of Acts and Paul's letters serve as a backdrop to understand why Paul was "all things to all men" (1 Cor. 9:22).

### **Paul's Formative Years**

The New Testament preserves more of Paul's writings than those of any other writer. Key questions include: Who was Paul? Where did he come from? What were his family and educational backgrounds? An understanding of Paul's context and background clarifies God's work with his disciples in general, and Paul in particular.

Paul's given name was Saul, the same name as Israel's first king, and Paul was an apostle from the Israelite tribe of Benjamin (Phil. 3:5). He later became better known by

his Roman name, Paul (Acts 13:9). Many factors of his background—family, intelligence, hometown, Roman citizenship, education, and zeal—equipped Paul for service based on God’s divine design.

Paul was raised in the city of Tarsus, the capital of Cilicia and part of the province of Syria. It was a metropolis of its time and a free city of the Roman Empire. The emperor designated free cities that were self-governed; however, the emperor supervised the city’s affairs. The Greek geographer Strabo said Tarsus was one of the great cities of the empire in philosophy and general education; Tarsus was more illustrious than either Athens or Alexandria.<sup>13</sup> Tarsus was at the crossroads where East meets West and home of major Gentile communities and a considerable Jewish colony.<sup>14</sup>

### **Paul’s Family and Education**

Paul was a resident of Tarsus and a Roman citizen: “To the Roman, his citizenship was his passport in distant lands, his talisman in seasons of difficulties and danger. It shielded him alike from the caprice of municipal law and the injustice of local magistrates.”<sup>15</sup> Paul’s family had been planted in Tarsus as part of a colony with full municipal rights.<sup>16</sup> The dispersion and the subsequent migration of the Jews’ dated back

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<sup>13</sup> Wayne Blank, “Tarsus,” The Church of God Daily Bible Study, <http://www.keyway.ca/htm2000/20000427.htm> (accessed January 29, 2009).

<sup>14</sup> John Pollock, *The Apostle: A Life of Paul* (Wheaton, IL: Victor Books, 1972), 51.

<sup>15</sup> *The International Standard Bible Encyclopedia*, 1986, s.v. “Paul, the Apostle.”

<sup>16</sup> *Ibid.*

about five hundred years triggered by the successive empires of Babylon, Persia, Greece, and Rome.

Paul's family lived in Tarsus for generations before his birth. Greek thought and education permeated the cultural environment outside the Jewish colony in Tarsus, which was ruled by the Romans who incorporated much Greek culture into their own. Paul's schooling probably began in a room attached to a synagogue and culminated in Jerusalem where he sat at the feet of the renowned Jewish teacher Gamaliel (Acts 22:3). Rabbi Gamaliel tutored Paul in the law, had a great reputation among the people of Jerusalem, and rose above the bigotry of the Pharisees (Acts 5:34-39). Paul's training helped equip Paul to serve God, and he spoke Aramaic, Hebrew, and possibly Greek and Latin. "The city [Tarsus] gave him a schooling in his social, political, intellectual, moral, and religious life, but in varying degrees. It was because Tarsus was a cosmopolitan city with 'an amalgamated society' that it possessed the peculiar suitability to educate and mold [Paul's] mind."<sup>17</sup> Paul was a citizen of the world, and he was equipped to mix with Jews or gentiles.

### **Paul's Natural Abilities**

Paul was known for his zeal and was a formidable foe of the early Church as a young man. Paul was a Pharisee (Acts 26:5), traveled far and wide, and brought Christians to Jerusalem for imprisonment, interrogation, and even death (Acts 26:10-11). God had other plans for Paul and channeled Paul's zeal and design to God's service as

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<sup>17</sup> Ibid.

scholar, sage, statesman, seer, and saint. He had courage, imagination, sensitivity, and a strong will; he was courageous, sincere, subtle, humorous, and tactful (1 Cor. 15:1-48). He had vast leadership abilities and a gift of expression. He examined ideas and opinions logically using questions and answers to determine their validity, and he was analytical and an expert expositor of the Scriptures.

His sharp mind caught the attention of many, including rulers and other government officials, and this is evident when he was imprisoned in Caesarea and accused by the Jews who sought to have him delivered to their judgment in Jerusalem (Acts 25-26). Instead, God allowed him a day in court with the governor, Felix, and later with Felix's successor, Festus, and before King Agrippa and Queen Bernice. These rulers were at least partially persuaded to consider the truth of God's Word through Paul's inspired explanations of the Scriptures. For example, King Agrippa replied to Paul's incisive exposition: "You almost persuade me to become a Christian" (Acts 26:28).

### **Paul's Gifts from God**

God gave Paul spiritual gifts. He understood prophecy and explained it well, and God granted him visions and revelations, including a vision of "the third heaven" and God's throne in "Paradise" (2 Cor. 12:1-4). God worked miracles through Paul's hands (Acts 14:8-10, 16:18, 19:11-12, 28:8-9). For example, the apostle raised a young man to life after he died in a fall (Acts 20:9-12), and Paul was himself unharmed when bitten by a poisonous snake (Acts 28:3-6). Few of Paul's spiritual gifts were as dear to him as his apostleship (Acts 9:15), and he reported he saw the resurrected Christ (1 Cor. 15:8).

Paul was also a gifted teacher and wrote at least thirteen epistles that are preserved in the New Testament.<sup>18</sup> His insights provide broad understanding of the rest of the Scriptures and reveal many profound spiritual principles. Paul's writings are best considered in the context of the entire Bible.

### **Apostle to the Gentiles**

A major part of Paul's service to God included his mission as an apostle to the Gentiles (Rom. 11:13, Eph. 3:8). Although the other apostles carried the gospel primarily to the descendants of the tribes of Israel (Acts 10:34). Paul was chosen for the great responsibility of taking God's truth to gentiles. Paul exemplifies this when he wrote:

For you have heard of my previous way of life in Judaism, how intensely I persecuted the church of God and tried to destroy it. I was advancing in Judaism beyond many Jews of my own age and was extremely zealous for the traditions of my fathers. But when God, who set me apart from birth and called me by his grace, was pleased to reveal his Son in me so that I might preach him among the Gentiles, I did not consult any man, nor did I go up to Jerusalem to see those who were apostles before I was, but I went immediately into Arabia and later returned to Damascus.

(Gal. 1:14-17)

Paul notes that he was set part from birth to preach to the Gentiles and not his own people, and he was incompatible with the people of his heritage. Bruce Shelley writes, "No man other than Jesus, of course, has shaped Christianity more than Saul (or, as the Christians came to say, Paul, a name more familiar to the ear of Greek speaking

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<sup>18</sup> *Oxford NIV Scofield Study Bible*, (Oxford, UK: Oxford University, 1984), 1174.

people). No one did more for the faith, but no one seemed less likely.”<sup>19</sup> Paul stressed the mission he received:

On the contrary, they saw that I had been entrusted with the task of preaching the gospel to the Gentiles, just as Peter had been to the Jews. For God, who was at work in the ministry of Peter as an apostle to the Jews, was also at work in my ministry as an apostle to the Gentiles. James, Peter and John, those reputed to be pillars, gave me and Barnabas the right hand of fellowship when they recognized the grace given to me. They agreed that we should go to the Gentiles, and they to the Jews. (Gal. 2:7-9)

Jesus directed the disciples to take God’s truth and the gospel first to Jerusalem, then Samaria, and to the ends of the earth (Acts 1:8), including the Greeks. Paul emphasized: “To the Jew first and also the Greek” (Rom. 1:16). God used Paul to carry out God’s original intention for all peoples to know God, God’s truth, and God’s laws and ultimately to experience God. God chose Paul to begin the work of making all people into believers (Rom. 2:28-29, Gal. 6:15-16) based on God’s plan “which he gave us in Christ Jesus ages ago” (2 Tim. 1:9). God sent Paul as a converted Israelite, skilled in the ways of God, who had grown up in the knowledge and understanding of the Gentile culture. Shelley asserts,

Though he had been educated in the strictest Jewish tradition and had studied under the famous rabbi Gamaliel in Jerusalem, Paul spoke Greek fluently and was familiar with Greek thought and literature. This meant he could express the doctrines and teaching of Jesus, many of which were based on Old Testament beliefs completely foreign to the Gentiles, in ways the pagan mind could grasp. In addition, Paul was a Roman citizen, which gave him special freedom of movement, protection in his travels, and access to the higher levels of society.<sup>20</sup>

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<sup>19</sup> Bruce L. Shelley, *Church History in Plain Language*, 3<sup>rd</sup> ed. (Nashville, TN: Thomas Nelson, 2008), 19.

<sup>20</sup> *Ibid.*, 20.

God designed Paul as an instrument and used Paul to reach Gentiles in the world beyond Judaism and Jerusalem. As a result, all peoples have the opportunity and privilege to become Christ followers. God used Paul, although Paul always acknowledged that the credit was God's.

### **God's Design and the Parable of the Talents**

The New Testament parable of the talents reflects the reality of God's divine design (Matt. 25:14-30) because the servants described in the parable had differing abilities. The first and second servants were highly commended and rewarded, but they possessed different talents. This is true for all Christians, including pastors, because they have various abilities worthy of the master's commendation and reward, but some Christians have more ability than others. God designed them with different skills and abilities (Jer. 1:5).

In the parable, the master understands the abilities of each servant and distributes the money accordingly. The servant with the most ability received five talents and the one with the least received only one talent. God distributes ministry opportunities on the basis of abilities because the designer God understands individuals' talents and asks them to accomplish tasks based on those abilities. God did not give five talents to the servant who was designed and capable of handling only one.

### **The Body of Christ**

Paul describes Christians' varying abilities based on God's design and draws an analogy between believers who make up the church as the body of Christ and the human



body (1 Cor. 12:12-27, Rom. 12:4-5). The church body reflects the principle of design just as God's design is evident in the human body (1 Cor. 12:1-11, 28-31). Paul's analogy suggests several conclusions about God's design.

First, God made humans the way they are because God is the master potter (Isa. 64:8), and Paul states, "God has arranged the parts in the body, every one of them, just as he wanted them to be" (1 Cor. 12:18). Individuals, therefore, need not be upset with their place or function in the body of Christ. There is, instead, satisfaction in knowing they minister in accordance with God's design and purpose for their lives. The key is discovering what role(s) they play according to that design.

Second, God designs humans differently from each other (1 Cor. 12:14-17). While Christians may be designed similarly, no two have the same design, and God does not make clones; instead, each person is unique. Christians, therefore, can discover their unique designs and places of service.

Third, while God made people differently, all are needed so the body functions well (1 Cor. 12:14-17). This creates a rich diversity of talent and enables the church to serve effectively because differences are a source of growth and potential. Paul writes, "For the body [the church] does not consist of one member but of many" (1 Cor. 12:14), and the diversity of gifts is a blessing. "Now you are the body of Christ and individual members of it" (1 Cor. 12:27).

The biblical writers use several metaphors to describe the church, and the term *σῶμα* or “body” describes the church’s nature and relationship to Christ.<sup>21</sup> The word appears fifty-one times in the New Testament outside of Paul’s writings, and Paul uses the word ninety-one times.<sup>22</sup> He uses *σῶμα* thirty times to illustrate the functioning body of Christ.<sup>23</sup> Paul used the word in reference to the physical body, applied the term to the church, and called God’s people the “body of Christ” (for example, Eph. 4:11-14). Paul described the church as many members in one body; each member has a specific function (Rom. 12:4) and possesses unique Christ-given gifts (Rom. 12:6).

### **The Body and Its Members**

Paul compared the body of Christ or the church to the human body, and his metaphor implies that the church must have both unity and diversity: “The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ” (1 Cor. 12:12). Paul suggests that unity can exist in a body without uniformity, and diversity among the members is an essential part of a unified body. Warren W. Wiersbe writes,

One of the marks of an individual’s maturity is a growing understanding of, and appreciation for, his own body. There is a parallel in the spiritual life: as we mature in Christ, we gain a better understanding of the church, which is Christ’s body. The emphasis in recent years on “body life” has been a good one. It has

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<sup>21</sup> Willam F. Arndt and F. Wilbur Gingrich, *A Greek-English Lexicon of the New Testament* (Chicago: University of Chicago, 1957), 806.

<sup>22</sup> Gerhard Kittel and Gerhard Friedrich, *The Theological Dictionary of the New Testament*, trans. Geoffery W. Bromiley (Grand Rapids, MI: William B. Eerdmans, 1985), 1145-1148.

<sup>23</sup> Ibid.

helped to counteract the wrong emphasis on “individual Christianity” that can lead to isolation from the local church.<sup>24</sup>

Paul described the interconnectedness of all humankind through the Spirit: “For we were all baptized by one Spirit into one body—whether Jews or Greeks, slave or free—and we were all given the one Spirit to drink” (1 Cor. 12:13). The baptism by the Spirit took place initially on the day of Pentecost (Acts 1:5, 2:33, 11:16); subsequently, individual believers experience Spirit baptism when they trust Christ as Savior (Acts 11:15-17). In Spirit baptism, the Holy Spirit baptizes (*βαπτίζω*, literally “dip, immerse, wash”)<sup>25</sup> the believer into the body of Christ.

Through baptism believers become part of Christ’s body, and believers can experience Spirit baptism regardless of gender, race, or social status.<sup>26</sup> John 7:37-39 records that Jesus invites the thirsty to drink of him and find refreshment. The Spirit places the believer into Christ through the initiation experiences of baptism and drinking, and the Spirit possesses the Christian.

Paul illustrates his argument that the one Spirit sponsors a diversity of gifts in 1 Corinthians 12:12-27.<sup>27</sup> Paul uses the image of the human body and Christ’s body, and Christ’s body represents the church. Paul uses this comparison in other epistles including

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<sup>24</sup> Warren W. Wiersbe, *The Bible Exposition Commentary*, vol. 1 (Wheaton, IL: Victor Books, 1989), 607.

<sup>25</sup> Arndt and Gingrich, *A Greek-English Lexicon of the New Testament*, 131.

<sup>26</sup> Thomas Constable, “Pauline Epistles” (lecture, Dallas Theological Seminary, Dallas, TX, September 17, 1986).

<sup>27</sup> Archibald Robertson and Alfred Plummer, *A Critical and Exegetical Commentary on the First Epistle of St. Paul to the Corinthians* 2nd ed., International Critical Commentary Series (Edinburgh: T and T Clark, 1963), 269.

Romans 12:4-5, Ephesians 4:11-13, and Colossians 1:18 and 2:19, and Scripture records two elements in the text. First, 1 Corinthians 12:12-19 asserts that many parts constitute Christ's body. Second, verses 12:20-27 claim that, while the body has many parts, it is one body. The first three verses (1 Cor. 12:12-14) provide the theological basis for the body imagery found throughout the section.

First Corinthians 12:12-31 provides support for the notion of pastoral-congregational compatibility. Paul explains that each believer is part of a larger body; therefore, individual Christians cannot isolate themselves because they all function within the universal body of Christ. This text demonstrates the framework in which a Christian or pastor fits into the larger body of Christ. The author of this paper believes it is necessary, therefore, for pastors to understand their divinely-given talents and abilities to function more effectively in ministry. The following sections explore the components of spiritual gifts.

### **Spiritual Gifts**

A basic idea in the New Testament that contributes to the divine design concept is the biblical teaching about spiritual gifts. Perhaps many in the body of Christ are not aware of this biblical and theological subject and do not realize God gives them special abilities. When gifted believers are not aware of their spiritual gifts and do not minister in them, the whole body of Christ is less effective (1 Cor. 12:20-26).

Scriptures related to spiritual gifts are found in 1 Corinthians 12, Romans 12, Ephesians 4, and 1 Peter 4. Spiritual gifts are God-given abilities to serve him in a

particular manner in his kingdom (Cor. 12:7, Eph. 4:7-11). He bestows them sovereignty so that Christians have at least one gift as a part of their divine design (1 Cor. 12:11). They are distributed to each person as a distinct contribution to the body as a whole (1 Cor. 12:7).

Paul wrote, “If the foot should say, ‘Because I am not a hand, I do not belong to the body,’ it would not for that reason cease to be part of the body. And if the ear should say, ‘Because I am not an eye, I do not belong to the body,’ it would not for that reason cease to be part of the body” (1 Cor. 12:15). Paul implies that although the feet, hands, ears, and eyes are prominent body parts, they cannot stand alone and need other parts for proper bodily function. Robertson and Plummer write, “Chrysostom remarks that the foot contrasts itself with the hand rather than with the ear, because we do not envy those who are very much higher than ourselves so much as those who have got a little above us.”<sup>28</sup>

Paul writes about the special functions of each body part: “If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be?” (1 Cor. 12:17) Different functions as well as different members are necessary in the body and Paul’s analysis demonstrates the importance of each member of the body.

Paul emphasizes God’s sovereignty in placing each member of the body in a particular role: “But in fact God has arranged the parts in the body, every one of them, just as he wanted them to be” (1 Cor. 12:18). This verse suggests that believers can discover their unique, God-given gifts and become effective in their divinely appointed

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<sup>28</sup>Ibid., 273.

roles. Individuals should concentrate on using their own special abilities rather than longing to be different. Pastors can benefit from this assessment of spiritual gifts, and they can humbly understand that God provides a special place for their efforts in the kingdom. William Barclay wrote, “Whenever we begin to think about our own importance in the Christian Church, the possibility of real Christian work is gone.”<sup>29</sup>

Paul asked, “If they were all one part, where would the body be?” (1 Cor. 12:19), and this question suggests that the Christian body could not function if all parts were the same. For example, if every pastor had only the gift of evangelism, churches would have new believers, but the believers would not grow as disciples. The same might be true if a pastor has a great vision but few administrative abilities; the church might lack the structure for growth. Paul pointed out the unification of the individual body parts:

As it is, there are many parts, but one body. This is not the case in the human body, however. It has a variety of members, but it is one unified organism. (1Cor. 12:12)

Paul uses the head and feet (the top and the bottom of the body) as examples, and he reminds readers that both the superior and inferior are necessary. Rather than regarding themselves as superior, privileged individuals can realize that less gifted members of the body are important for the organism’s overall effective operation. God constructed human and spiritual bodies so the different members can care for and complement each other. He does not ignore any member, but makes provision for each one.

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<sup>29</sup> William Barclay, *The Letters to the Corinthians*, 2nd ed. Daily Study Bible Series (Edinburgh: Saint Andrew, 1956), 127.

In 1 Corinthians 12:20-24, Paul reminds readers that individuals can feel confident of their place in Christ's body. Paul addresses the specific roles of members of the Christian body:

Now you are the body of Christ, and each one of you is a part of it. And in the church God has appointed first of all apostles, second prophets, third teachers, then workers of miracles, also those having gifts of healing, those able to help others, those with gifts of administration, and those speaking in different kinds of tongues. Are all apostles? Are all prophets? Are all teachers? Do all work miracles? Do all have gifts of healing? Do all speak in tongues? Do all interpret? But eagerly desire the greater gifts. And now I will show you the most excellent way. (1 Cor. 12:27-31)

This passage applies to all Christians because all believers make up the body of Christ, and each individual is a unique member with unique gifts.

Paul wrote of the church in both universal and local terms, and he listed eight kinds of members with special functions in 1 Corinthians 12:27-31. This list ranks individuals in the order of the importance of their ministries. While Paul acknowledges the necessity of each role in the church, he emphasizes that some members play a more immediately crucial function. For example, Paul recognized that God called and equipped the apostles to establish the church in new places. *Ἀποστέλλω* means to send out,<sup>30</sup> so it is appropriate to think of apostles as missionaries. Prophets were the channels through whom God sent his revelations to his people (Eph. 2:20). Teachers gave believers instruction in the Scriptures and were more important in the church than the prophets who simply gave words of edification, exhortation, and consolation (Eph. 14:3). Teachers were just as important as the prophets who gave new authoritative revelation. Barclay

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<sup>30</sup> Kittel and Friedrich, *Theological Dictionary of the New Testament*, 67-75.

wrote, “[A] scholar will learn more from a good teacher than he will from any book. We have books in plenty nowadays, but it is still true that it is through people that we really learn of Christ.”<sup>31</sup>

Further down Paul’s hierarchy, miracle workers and healers demonstrated that God’s power worked in the church so others trusted Christ. They may have ministered especially to the Jews since the Jews looked for such indications of God’s presence and blessing (Eph. 1:22). Helpers provided assistance to needy persons, administrators managed and directed the affairs of the churches, and tongues-speakers were the least important of those mentioned. Robertson and Plummer write, “The shortness of the list of charismata in Eph. iv. 11 as compared with the list here is perhaps an indication that the regular exercise of extraordinary gifts in public worship was already dying out.”<sup>32</sup>

In Ephesians 4:11 Paul provides a third list of gifts in a descending order of priority, and each of Paul’s seven questions anticipates a negative answer. The apostle’s point appears to be that it would be ineffective for everyone to have the same gift because variety is essential. It is inaccurate to equate one gift, particularly speaking in tongues, with spirituality. Wiersbe writes, “All of the believers in the Corinthian assembly had been baptized by the Spirit [v. 13], but not all of them spoke in tongues (1 Cor. 12:30).”<sup>33</sup> S. Lewis Johnson suggests, “In these verses Paul strikes a deathblow to the theory that

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<sup>31</sup> Barclay, *The Letters to the Corinthians*, 129.

<sup>32</sup> Robertson and Plummer, *A Critical and Exegetical Commentary on the First Epistle of St. Paul to the Corinthians*, 281.

<sup>33</sup> Wiersbe, *The Bible Exposition Commentary*, 1:609.



speaking in tongues is the sign of the possession of the Spirit, for the answer ‘No’ is expected to each question (cf. Greek).”<sup>34</sup>

In 1 Corinthians 12:31, Paul advises the Corinthians to seek certain gifts rather than others because some gifts are more significant in the functioning of the body. While the bestowal of gifts is the sovereign prerogative of the Spirit (1 Cor. 8, 11, 18), human desire plays a part in the bestowal of the gifts (James 4:2). This indicates that the Spirit does not give all his gifts to believers at the moment of salvation. Scripture does not contradict the view that God gives his children abilities at birth as part of his spiritual gifts, but a believer can receive a gift, an opportunity for service, or the Spirit’s blessing years after conversion. Everything an individual has or ever will have is a gift from God.<sup>35</sup>

God gave the gift of apostleship, in the technical sense, only to those selected by Christ. The gift of apostleship went to a small group in the first generation of the church’s history, and in a general sense, continues today through gifted missionaries.<sup>36</sup> The biblical prophet can predict the future (Acts 11:22), can know the past (John 4:19), and can look into the heart (Luke 7:49), but is essentially a proclaimer of the word, not a magician or soothsayer.”<sup>37</sup> The Greek word *προφητες* means “proclaimer and

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<sup>34</sup> S. Lewis Johnson, Jr. “1 Corinthians,” in *Wycliffe Bible Commentary*, ed. Charles F. Pfeiffer and Everett F. Harrison (Chicago: Moody, 1962), 1251.

<sup>35</sup> Barclay, *The Letters to the Corinthians*, 120.

<sup>36</sup> Larry W. Caldwell, *Sent Out! Reclaiming the Spiritual Gift of Apostleship for Missionaries and Churches Today* (Pasadena, CA: William Carey, 1992).

<sup>37</sup> Kittel and Friedrich, *Theological Dictionary of the New Testament*, 960.

interpreter of divine revelation.”<sup>38</sup> Although technically prophets have ceased in the contemporary church, they exist in a general sense as preachers.<sup>39</sup>

In the contemporary world, some people who enroll in seminary desire to sharpen their ability to preach and teach the Scriptures. This is one example of zealously desiring the greater gifts; however, Paul suggested that the cultivation of love was far more important to reach the goal of maximum effectiveness (1 Cor. 13). The apostle intended that believers seek, cultivate, and express love, and cultivate abilities strategically important in Christ’s body. The thesis of this paper is built on the assumption that pastors can assess their abilities, reach self-understanding, and serve lovingly in a compatible church.

Thomas Jackson writes, “The most excellent way which Paul will now show his friends at Corinth is not one more gift among many, but ‘a way beyond all this.’ That extraordinary way is, of course, the way of agape, that fruit of the Spirit which is of primary importance to every believer and to the body of Christ.”<sup>40</sup> While pastors can gain insight into their spiritual gifts, they must seek love. Gordon Fee asserts,

What Paul is about to embark on is a description of what he calls “a way that is beyond comparison.” The way they are going is basically destructive to the church as a community; the way they are being called to is one that seeks the good of others before oneself. It is the way of edifying the church (14:1-5), of seeking the common good (12:7). In that context one will still earnestly desire the things of the Spirit (14:1), but precisely so that others will be edified. Thus it is

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<sup>38</sup> Arndt and Gingrich, *A Greek-English Lexicon of the New Testament*, 730.

<sup>39</sup> John E. Johnson, “The Old Testament Offices as Paradigm for Pastoral Identity,” *Bibliotheca Sacra* 152 (April-June 1995): 182.

<sup>40</sup> Thomas A. Jackson, “Concerning Spiritual Gifts: A Study of 1 Corinthians 12,” *Faith and Mission* 7, no. 1 (Fall 1989): 68.

not “love versus gifts” that Paul has in mind, but “love as the only context for gifts”; for without the former, the latter have no usefulness at all—but then neither does much of anything else in the Christian life.<sup>41</sup>

Paul stresses the importance of balance in 1 Corinthians 12 and Galatians 5, and while each Christian is a part of a larger organism, each is an indispensable part of the organism. In one sense, all believers are equally important because each serves an essential function, but some are more crucial than others. God determines peoples’ gifts, ministries, and individual differences, but an individual’s desire and initiative contribute to ministry service. Ability, ministry opportunity, individuality, and compatibility are very important, but love is even more important (1 Cor. 13:1-3). A good measure of a Christian’s personal maturity is how well a believer balances personal abilities and ministry. Robertson and Plummer write,

The Church is neither a dead mass of similar particles, like a heap of sand, nor a living swarm of antagonistic individuals, like a cage of wild beasts: it has the unity of a living organism, in which no two parts are exactly alike, but all discharge different functions for the good of the whole. All men are not equal, and no individual can be independent of the rest: everywhere there is subordination and dependence. Some have special gifts, some have none; some have several gifts, some only one; some have higher gifts, some have lower: but every individual has some function to discharge, and all must work together for the common good. This is the all-important point—unity in loving service.<sup>42</sup>

Paul acknowledges diversity in the possession and use of spiritual gifts, and the diversity promotes unity. That diversity of gifts is necessary and is reflected in the analogy of the Godhead and human anatomy (Eph. 5:23). The biblical metaphor of the

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<sup>41</sup> Gordon D. Fee, *The First Epistle to the Corinthians*, New International Commentary on the New Testament Series (Grand Rapids, MI: William B. Eerdmans, 1987), 625.

<sup>42</sup> Robertson and Plummer, *A Dictionary of the Bible*, 269-70.

body demonstrates the importance of the diversity of gifts among believers and their unity under Christ's lordship. Pastors can identify their own spiritual gifts and find compatibility within Christ's body.

A final issue is the difference between spiritual gifts and church offices. Every church consists of a body of Christians who have a variety of spiritual gifts (1 Cor. 12, Rom. 12). The ministry of the church, therefore, is the responsibility of all the people in the church. The corporate ministry of any church will only be as effective as the active individual ministries of the believers in that church.

Every church will also have officers, and some argue that according to the Bible only two offices exist: elder (1 Tim. 3:1-13) and deacon (1 Tim. 3:8-13).<sup>43</sup> Some would include women in the office of deaconess (1 Tim. 3:11) and point to Phoebe as an example (Rom. 16:1). One view identifies four offices in the church: Christ as the head (Col. 1:18; Eph. 1:22), elders (1 Tim. 3), deacons (1 Tim. 3), and priests (1 Pet. 5:9) or the priesthood of all believers.<sup>44</sup>

With the exception of the priesthood of all believers, most agree that not all Christians in the church will hold an office though they are encouraged to seek the office of elder (1 Tim. 3:1). The offices, however, come with certain qualifications. Not only must a candidate be a Christian, as is true with spiritual gifts, but a mature Christian (1 Tim. 3:2-13; Titus 1:5-9).

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<sup>43</sup> Gene Getz, *Elders and Leaders* (Chicago: Moody, 2003), 209.

<sup>44</sup> William McRae, *The Principles of the New Testament Church* (Dallas, TX: Believers Chapel, 1974), 17.

The differences between spiritual gifts and the offices of the church are evident. Every believer will have one or more spiritual gifts but may never occupy a church office. Believers do not need to seek spiritual gifts but must seek an office, at least the office of elder. And the only qualification for spiritual gifts is faith in Christ, whereas individuals must have specific qualifications to hold an office.

Many confuse offices with gifts. For example, confusion exists between the gift of pastor and the office of pastor because individuals called pastors lead most churches.<sup>45</sup>

The list in Ephesians 4:11-12 defines the purpose these gifts: “And he gave some as apostles, and some as prophets, and some as evangelists, and some as pastors and teachers, for the equipping of the saints for the work of service, to the building up of the body of Christ.” Paul states the specific function of these five types of gifted persons. They are to equip the saints because this is their function in the body. Apostles, prophets, evangelists, and pastor-teachers equip other believers so they can become actively involved in the work of service according to their individual gifts.

The equipping ministry is a twofold ministry. First, it is a repairing ministry. The verb used in Ephesians 4:12 is a fishing term in Matthew 4:21: the disciples were “mending” their broken nets. In Galatians 6:1 it is a medical term. The spiritual brother is to “restore” a brother overtaken in a fault just as a surgeon would “reset” a dislocation or a broken bone. The ministry of equipping is the work of repairing broken and dislocated Christian lives for active service.

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<sup>45</sup> Ibid., 88.

Second, it is a preparing ministry. The verb used in Ephesians 4:12 is a nautical term used for preparing a ship of voyage. William McRae points out it is used in that sense in Hebrews 10:5 where the Lord speaks of the body which the Father “prepared” for Jesus so he could make his voyage to earth. It is a ministry that prepares saints for service in the Lord’s work.<sup>46</sup> According to Ephesians 4, the preparing ministry is the function of the apostle, prophet, evangelist, pastor, and teacher. They have equipping gifts and prepare others who have gifts of help, mercy, and giving. These gifted persons participate and serve effectively according to their particular gifts.

Finally, a person’s divine ministry design could include an office and spiritual gifts as in the office of elder. The writers of Acts 20:28 and 1 Peter 5:1-2 tell elders to pastor or shepherd God’s people. While the pastoral gift is not necessarily a requirement, it does enhance performance dramatically.

### **Conclusion**

The Old and New Testament writers demonstrate that God has a design for each person and pastor as unique individuals with special roles. Pastors who discover and develop their divine design, which includes the spiritual gifts, will be more compatible with the churches they serve, and the churches will benefit from the pastors’ specific design. Chapter 3 provides a historical perspective about Jesus, Paul, and the early church on the selection of pastors.

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<sup>46</sup> Ibid., 89.

## CHAPTER 3

### A HISTORICAL REVIEW OF CLERGY SELECTION

This chapter will consider how Jesus, the Apostle Paul, the early church, and the contemporary church address the selection of Christian leaders. The disciples and the early church fathers did not have computer generated assessment tools that assessed compatibility between a leader and a congregation. However, they did select people for ministry and sought the right fit for both the pastor/elder and church. The early Christian leaders and clergy met the requirements for selection that was compatible with Scripture and the faith community.

Peter Drucker wrote, “People determine the performance capacity of an organization. No organization can do better than the people it has.”<sup>1</sup> In *Good to Great*, Jim Collins writes, “The executives who ignited the transformation from good to great did not figure out where to drive the bus and then get the people to take it there. No, they first got the right people on the bus (and the wrong people off the bus) and then figured out where to drive it.”<sup>2</sup> Collins emphasizes that the right people are critical to organizational performance. The thesis of this paper is that the right Christian leaders must be placed in ministry based on congregational

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<sup>1</sup> Peter F. Drucker, *Managing the Non-profit Organization* (New York: HarperCollins, 1990), 145.

<sup>2</sup> Jim Collins, *Good to Great* (New York: HarperCollins, 2001), 41.

compatibility and conformance to scriptural qualifications. This potential was realized in Jesus' ministry on earth, the Apostle Paul's work, and the early church fathers experience.

### **Jesus' Ministry**

Jesus did not emphasize or describe structure in his preparation of the twelve disciples, nor did he convey detailed management formulae. When he was betrayed, Jesus prayed that his disciples and all those who believed in him through the word might be one (John 17:9-19). While this certainly implied a close and continuing fellowship, it did not specify a visible structure.

Jesus selected his followers through a sovereign process and divine insight, and he designated and trained apostles as leaders of the infant church (Matt. 4:19). A. B. Bruce writes,

“Follow Me,” said Jesus to the fishermen of Bethsaida, “and I will make you fishers of men.” These words (whose originality stamps them as a genuine saying of Jesus) show that the great Founder of the faith desired not only to have disciples, but to have about Him men whom He might train to make disciples of others: to cast the net of divine truth into the sea of the world, and to land on the shores of the divine kingdom a great multitude of believing souls. Both from His words and from His actions we can see that He attached supreme importance to that part of His work which consisted in training the twelve. In the intercessory prayer, He speaks of the training He had given these men as if it had been the principal part of His own earthly ministry.<sup>3</sup>

The gospel records indicate that Jesus gathered a company of disciples and prepared them to continue his work early in his ministry. Two pairs of brothers received

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<sup>3</sup> A. B. Bruce, *The Training of the Twelve* (Grand Rapids, MI: Kregel, 1988), 11.



their call at the commencement of the first Galilean ministry. The twelve were to be Christ's witnesses in the world after his ascension and provide the world a faithful account of their master's words and deeds (Matt. 28:16-20, Acts 1:8). Persons who were Jesus' eyewitnesses and servants from the beginning of his ministry could render this service most effectively.

The group of Jesus' followers who gathered in Jerusalem around the year AD 30 was unimpressive.<sup>4</sup> The group included the eleven disciples Jesus had commissioned to speak and act on his behalf (Acts 1:12-13): Simon Peter, James, John, Andrew, Philip, Bartholomew, Matthew, Thomas, James the son of Alphaeus, Simon "the Zealot," and Jude also known as Thaddaeus (Matt. 10:2-4; Mark 3:16-19; Luke 6:13-16). In addition were a number of women including Mary, Jesus' mother, and Jesus' brothers (Acts 1:14) that Mark identifies as James, Joseph, Judas, and Simon (Mark 6:3). The author of the Acts of the Apostles numbers the total group at "about a hundred and twenty" (Acts 1:15).

The twelve grew by degrees in their relationship with Jesus, and Bruce identifies three stages in the growth of their fellowship.<sup>5</sup> In the first stage, they believed in him as the Christ and were his occasional companions. At this earliest stage in the relationship, John's gospel describes how some of them became acquainted with Jesus, through such experiences as a marriage in Cana (John 2:1), a Passover in Jerusalem (John 2:13, 17,

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<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

22), the scene of John the Baptist's ministry (John 3:22), and a journey through Samaria to Galilee (John 4:1-27, 31, 43-45).

During the second stage of discipleship, the disciples abandoned their occupations. For example, the brothers Peter and Andrew left their fishing nets and, with James the son of Zebedee, "followed him" (Matt. 4:18-22). The disciples entered the last and highest stage of discipleship when their master chose them from the mass of his followers and formed a select band. This group was trained for the great work of the apostleship, and this important event probably occurred after they had spent much time with Jesus. With all their imperfections (Matt. 16:21-23), these humble men were united by their devotion to Jesus and the divine kingdom. Because Christ called them and they believed in him, they left their occupations and joined his company.

At this point the term apostle, which means "messenger, delegate, envoy" in Greek,<sup>6</sup> may have been used generally among the believers, and scholars have much to say about the ancient institution of apostles.<sup>7</sup> Later, it was restricted to a "group of highly honored believers"<sup>8</sup> who were believed to have a special commission from the risen Christ (1 Cor. 9:1, 15:3-11). Twenty-first century church leaders and those who train them can learn much from Jesus' ministry with the disciples, even though Scripture does not detail Jesus' teaching methodology in a systematic manner. Jesus spoke about good

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<sup>6</sup> Arndt and Gingrich, *A Greek-English Lexicon*, (Chicago, IL: The University of Chicago Press, 1979), 9.

<sup>7</sup> Kittel and Friedrich, *Theological Dictionary of the New*, (Grand Rapids, MI: Wm. B. Eerdmans Publishing, 1996), 69-75.

<sup>8</sup> Arndt and Gingrich, *A Greek-English Lexicon*, 9.

shepherding, “Feed my sheep” (John 21: 15-17) and “Love your enemies” (Matt. 5:44), but he did not leave an organizational chart or detailed job descriptions. He did promise the Spirit would empower the disciples as they spread the gospel from “Jerusalem, and in all Judea and Samaria, and to the ends of the earth” (Acts 1:8). One person who experienced the Spirit’s power was the Apostle Paul.

### **The Apostle Paul**

The Apostle Paul that helped organize the new Christian movement began his work in strategic, urban centers. Paul often went first to the local synagogue (Acts 18:1-4) where he proclaimed the message of Christ. He remained there as long as he was welcomed and well received (Acts 18:19-21). When opposition developed, he proclaimed the gospel to Gentiles. After Paul founded a church, he organized it and appointed elders so the church was self-governing after his departure. He gave the qualifications of these men in 1 Timothy 3 and Titus 1, and this may be the first scripture referring to the compatibility of church leaders with church roles and responsibilities. Men were selected for leadership roles if their lives and lifestyles were compatible with the roles.

The Ephesian church had elders long before Paul wrote 1 Timothy (Acts 20:17-35), and Gordon Fee describes Paul’s motivation for the epistle:

If our identification of the false teachers as elders is correct, then Paul's reason for this set of instructions is that Timothy must see to it that elders are living according to their appointment, that is, by these standards. At the same time, of course, the whole church will be listening in and will thus be given the grounds

for discipline of erring elders as well as for their replacement (cf. 1 Timothy 5:22, 24-25)."

Paul cited what appears to be a well-known saying to introduce and support his teaching:

"The saying is sure: Whoever aspires to the office of bishop desires a noble task" (1 Tim. 3:1). Paul then lists qualifications for the bishop's office. Alexander Strauch writes,

"Overseer" (Gr. *ἐπισκοπος*) is a term that emphasizes this leader's management responsibilities and is evidently synonymous with "elder" (*πρεσβυτερος*, 5:17; 1 Pet. 5:1) and "pastor" or "shepherd" (*poimen*; Eph. 4:11). Paul used the term "elder" more frequently, so I have chosen to use it in commenting on this pericope. At the time Paul wrote the Pastorals the office of elder was common in the churches since he had appointed elders in churches that he had founded (Acts 14:23). The history of the elder office in the church goes back to the elder office in ancient Israel. The Jews continued this organization in their synagogues, which they began during the Babylonian Captivity.<sup>10</sup>

David Mappes adds, "[W]hile the synagogal eldership did influence church eldership, the influence was of a general nature."<sup>11</sup>

Paul did not say all Christian congregations must have an elder, but it appears some churches had more than one (Acts 20:17, Phil. 1:1), and the elder role was a leadership position that carried pastoral responsibility (1 Pet. 5:1-2). The word "elder" describes the status of those who held the position and probably meant older in age, wisdom, and maturity in judgment.<sup>12</sup> "Overseer" (1 Pet. 5:2) describes the major

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<sup>9</sup> Gordon D. Fee, *1 and 2 Timothy, Titus*, New International Biblical Commentary on the New Testament Series (Peabody, MA: Hendrickson, 1995), 79.

<sup>10</sup> Alexander Strauch, *Biblical Eldership* (Littleton, CO: Lewis and Roth, 1986), 137-52.

<sup>11</sup> David A. Mappes, "The 'Elder' in the Old and New Testaments" *Bibliotheca Sacra* 154 (January-March 1997), 92.

<sup>12</sup> Arndt and Gingrich, *A Greek-English Lexicon*, 706-707.

responsibility inherent in the position, and “pastor” (Eph. 4:11) describes the gift and work necessary to fulfill the role. Fee writes,

The saying in fact focuses less on the *person* than on the *position*. Thus Paul is not commending people who have a great desire to become leaders; rather, he is saying that the position of overseer is such a significant matter, a noble task, that it should indeed be the kind of task to which a person might aspire. Thus, despite the activities of some, he does not for that reason negate the position itself.<sup>13</sup>

A person can aspire to hold an office from good or bad motives, and Paul seeks persons with good motives who do worthy work without personal aggrandizement.

Twenty-first century congregations should investigate the motivation of persons who seek the position of elder. Such an aspiration can lead a young person to study, labor, sacrifice, and prepare for leadership in a church, perhaps through seminary education.

Paul lists fifteen characteristics that should mark a person’s life who aspires to serve as an elder.<sup>14</sup> Mappes catalogs the fifteen characteristics:

1. Such persons are “above reproach” (*ανεπιλεμπτον*, 1 Tim. 3:2, 5:7, 6:14; Titus 1:6) and should possess no obvious flaw in character or conduct. There should be no past or present cause for justifiable criticism that could discredit the person or bring reproach on Christ and the church. The Greek word means “not to be laid hold of.”
2. Such persons are “husband of one wife” (*μιας γυναικος ανδρα*, 1 Tim. 3:2), a phrase that has been interpreted in many ways.<sup>15</sup> Mappes lists four major views about

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<sup>13</sup> Fee, *1 and 2 Timothy*, 79.

<sup>14</sup> See David A. Mappes, “Moral Virtues Associated with Eldership,” *Bibliotheca Sacra* 160 (April-June 2003): 202-218.

Paul's meaning: the elder must be married, he must be married only once, he must be monogamous, and he must be a moral husband.

3. Such persons are "temperate" (*νετηαλιον*, 1 Tim 3:2), which means sober, vigilant, clearheaded, and well-balanced (1 Tim. 3:11, Titus 2:3).
4. They are "prudent" (*σοτηρον*, 1 Tim. 3:2, Titus 2:5), which means self-controlled (NIV), and the same Greek word reads "sensible" in Titus 1:8. Guy H. King writes about this characteristic: "Such a man, such a bishop, will not speak rashly, will be a person of sound judgment, will be master of himself, and of his situation."<sup>16</sup>
5. They are "respectable" (*κοσμιος*, 1 Tim. 3:2), which means orderly, of good behavior, dignified and decent in his conduct. Some translators rendered the same Greek word as "modest" in 1 Timothy 2:9.
6. Such persons are "hospitable" (*πηιλοξενοσ*, 1 Tim. 3:2), which means they open their homes to others. This was an especially essential quality in the early church because few public accommodations existed for traveling ministers and needy Christians (Acts 16:15, 40). Hospitality was important (Rom. 12:13, Titus 1:8), and the Greek word means "loving the stranger." Elders should be persons who reach out to unsaved and believing strangers and make them feel at home.

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<sup>15</sup> Gilbert Bilezikian, *Beyond Sex Roles* (Grand Rapids, MI: Baker, 1986); Bonnidell Clouse and Robert Clouse, *Women in Ministry: Four Views* (Downers Grove, IL: InterVarsity, 1989).

<sup>16</sup> Guy H. King, *A Leader Led* (London: Marshall, Morgan and Scott, 1962), 59.

7. Aspiring elders are “able to teach” (*διδακτικοξ* 1 Tim. 3:2). They are apt, qualified, and competent to explain and defend the truth of God. Some elders evidently gave more time to this ministry than did others (1 Tim. 5:17), but all had to be competent in the Scriptures (Titus 1:9). The style of communication undoubtedly varied according to individual gifts. Nevertheless, elders were expected to teach only after prayerful meditation on the Word and practical application of the Word to their own lives.

8. Such persons are “not addicted to wine” and “not given to drunkenness” (*με παροινον*, 1 Tim. 3:3), which means not a brawler, playboy, slave of drink, or drunkard (Titus 1:7, 1 Cor. 11:21). Paul may have used “wine” to represent any enslaving beverage. Robert Stein suggests the issue of drinking wine and other intoxicating beverages has been taught extensively in the church, and most scholars conclude that God commanded moderation rather than abstinence (1 Tim. 5:23). Others advocate abstinence on the notion that the alcohol content of wine was much lower in biblical times. Modern distilled or fortified alcoholic beverages fall into the category of strong drink that the Scriptures forbid.<sup>17</sup>

9. They are neither “pugnacious” nor “violent” (*με πλεκτεν*, 1 Tim. 3:3, Titus 1:7), which literally means a giver of blows, a striker. This describes a person who does not resort to physical or verbal violence to vent anger and or settle disputes.

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<sup>17</sup> Robert Stein, “Wine-Drinking in New Testament Times,” *Christianity Today* (June 20, 1975), 9-11; Norman Geisler, “A Christian Perspective on Wine-Drinking,” *American Gospel Missions*. [http://www.gospeljohn.com/ng\\_drinking.htm](http://www.gospeljohn.com/ng_drinking.htm) (accessed December 29, 2008).

10. Aspiring elders are “gentle” (*επιεικες*, 1 Tim. 3:3), patient, and forbearing (Titus 3:2, 2 Cor. 10:2).
11. They are “uncontentious” (*αμαχητος* 1 Tim. 3:3; Titus 1:7), which describes a person who is neither quarrelsome (NIV) nor a fighter or a brawler (Jas. 3:7).
12. They are “free from the love of money” (*απηλαργυρος*, 1 Tim. 3:3), the meaning of which may be obvious (Titus 1:7, 1 Pet. 5:2). It is the love of money, not the possession of it, that disqualifies an aspiring elder. The opposite attitude is contentment (Phil. 4:11). Philip H. Towner notes, “This means the candidate’s attitude toward material wealth ought to be one of healthy detachment, but certainly not irresponsibility.”<sup>18</sup> And Ralph Earle writes, “One who finds that he can make big money in part time secular work is apt to be diverted from an effective ministry.”<sup>19</sup>
13. The aspiring elder “manages his own household well” (*του ιδιου οικου καλος προϊσταμενον*, 1 Tim. 3:4, Titus 1:6). He controls his family, and family members submit respectfully to his leadership (Prov. 24:3-4, 27:23; Eph. 6:4). The elder’s church responsibilities are parental, so he should have proved his ability in the home before he receives larger church responsibility (Matt. 25:14-30). The home is the proving ground for church leadership (1 Tim. 3:5).

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<sup>18</sup> Philip H. Towner, *1-2 Timothy & Titus*. The IVP New Testament Commentary Series (Downers Grove, IL: InterVarsity, 1994), 87.

<sup>19</sup> Ralph Earle, “1 Timothy,” in *Ephesians-Philemon*, vol. 11 of *The Expositor's Bible Commentary*. 12 vols, ed. Frank E. Gaebelin and J. D. Douglas (Grand Rapids, MI: Zondervan, 1978), 365.



14. The aspiring elder is “not a new [recent, NIV] convert” (*νεοπηυτος* 1 Tim. 3:6), and there should be evidence that he can function as an elder without becoming conceited. The elders Paul appointed soon after he planted churches probably had backgrounds in Judaism and the Old Testament. Thomas D. Lea and Hayne P. Griffin explain, “The new believer is more likely to see such a position of leadership as an opportunity for personal advancement and to fail to understand the gravity of the task.”<sup>20</sup>

15. The aspiring elder has “a good reputation outside the church” (*μαρτυριαν καλεν εχειν απο τον εξοτηεν*, 1 Tim. 3:7) with unbelievers, and he will not bring reproach on the name of Christ and the church. “Does he pay his bills? Does he have a good reputation among unsaved people with whom he does business? (Col. 4:5 and 1 Thess. 4:12.)”<sup>21</sup>

Paul valued particularly two qualifications for elders: They could not be guilty of doing something wrong, and other people had to perceive their conduct as proper for a Christian. The elder was an overseer, and this implies he supervised other local church officials and other Christians in the church. The New Testament lacks evidence that God intended overseers to govern groups of churches. A hierarchy did exist while the apostles lived (Matt. 16:18-19, John 21:15-17); however, the New Testament makes no provisions for the maintenance of a hierarchy. Many Western Christians have taken the absence of

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<sup>20</sup> Thomas D. Lea, and Hayne P. Griffin Jr., *1, 2 Timothy, Titus*, New American Commentary Series (Nashville, TN: Broadman, 1992), 112.

<sup>21</sup> Towner, *1-2 Timothy & Titus*, 88-89.

biblical prescription to mean that churches are free to decide for themselves whether to organize as independent, autonomous congregations or affiliate in groups under given denominational umbrellas, with supervising officials.<sup>22</sup>

The effective operation of a church depends on leadership. The New Testament does not legislate the details of church operations and structures; therefore, it is important that those who make the decisions be spiritual persons who set good examples and gain the respect and confidence of church members.<sup>23</sup> Earle E. Cairns divides leadership into groups:

These officials may be divided into two classes. The charismatic officials (Greek charisma means gift) were chosen by Christ and endowed with special spiritual gifts (1 Cor. 12-14; Eph. 4:11-12). Their function was primarily inspirational. The administrative officials constituted the second class. Their function was mainly administrative; although after the death of the apostles, the elders took over many spiritual responsibilities. These officials were chosen by the congregation after prayer for the guidance of the Holy Spirit and appointed by the apostles.<sup>24</sup>

These officials guarded the gospel's truth at its initial proclamation and were selected by Christ through the Holy Spirit to exercise leadership within the church (Acts 13:1-3). Paul describes the offices: apostles, prophets, evangelists, pastors, and teachers. The apostles witnessed Christ's life, death, and resurrection (Acts 1:22; 1 Cor. 1:1, 15:8) and were personally asked by Christ to follow him. Paul based his apostleship on a direct message from Christ on the Damascus road. These first officials of the early church

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<sup>22</sup> Franklin Littell *The Free Church* (Boston: Starr, 1957); Donald F. Durnbaugh, *The Believers' Church: The History and Character of Radical Protestantism* (New York: Macmillan, 1968).

<sup>23</sup> Wiersbe, *The Bible Exposition Commentary*, 2:221.

<sup>24</sup> Earl E. Cairns, *Christianity through the Centuries* (Grand Rapids, MI: Zondervan, 1996), 81.

delegated their functions to various people when they were unable to care for all the needs of the expanding early church (Acts 6:1-7).

Thomas Constable points out that the twelve apostles established offices in the church when the Holy Spirit so directed them. This does not involve a hierarchy, as the Roman Catholic Church developed, because the new officials were chosen by the people, ordained by the apostles, had special spiritual qualifications, and were led by the Holy Spirit. The Holy Spirit called them to the office, the church issued a call through a democratic vote of the church, and the apostles ordained them.<sup>25</sup>

Jesus appointed the disciples to their offices. In the early church another class of officials was chosen “with the consent of the whole church” (*Didache* 15:1, Acts 6:5), and they carried the organizational functions of the church. The apostles established the officials’ qualifications and put them in office after their selection by the congregation. Unlike the apostles and other officials, these men and women worked and exercised their authority in the local church or congregation rather than in the whole church. These offices grew by division of function and specializations and helped the overworked apostles respond to the growing church’s demands. Perhaps the example of the synagogue and its elders who presided over local affairs was a factor in the creation of these offices.<sup>26</sup>

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<sup>25</sup> Thomas Constable, “Pauline Epistles” (lecture, Dallas Theological Seminary, Dallas, TX, September 17, 1986).

<sup>26</sup> Charles J. Conniry Jr., “Identifying Apostolic Christianity: A Synthesis of Viewpoints,” *Journal of the Evangelical Theological Society* 37, no. 2 (1994).

The office of elder ranked high in the local congregation, and the New Testament writers described the office (Acts 20:27, 28; Phil.1:1; Titus 1:5, 7). The qualifications of an elder are outlined at least twice in the New Testament (1 Tim. 3:1-7, Titus 1:5-9). Elders were men of good reputation among the members of the church and outsiders, and they conducted public worship as a central responsibility (1 Tim. 5:17, Titus 1:9) along with good church government and orderly church discipline.

Paul trained Timothy in church service and Paul instructed Timothy: “And these things you have heard me say in the presence of many witness entrust to reliable men who will also be qualified to teach others” (2 Tim. 2:2), and Paul directs Timothy to develop other leaders. Paul’s ministry of leadership multiplication covers several generations of leaders. He and other church leaders identified and recruited new leadership through a selection process, and this is a precedent for compatibility selection in the twenty-first century church. When contemporary church leaders seek other leaders they should look for those persons whose lives fulfill the Bible’s requirements for leadership.

This section’s review of Scripture demonstrates the apostles and Paul developed an organizational structure that selected church leaders based on spiritual qualifications (1 Timothy 3 and Titus 1) and assured that candidates were compatible with the tasks and position requirements. The next section describes

developments in the early second century among the apostolic church fathers and how they selected church leaders.

### The Early Church Fathers and Clergy Selection

No question in church history has been more darkened by the controversy than that of the origins of the church's official ministry. Owing to the scantiness of the evidence [that] has survived, few questions are more difficult to answer in detail. In all probability, the course of institutional development was slightly different in different places. In other words, not all first-century Christian communities had the same structure at the same time. Yet by the middle of the second century, a substantially uniform pattern of local ministry was coming to prevail throughout the Christian world.<sup>27</sup>

The church continued development of the selection process for church leadership in the early second century. Formalization of leadership roles increased but without uniform development. The early church fathers determined that basic rules of order should be compiled and distributed to the churches.<sup>28</sup> For example, the *Didache*, or Teaching of the Apostles, was compiled as a manual of discipline, and it provided guidelines for life and worship.<sup>29</sup>

Cairns notes that men who knew the original apostles are identified as the apostolic or early church fathers, and they include Clement, Ignatius, and Polycarp. Most of their literary works were produced between AD 95 and 150, and the title "father of the

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<sup>27</sup> Williston Walker, Richard A. Norris, David W. Lotz, and Robert T. Handy, *A History of the Christian Church*, 4<sup>th</sup> ed. (New York: Charles Scribner's Sons, 1985), 45.

<sup>28</sup> Leonhard Goppelt, *Apostolic and Post-Apostolic Times*, trans. by Robert Guelich (Grand Rapids, MI: Baker, 1977); William Klassen and Graydon F. Snyder, *Current Issues in New Testament Interpretation: Essays in Honor of Otto A. Piper* (New York: Harper, 1962); Conniry, "Identifying Apostolic Christianity: A Synthesis of Viewpoints."

<sup>29</sup> Cyril C. Richardson, ed., *Early Christian Fathers* (New York: Touchstone, 1996), 163-164.

church” originated during this time. Carin asserts that the title “father,” which was given to bishops, especially in the west, expressed affectionate loyalty. It was increasingly used after the third century to describe the orthodox champions of the church and exponents of its faith. Patrology is the name for the study of the life and works of these men, most of whom lived in the period between the end of the apostolic age and the Council of Chalcedon (451).<sup>30</sup>

The apostolic fathers wrote primarily for the pastoral and practical edification of the church and to deal with behavioral and theological issues. At about AD 95, for example, a serious disturbance occurred in the Corinthian church. Clement (AD 30-100) was the leading elder in the church at Rome. He wrote his first epistle to the Corinthian church to urge Christians who revolted against the elders to end their disturbance and subject themselves to the elders (1 Clement 1:1; 14:1-2, 46; 47:3-6).

Clement wrote about apostolic succession in 1 Clement 42-44 and centered his argument on the fact that God sent Christ, Christ commissioned the apostles, and the apostles designated the elders and deacons. Clement urged obedience to these appointed leaders (1 Clement 44:3), and this letter is valuable for its information concerning the elevated position of bishops or elders in the church at the end of the second century. Clement believed obedience to the bishop is a practical guarantee of Christian unity and clergy are separate from laity (1 Clement 40:5). Clement describes apostolic succession:

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<sup>30</sup> Earle E. Carins, *Christianity through the Centuries*, (Grand Rapids MI.: Zondervan, 1996), 73.

Our apostles also knew, through our Lord Jesus Christ, that there would be strife on account of the office of the episcopate. For this reason, therefore, inasmuch as they had obtained a perfect foreknowledge of this, they appointed those [ministers] already mentioned, and afterwards gave instructions, that when these should fall asleep, other approved men should succeed them in their ministry. We are of opinion, therefore, that those appointed by them, or afterwards by other eminent men, with the consent of the whole Church, and who have blamelessly served the flock of Christ in a humble, peaceable, and disinterested spirit, and have for a long time possessed the good opinion of all, cannot be justly dismissed from the ministry. (1 Clement 44:1-6)

The above quotation provides a clear sense that bishops were appointed by those whose authority came from the original apostles. Although this may not prove the validity of a continuing apostolate, it suggests legitimate transfer of leadership authority from generation to generation. Bishops approved those who were appointed “with the consent of the whole church,” which at the time was a clerically led church. Clement referred to these office holders as members of the episcopate and bishops; however, he called them “presbyters” when he spoke of their blessedness. Clement seems to argue that existing church leadership recognizes and appoints legitimate ministers. If the twenty-first century church adopted an organizational model based on Clement, it might implement the following principles described by David Hard:

All authority comes from the apostles through the Lord Jesus and is passed down from one generation of leadership to the next. (Although there is no reference to the “laying on of hands,” clearly ordination is the principle here.) The church must echo the choice of the leadership and agree to the selection of the leaders to the episcopate. Most churches today practice precisely the opposite. The leadership is selected by the people and is put forward if the existing leadership has no objection. I think that Clement’s way is better because the existing leadership is better qualified to recognize appropriate ministerial candidates. The office of Bishop and Presbyter are the same (i.e. those who exercise oversight and give wise mature leadership to the body). In Clement’s day, a sense of unity and connectedness prevailed within the leadership of the church, and there is no room

for anyone who is not under authority of the “ministerium.” There is no room for the “one man show.”<sup>31</sup>

The model selection for leaders continued to change. For example, Ignatius was bishop of Antioch who died circa AD 98-117,<sup>32</sup> and he articulated a doctrine significantly different from the model of Jesus and the Apostles. The seven letters of Ignatius to the churches in Asia Minor picture the bishop as a chief minister among a group of elders and assisted by deacons, but it is unclear whether such a threefold ministry of bishops, elders, and deacons existed everywhere.<sup>33</sup> Bruce Shelly writes that Ignatius “wrote a series of letters that describe a single bishop in each church, a body of presbyters and a company of deacons. God’s grace and the Spirit’s power, he [taught], flow to the flock through this united ministry.”<sup>34</sup>

Ignatius advanced the idea that leaders were a special class of believers, and Kenneth Scott Latourette comments, “[According to Ignatius,] the bishop is the representative of God the Father and the presbyters are the Sanhedrin of God. . . . Nothing was done without the bishop . . . that he who honors the bishop shall be honored by God.”<sup>35</sup> This was a radical departure because individuals who sought such distinction

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<sup>31</sup> David Hard, “Church History” (lecture, Philadelphia Biblical University, Langhorne, PA. March 7, 2007).

<sup>32</sup> Richardson, *Early Church Fathers*, 75.

<sup>33</sup> Ivor J. Davidson, *The Birth of the Church from Jesus to Constantine AD 30-312* (Grand Rapids, MI: Baker, 2004), 299.

<sup>34</sup> Shelly, *Church History in Plain Language*, 85.

<sup>35</sup> Kenneth Scott Latourette, *A History of Christianity*, vol. 1 *Beginnings to 1500* (San Francisco: Harper, 1975), 112-113.



and power in the apostolic age were rebuked (3 John 9). As doctrinal errors increased, the church leaders apparently systematized their beliefs and organization structures in order to:

Unite all believers in conscious fellowship; spread the gospel in its purity; bring all believers into a visible “body of Christ.” In practice, the three motives proved to be . . . contradictory, for in the process of defining faith and of developing an organization, bitterness arose which was a palpable contradiction of the love which is the chief evidence of Christian unity.<sup>36</sup>

Centralization of the bishop, presbyter, and diaconate increased the distinction between those who occupied leadership roles and the believers who made up the laity or the people of God.<sup>37</sup> In the New Testament context, the “people of God” included Christians who were all deemed to be a “holy priesthood” (1 Pet. 2:5, 9-10); later, a stronger difference between leaders and other members of the church developed. Walker writes, “These officers did not, of courses, get appointed or selected out of a body of more or less trained professionals, as has been the case with the Christian ministry in most places since late classical and medieval times.”<sup>38</sup> As a consequence, leaders moved apart from the whole people of God and increasingly suggested that those called to minister differed from lay believers and spiritual status of a special kind belonged to the leaders. The responsibilities of pastors were believed to be foreshadowed in the Law of Moses and sanctioned by Jesus who commissioned particular individuals to go out and preach and teach in his name. Later Christian thinking said that persons with such a

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<sup>36</sup> Ibid. 129-131.

<sup>37</sup> Ibid.

<sup>38</sup> Walker, Norris, Lotz, and Handy, *A History of the Christian Church*, 45.

vocation had God as their “lot” (in Greek: *κληρος*, which means “lots,” “portion,” or inheritance”), and to be a member of this group was to *κληρικός* the root of the word clergy.<sup>39</sup> In principle, decisions about clergy candidates lay with the whole church, but in practice the opinions of the bishops, and to some extent the elders, were highly influential, especially when the will of the people was divided.<sup>40</sup>

### **Clergy Selection: AD 325-1517**

The church fathers unwittingly created a system ripe for abuse because the selection of clergy was placed in the hands of a few men.<sup>41</sup> Shelly wrote that Christianity gained the protection of the state in the early third century with the endorsement of Emperor Constantine.<sup>42</sup> Like his predecessors, Constantine knew that a social fabric reinforced by a religion could strengthen his political power in a diverse kingdom. Due to his conversion he legitimized Christianity alongside other established religions, and the church adopted the present secular political hierarchical system for church administration. Constantine proclaimed himself Pontifex Maximus or the highest order of priests, merged state and church, and moved spiritual power progressively into the hands of a few men. The bishop of Rome assumed a greater role among the churches, ultimately

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<sup>39</sup> W. E. Vine, *Vine's Expository Dictionary of New Testament Words* (Nashville, TN: Thomas Nelson, 1984), 691.

<sup>40</sup> Walker, Norris, Lotz, and Handy, *A History of the Christian Church*, 48.

<sup>41</sup> Stacy Rinehart, *Upside Down: The Paradox of Servant Leadership* (Colorado Springs: NavPress, 1998), 79.

<sup>42</sup> Shelly, *Church History in Plain Language*, 132.

assuming the title Pope, which is Latin for papa or Greek for father.<sup>43</sup> Gradually the bishops centralized the hierarchy in Rome.

Latourette believes the final transfer of power into the hands of a single person came during the papacy of Gregory VII who declared that the pope could use any means to substantiate his authority even if it contradicted Scripture.<sup>44</sup> What began as a shift in assumptions by Ignatius in the second century evolved into a fully-fledged spiritual system. One man was designed as the physical head of the body on earth.

### **Clergy Selection: Reformation 1517**

On October 31, 1517, Martin Luther nailed his theological platform to the door of Castle Church in Wittenberg Germany. His ninety-five thesis's called the church leadership to move away from the centralized structure and back to the Scriptures as the final authority for faith and ministry.<sup>45</sup> During this period, Luther, John Calvin, John Knox, and others sought to restore the focus on faith alone in Christ as the sole means of salvation, restore purity and integrity in church leadership, and reinstate the priesthood of all believers.<sup>46</sup> This transition placed more emphasis on the pastor as a preacher and less focus on the celebration of the sacraments. The reformers supported the translation of the Bible into the congregants' common language.

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<sup>43</sup> Rinehart, *Upside Down The Paradox of Servant Leadership* , 80.

<sup>44</sup> Latourette, *A History of Christianity*, vol. 1 *Beginnings to 1500*, 112-113.

<sup>45</sup> Walker, Norris, Lotz, Handy, *A History of the Christian Church*, 425.

<sup>46</sup> Ibid., 497.

The Anabaptists were a second wave of reformation in the sixteenth and seventeenth centuries.<sup>47</sup> They believed the reformation did not go far enough and sought to restore the New Testament design for the church. It was a turning point because the clergy did not come from the Catholic Church.<sup>48</sup> Carins writes,

The doctrine of the priesthood of believers struck at the importance of the hierarchical system of mediators between God and man, just as the doctrine of justification by faith had made the sacramental system unnecessary. No mediator was needed, because each believer was a spiritual priest who offered spiritual sacrifices to God.<sup>49</sup>

The reformers gained ecclesiastical power from the Roman Catholic Church and developed new structures and hierarchies.<sup>50</sup> The reformation groups became state churches within a relatively short time.<sup>51</sup> Many protestant groups built upon the works of the reformers, and they returned to the roots of biblical character qualifications and the concept of clergy selection.

### **Clergy Selection: The Twenty-first Century**

For clergy selection in the twenty-first century, the author of this paper will consider the clergy selection process in the Evangelical Free Church of America. The Evangelical Free Church of America (EFCA) operates under a congregational form of

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<sup>47</sup> Ibid., 448.

<sup>48</sup> Ibid., 452.

<sup>49</sup> Carins, *Christianity through the Centuries*, 351.

<sup>50</sup> Ibid., 269.

<sup>51</sup> Ibid., 268.

church government, and local churches choose their own pastors. The denomination uses a selection process for ordination. First, the EFCA churches adopted the biblical qualifications of an elder described the Epistles of Timothy and Titus. Beyond these qualifications there are steps toward credentialing to be ordained.<sup>52</sup>

The purpose of ministerial credentials for the EFCA are:

(1) to affirm God's call upon a person's life; (2) to verify that this person meets the qualifications and standards for ministry in The Evangelical Free Church of America; (3) to approve this person for ministerial service under the auspices for The Evangelical Free Church of America; (4) to provide legal status in the exercise of that person's ministry.<sup>53</sup>

Credential candidates must hold an EFCA ministry license for three years prior to applying for a certificate of ordination. A local ordination council under the district in which they serve examines candidates to determine if candidates satisfy the following general requirements:

1. Must be a member in good standing of a local Evangelical Free Church.
2. Must subscribe without mental reservation to the statement of faith of the EFCA and agree to reaffirm that commitment every five years.
3. Must be engaged in a full-time ministry (minimum of 30 hours per week) that qualifies for a ministerial credential.
4. Must demonstrate a cooperative spirit with the purpose and policies of EFCA and a lifestyle consistent with biblical standards of Christian conduct.
5. Must be examined and approved by a district ordination council.
6. Must complete the prescribed course on Free Church history, doctrine and polity as directed by the EFCA.
7. Must conform to the EFCA divorce policy.<sup>54</sup>

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<sup>52</sup> EFCA, "Requirements for an EFCA Ministerial Credential," <http://www.efca.org/about-efca/joining-efca/credentialing/requirements-efca-ministerial-credential> (accessed January 29, 2010).

<sup>53</sup> Ibid.

<sup>54</sup> Ibid.

If the local ordination council approves the candidacy, it is forwarded to the national EFCA Board of Ministerial Standing for review and consideration.

The EFCA clergy selection lacks a compatibility assessment in its documentation, but the EFCA Placement Service uses an assessment tool called MinisterConnection.<sup>55</sup> This tool facilitates connections between churches and potential pastors. A website-accessible database enables district superintendents or churches to discover matches between pastors' and churches' profiles. The MinisterConnection website states,

MinisterConnection allows a candidate and a church to create a matching profile. The questions used for matching have been selected to assist candidates and churches in the initial stages of the placement process. The result of this preliminary screening should be a number of individuals who show promise as potential candidates.<sup>56</sup>

The MinisterConnection profile is a first step in the assessment process and covers issues such as doctrinal agreement between candidates and churches, candidates' ordination status, types of positions sought, and geographical region preferred.

In contrast to the ordination process, the Evangelical Free Church uses an extensive process for potential church planters that include a series of eight self-assessment instruments that help individuals evaluate their potential as church planters.

The assessment instruments include:

1. EFCA Planter Profile: This instrument helps . . . evaluate the basic skills need[ed] to be an effective church planter.

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<sup>55</sup> EFCA, MinisterConnection Placement Services, <http://efca.org/church-health/pastoral-care-staff-benefits/ministerconnection> (accessed January 6, 2010).

<sup>56</sup> MinisterConnection, <https://ministerconnection.net> (accessed January 6, 2010).

2. APEST: This instrument helps . . . evaluate . . . leadership orientation based upon Ephesians 4.
3. DiSC Profile #W-800: This instrument helps . . . understand how basic personality impacts . . . church planting leadership.
4. MBTI: This instrument helps . . . understand how . . . temperament impacts . . . church planting leadership.
5. CPI 260: This instrument helps . . . to discover . . . leadership style and how to develop it for church planting.
6. Couple Checkup: This instrument helps . . . evaluate 20 different areas in [the] marriage relationship.
7. Spiritual Gifts: This instrument helps . . . evaluate . . . spiritual gifts.
8. Strength Finders 2: This instrument helps . . . evaluate . . . basic strengths.<sup>57</sup>

When church-planting candidates finish the assessments, they schedule a three to four hour behavioral interview that includes their spouse “to explore in depth the foundational skills of church planting.”<sup>58</sup> Candidates write personal growth plans for their first year of ministry based on the assessment instrument results and the behavioral interview, and they update the plan annually.<sup>59</sup> Candidates are assigned coaches who help refine the personal growth plans based on coaching insights and goals for the first year of ministry.<sup>60</sup> The assessment instruments, interview, plan, and coaching encourage church-planting candidates and hold them accountable. The EFCA uses an in-depth assessment process for potential church planters as compared with the ordination candidate procedure.

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<sup>57</sup> EFCA, Church Planter Assessment, <http://www.efca.org/church-care-planting/reachnational-church-planting/assessment> (accessed January 7, 2010).

<sup>58</sup> Ibid.

<sup>59</sup> Ibid.

<sup>60</sup> Ibid.

The author of this paper believes the church planting assessment tools have value. The Spiritual Gifts, Couple Check Up, EFCA Planter Profile, and APEST instruments assess important issues, but they do not measure motivations, abilities, and personality in a single tool. The PRO Development™ (PRO D™) assessment includes the DiSC, MBTI, and CPI 260.<sup>61</sup> The PRO D™ tool suggested by this paper in chapter 4 of this paper is more thorough and consolidated than the array of church planter assessment instruments.

### **Conclusion**

The concept of clergy selection and compatibility developed in the church historically, and ecclesiastical bodies and denominations emerged that governed the clergy selection process. Individuals were selected based on biblical character qualifications and the needs of the church. Human leaders and administrative structures assumed authority over ecclesiastical issues, and clergy selection became more political. Many church fathers held their offices until death, and lifetime tenure developed. Pastoral selection followed scriptural requirements, and church leaders added more demands.

New Testament believers selected clergy based on candidates' character, compatibility with strict guidelines, and the Holy Spirit's guidance. Jesus began the selection process when he called his apostles and the process continued in the early church based on spiritual qualifications listed, for example, in Paul's letters to Timothy and Titus. The church later added an organized selection process with extra-biblical

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<sup>61</sup> David R. Black, *PRO D™ Training Manual* (Princeton, NJ: Obik, 2004), 21.



criteria and qualifications. It appears the early church fathers used the Bible as a guide but went further based on circumstances and good intentions.

The early church used compatibility standards and criteria but lacked scientifically based assessment tools, such as the PRO D™ profile. The author of this paper contends that the PRO D™ tool can increase compatibility between churches and pastors because modern assessment tools can be used in combination with the biblical character requirements of leaders. Church leadership can combine the biblical qualities described in Timothy and Titus with the PRO D™ assessment tool to determine compatibility between churches and pastors. This may increase the potential of favorable church-pastor compatibility in the clergy selection process. This supports the thesis that pastors should be compatible with the churches they serve to have long-lasting, successful ministries.

This chapter demonstrates that Jesus, Paul, and the early church fathers used character and compatibility criteria in pastoral leadership selection. The criteria were behavioral, as demonstrated in Paul's list of acceptable behaviors, and motivational, as demonstrated in Jesus' demanding call to discipleship: "If any man would come after me, let him deny himself and take up his cross and follow me" (Matt. 16:24).

This chapter's review demonstrates the church's historical use of biblical character qualities required for leadership. Character, compatibility issues and assessment are biblical and theologically legitimate, and the focus of this paper is the application of compatibility measurement in the twenty-first century church. The next chapter describes

the PRO D™ profile and its use in achieving compatibility between qualified candidates and specific churches.

## CHAPTER 4

### THE PRO DEVELOPMENT™ PROFILE

This chapter describes the PRO Development™ (PRO D™) tool pastors can use to assess their compatibility for specific ministries (see appendix A). The goal is to give pastors a mirror and map for their ministry careers. A mirror allows pastors self-reflection and a map gives direction and shape to their routes and destinations. Understanding how pastors are designed and where they are going may improve their success and the success of the churches they serve. Dawn Rosenberg McKay reports, “The average person can expect to change careers three to five times in his or her lifetime,”<sup>1</sup> and the Barna Group says, “The average pastor stays only five years at a church.”<sup>2</sup> The use of the PRO D™ enables pastors to understand how they are designed so they accept compatible ministries and increase their longevity in ministry.

#### **Origin and History of PRO Development™**

A history of the PRO D™ reveals its uniqueness. David E. Black writes,

PRO Development™ (hence called PRO D™) is . . . founded on the belief that people will be fulfilled and productive when placed in a role that simultaneously

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<sup>1</sup> Dawn Rosenberg McKay, “6 Reasons to Make a Career Change,” [http://careerplanning.about.com/od/caerchoicechan/a/why\\_change.htm](http://careerplanning.about.com/od/caerchoicechan/a/why_change.htm) (accessed September 20, 2006).

<sup>2</sup> The Barna Group, “A Profile of Protestant Pastors in Anticipation of ‘Pastor Appreciation Month.’”

taps their *motivations (mission)*, *abilities (capabilities)*, and *personality (style)*. Traditional career counseling instruments have focused on one or two of these factors. Discerning that one has the “personality” to make a good attorney does little, however, to ensure that he/she has either the ability or motivation to be successful in this role. Such a limited one-factor approach does not even begin to address the type of law that an individual might be best suited for, let alone, the type of organization that would allow his/her career to flourish. Only a system that considers and *converges* on all three factors—mission, capabilities, and style—will be able to yield career choices that appeal to and play to an individual’s strengths and sense of purpose.<sup>3</sup>

The concept of convergence is not new and is discussed by Mark L. Savickas and Robert W. Lent.<sup>4</sup> In their book, Savickas and Lent and other leading career theorists called for a new, comprehensive, fully convergent model that explains, measures, and integrates individuals’ missions (motivations), capabilities (abilities), and styles (personality) or (MCS). These career theorists understood that while the three MCS dimensions make unique contributions toward understanding the individual, the convergence of these three areas is most important.

Within each dimension, M or C or S, the results of the individual profiling tools are merged into one picture. For instance, cognitive, interpersonal, and behavioral skills or aptitudes yield a unique competency profile. Second, the contributions of missions, competencies, and styles converge and form a unique, complete perspective on the individual. This composite profile is judged useful by Savickas and Lent because it combines the M, C, and S dimensions. Finally, the profiles of the individual and

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<sup>3</sup> Black. *PRO D<sup>1M</sup> Training Manual*, 21.

<sup>4</sup> Mark L. Savickas and Robert W. Lent, *Convergence in Career Development Theories: Implications for Science and Practice* (Palo Alto, CA: CPP Books, 1994).

organization come together to yield the optimal “fit.” PRO D™ is based on Savickas and Lent’s assumptions,<sup>5</sup> and this author sees the application of this instrument to pastoral ministry. Pastors would benefit from seeing a picture of self, gain an understanding of what motivates them, identify their unique skills, and learn how their personalities relate to people and situations.

PRO D™ results from seven years of research and development by David Collins’ Princeton-based assessment firm, Obik.<sup>6</sup> David Collins is a graduate of Middlebury College with a B.A. in economics and music, an honors thesis from the London School of Economics, and a M.B.A. from Rutgers University. Obik staff members developed an assessment system after a thorough review of hundreds of instruments and career counseling and development programs. Based on this review, Obik developed a system that measures the MCS (missions, capabilities, styles) dimensions. In the beginning, existing tools which demonstrated reliability and validity were selected, for example: the Enneagram, DISC, Life Styles Inventory, and Organizational Culture Inventory<sup>7</sup>. Between 1992 and 2002, the Obik team developed and tested its own set of MCS tools, and created the mathematical formulas or algorithms necessary for highly individualized models. They developed the PRO D™ tool, designed specifically for the analysis for the professional growth and development of leadership for individuals and teams.

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<sup>5</sup> David Collins, interview by author, Princeton, NJ, January 18, 2007.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

In 2003, TAI Incorporated (formerly Taylor Associates Incorporated) secured exclusive rights for PRO D™.<sup>8</sup> According to Davis Taylor, TAI's president, PRO D™ is not a "test." It is an experiential process that helps individuals understand their unique set of motivations, competencies, and style. It also shows them how their motivations, competencies, and style can be expressed and experienced in a number of different career choices and organizational relationships. Taylor asserts, "The sensitivity and specificity of the PRO D™ system allows for thousands of possible career choices, far more individualized than traditional vocational instruments."<sup>9</sup>

According to Collins,<sup>10</sup> "The technology embedded in the tool uncovers the fundamental character of individuals and organizations, and facilitates an optimum "fit" between the person and his/her environment. Its unique process of measuring, advising, and matching also provides an effective tool for leadership assessment. It has been used in the corporate world for several years." The PRO D™ is used in this paper to help pastors match their motivations (mission), abilities (capabilities), and personality (style) with the church they wish to serve.

### **Design**

PRO D™ is a 600 question, on-line, assessment instrument that provides individuals valuable personal insight and the roles they play in their workplaces.<sup>11</sup> The

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<sup>8</sup> Davis Taylor, interview by author, Yardley, PA, October 16, 2003.

<sup>9</sup> Ibid.

<sup>10</sup> David Collins, interview by author, Princeton, NJ, January 18, 2007.

<sup>11</sup> Ibid.

design of PRO D™ is based on the concept that many factors and dimensions contribute to an individual's unique profile. There are a number of psychological and career development tools have been developed and used in the past to deliver accurate profiles.<sup>12</sup> These assessments typically measure one or two elements such as style and personality, career competency, or interest and motivation. It is the convergence technology that makes PRO D™ unique.

“Although PRO D™ draws heavily from established instruments and traditional testing methodologies; it contains unique algorithms necessary to create highly individualized convergence models. PRO D™ is not a test of right or wrong answers, but rather a process that helps individuals understand their unique design.”<sup>13</sup> The diagram in figure 2 describes the assessment tools incorporated into PRO D™.<sup>14</sup> According to Black, MBTI® and Myers-Briggs Type Indicator® are registered trademarks of Consulting Psychologists Press, Inc. Strong Interest Inventory is a registered trademark of Stanford University Press. California Psychological Inventory and Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B) are trademarks of Consulting Psychologist Press, Inc.<sup>15</sup>

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<sup>12</sup> Nat Stoddard and Claire Wyckoff, *The Right Leader: Selecting Executives Who Fit* (Hoboken, NJ: Wiley and Sons, 2009), 294-296.

<sup>13</sup> David Collins, interview by author, Princeton, NJ, January 18, 2007.

<sup>14</sup> Black, *PRO D™ Training Manual*, 20.

<sup>15</sup> Ibid.

### Why Is PRO D™ Unique?

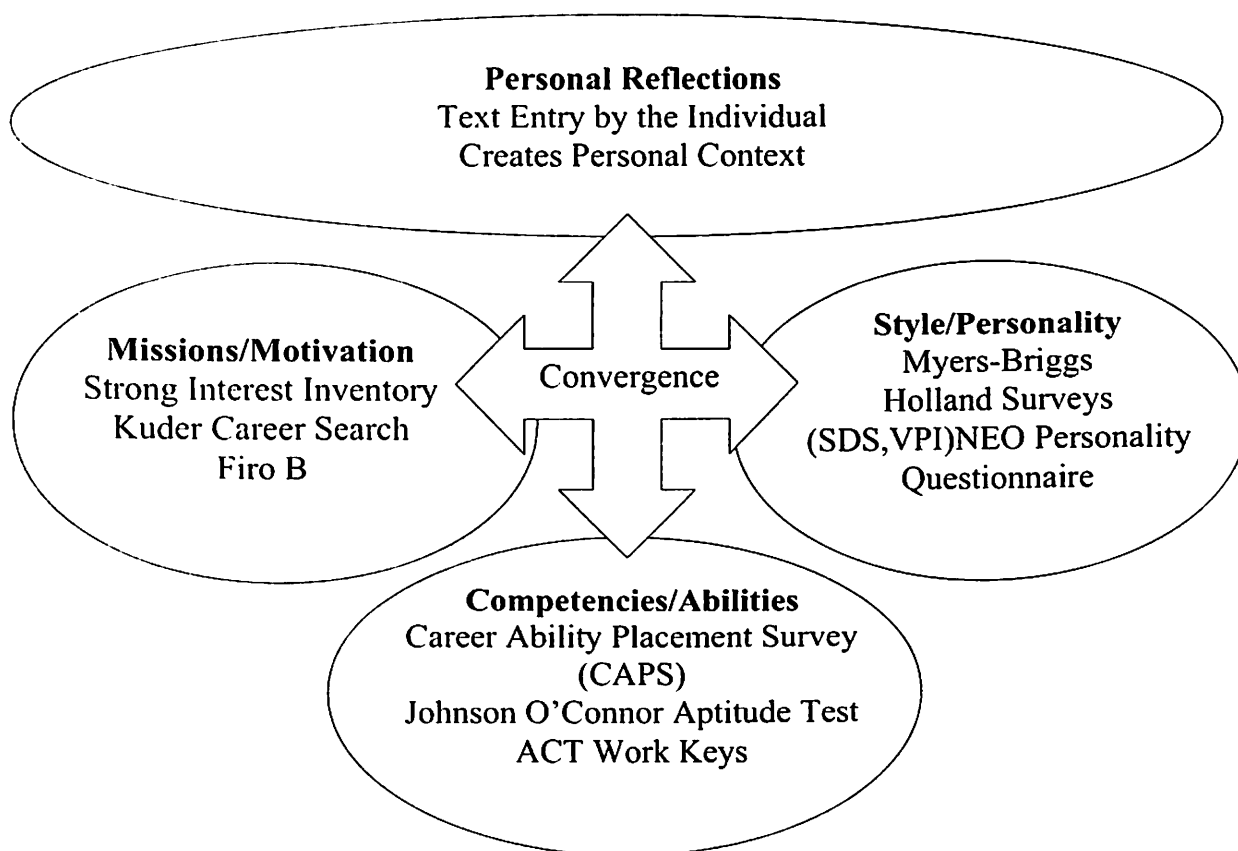


Figure 2. Diagram of PRO D™ unique characteristics (used with permission)

The PRO D™ convergence model helps pastors understand how their unique design contributes to their leadership effectiveness as individuals and as members of a team. The PRO D™ includes three levels of convergence. First, individual profiling tools put together a picture of each of the three dimensions: missions, competencies, and styles. Missions are a person's passions or motivations. Competencies refer to a person's abilities. Styles measure a person's traits. For example, PRO D™ technology creates a



mental, interpersonal, and behavioral skills combination that yields a unique competency profile (see figure 3).

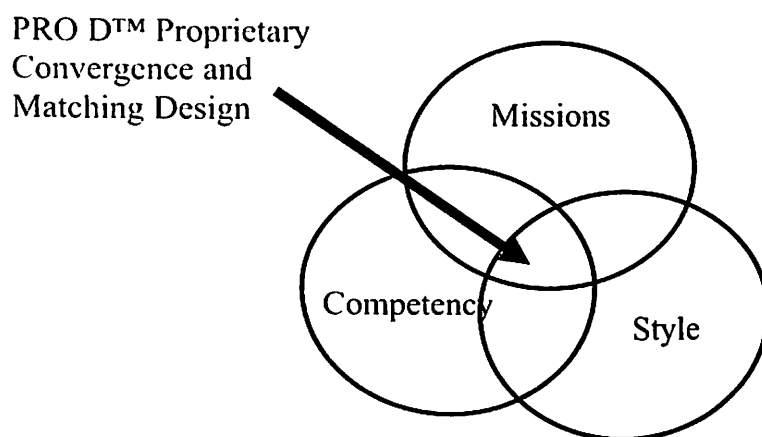


Figure 3. PRO D™ convergence and matching design (used with permission)

Second, the contributions of missions, competencies, and styles converge and provide a unique, holistic perspective of the individual.<sup>16</sup> The result is a view of the individual that is useful personally and professionally. The use of the PRO D™ supports this paper's thesis that pastors can identify compatible churches that improve the pastor's and church's effectiveness and success.

Third, the profile of role and organization converge. Pastoral leadership effectiveness results when the optimal P.R.O. (person, role, organization or church) is identified and maximum harmony exists between pastor and church. The resulting development is critical to the success and growth of a church. Information and insight based on the results of the PRO D™ technology allow pastors and churches to focus on

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<sup>16</sup> Ibid.

the areas of compatibility. In the practical area of career development, it includes the ideal role (not title or job description) a pastor can play that provides a more effective match between the pastor and church.

Individual personality change is difficult. Organizations include many individuals, policies, procedures, histories, and their own unique cultures that resist change. A careful assessment of these factors provides a framework for personal or organizational change or a decision that a particular pastor/church combination is ineffective or potentially damaging. For example, a match is inappropriate if a pastor is assessed as a change agent but the church is not looking for change.

The PRO D™ instrument provides valuable information through its use of convergence technology. This technology produces Missions/Competencies/Style insight for the individual and Person/Role/Organization (PRO) insight for the church/organization. Both elements are vital for effective work in leadership and organizational development, and assessing the compatibility of a pastor and church.

### **The PRO D™ Description and Report Overview**

When pastors complete the PRO D™ survey, they answer more than 600 questions. The 600 profile questions are divided into 200 questions corresponding to the three dimensions of mission, competencies, and style. The three dimensions of the profile (MCS) comprise the PRO: person, role, and organization. The questions tap respondents' reflections on their careers, accomplishments, interests, needs, motivators, abilities, personal qualities, expectations, roles, and the churches they serve. A printed report

brings together the results of the survey and provides a step-by-step review for study of the details and places them within an overall context.

The report is divided into the following broad categories. Career Value Areas is an explanation of PRO D™ career classifications. A PRO D™ Map is a visual representation of the results and pictures the relationship between the different aspects of the pastor's report and results. The Composite Profile provides the pastor survey results, including the Missions, Competencies, and Styles outcomes. Printed reports can be given to church leaders and help with a match between pastoral candidates and churches. The Person, Role, Organization (P.R.O.) perspectives section compares the pastor's roles. Finally, the report provides Team Leader and Team Member Insights that facilitate successful relationships within teams.

The reports provide pastors with a context and foundation for problem solving, discussing work and family-related issues, and for building career development strategies. The report, information, and analysis help identify key advisors who may help pastors reach their career development goals.

PRO D™ uses a modular approach that groups several tools, and the self-administered survey is untimed. Respondents are advised there is no right or wrong answers, they can start and stop as frequently as needed, and they can return and complete the survey; however, it is probably best to complete the survey in its entirety without stopping. A report and map are automatically generated upon completing of the survey.

The PRO D™ incorporates nine instruments<sup>17</sup> and ten personal reflection questions. The instrument provides a comprehensive, in-depth approach to self-understanding and how to develop leadership effectiveness. According to David Collins, “single tools systems such as Garude, McQuig, DISC and PXI tend to over simplify and create misperceptions among participants.”<sup>18</sup> The misperceptions can lead to faulty judgments and wrong decision-making.

“PRO Development™ is designed to help a person learn more about themselves and the context in which they work. This increased understanding will help a person find greater fulfillment in their career and be of greater service to those around them.”<sup>19</sup> In part, the PRO of PRO D™ stands for Person, Role, and Organization. The survey uncovers the following information: who the Persons are, the multiple Roles they play, and the types of Organizations they serve. The goal is to combine the information provided into a framework that highlights key aspects of the person’s profile, key roles the person can play, and specific strategies for personal development.

Once the profile’s three dimensions of Missions, Competencies, and Styles are identified, the PRO D™ system measures the degree of convergence among the different aspects of the individual’s profile. This enables individuals to determine their dominant career value areas (CVAs), (See appendix B for an actual report). The shadowed triangle

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<sup>17</sup> Strong Interest Inventory, Kuder Career Search, Firo B (Fundamental Interpersonal Relations Orientation-Behavior), Myers-Briggs, Holland Surveys (SDS, VPI), NEO Personality Questionnaire, ACT Work Keys, Career Ability Placement Survey (CAPS), Johnson O’Connor Aptitude Test.

<sup>18</sup> David Collins, interview by author, Princeton, NJ, January 18, 2007.

<sup>19</sup> Ibid.

formed at the point where the three shapes intersect represents the convergence case: those aspects of an overall profile shared by the respondent's MCS. Missions are what interest a person, the person's motivations, values, and goals. Competencies are a person's abilities, aptitudes, and talents. Styles represent who a person is, the individual's personality traits, behaviors, and expression.

One of the goals for asking questions about MCSs is to help pastors gain a personal objective perspective. This involves a review of their past and an honest and objective inventory of who they are. This process enables pastors to gain perspective on their past and current experiences, and provides a better understanding of the dynamics between the pastors and their coworkers and church members. Pastors will also discover differences between their self perceptions and the ways they express themselves. They can recognize their strengths and weaknesses through this discovery, and it may prepare them to resolve internal conflicts and communication problems.

The integration of personal insights into an action plan enables participants to achieve growth within their ministries. An individual development plan is available and holds pastors accountable. Pastors who use this program meet with key advisers such as the church board chair, denominational leaders, and others. The goal of the plan is to help pastors make right career decisions and develop appropriate courses of action. By sharing the information in the report with others, pastors enhance their interactions and improve their overall effectiveness within the church. This also provides information that helps the advisors work more effectively with the individual.

### Terminology: Definition of Terms

MCSs are defined in a nine-block career value figure, the components of which are described in table 2. (See appendix B for an actual CVA nine block.) PRO D™ identifies nine factors or career value areas (CVAs) that describe a person's individual and career profile.<sup>20</sup> The nine CVAs are listed in table 1 with descriptions that identify the key components.<sup>21</sup>

Table 2. PRO D™ Career Value Nine Block

Career Value Area	Description of key components
Societal Change (Influencing) 1	Influencing is concerned with effecting change to things around it: society, rules, policies, and government. Strongly held points of views, opinions and beliefs foster deep commitments and desire to influence others.
Theoretical Discovery (Analyzing) 2	Analyzing is concerned with determining underlying reasons and facts. It is central to "dig deep," discover root causes for occurrences, answer questions, and explain why and how something occurred.
Strategic Decisions (Synthesizing) 3	Synthesizing is concerned with integrating findings into a collective understanding. Looking at a range of issues, finding patterns, and understanding impacts of alternative scenarios enables effective planning and decision-making.
Human Development (Helping) 4	Helping is concerned with reaching out and assisting others with their needs. Compassion and empathy create the impulse and commitment to help and resolve issues for others.
Entrepreneurial Challenge (Driving) 5	Driving is concerned with generating sufficient energy to create a desired outcome or effect. Overcoming challenge and competing against the elements creates winning and achieving rewards.
Production Efficiency (Producing) 6	Producing is concerned with action, order, and accomplishment. Building and hands-on work create tangible results, efficiency, and practical sense.
Artistic Creativity (Creating) 7	Creating is concerned with thinking new ideas and sharing visions through artistic means. Designing through innovation and interpretation creates new products and unique works of art.

<sup>20</sup> Black, *PRO D™ Training Manual*, 5.

<sup>21</sup> Adapted from David Black, *PRO D™ Technical Overview* (Princeton, NJ: Obik, January 2006), 8. Numbers were added.

Table 2. PRO D™ Career Value Nine Block

Career Value Area	Description of key components
Natural Appreciation (Observing) 8	Observing is concerned with keen listening, seeking balance, and ensuring people maintain a respect for life. A care for natural order necessitates observing in order to guard and protect resources, peace, nature, and public spaces.
Motivational Energy (Expressing) 9	Expressing is concerned with motivation and showing enthusiasm so others can be entertained and enjoy certain moments in their lives. Exciting displays of expression enables people to enjoy breaks from their routines.

“Convergence” refers to the process that merges the CVAs related to an individual’s missions, competencies, and styles. This is the PRO D™ factor that other assessment tools lack. A role encompasses specific tasks and functions, and it is not to be confused with a job because most jobs require individuals to fulfill multiple roles. Likewise, the same role might be practiced in a wide variety of jobs. Individuals, therefore, are encouraged to think metaphorically about their suggested roles and consider how their job incorporates or could potentially incorporate the kinds of tasks and functions characteristic of the roles. Every role involves a variety of functions. PRO D™ categorizes these in board terms in the report, but they contain many sub-categories.<sup>22</sup>

Two additional keys are important factors. Educational keys are areas identified through an individual’s responses that require additional work to increase the person’s effectiveness.<sup>23</sup> Cultural preferences exist in every organization with its own culture or way of working with its employees.<sup>24</sup>

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<sup>22</sup> Black., *PRO D™ Technical Overview*, 40.

<sup>23</sup> Ibid., 47.

<sup>24</sup> Ibid., 31.

### Mission, Competencies, and Style

Missions relates to an individual's passions, values, motivators, and interests. Participants' results fall into three CVAs, which are discussed in the next section of this paper. Individuals are likely to find roles that connect most with their missions through analysis of their CVAs.

Competencies are the abilities, aptitudes, skills, and other talents and behaviors excelled in by the respondent. Participants' results reveal three CVAs in which the individual is likely to find roles that connect most with the person's competencies. Styles are those factors an individual's personality is drawn to and feels comfortable. Participants' results also include three CVAs that individuals discover most closely connect with their styles.

### Career Value Areas

In order to organize mission, competencies, and style (MCS) in an organized framework, PRO D™ utilizes nine "archetypes" or original patterns called Career Value Areas (CVAs). These archetypes were identified after an exhaustive review of the literature and consideration of multiple models by the creators of PRO D™.<sup>25</sup> Taken individually, the archetypes describe behaviors, attitudes, and thoughts. When combined, however, they describe types and classes of people, and patterns of behaviors, attitudes, and thoughts. The archetypes allow respondents to determine how MCS manifests itself in specific roles and, ultimately, how motivations, competencies, and style converge to

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<sup>25</sup> David Collins, interview by author, Princeton, NJ, January 18, 2007.



identify roles that engage these factors simultaneously. The convergence process is more than a sum of the parts, and the algorithms vary depending on the product selected and needs of the individual respondent.

The nine descriptions are useful, but they are too broad to provide accurate and individual feedback, and every individual is actually a composite of the different archetypes. As a consequence, the individual combination of the nine CVAs yields the most useful information. For each pastor who takes the assessment, a nine digit “code string” is produced; each digit corresponds to the related and ranked CVA. Because the large number of potential combinations of the classification system is overwhelming, the program utilizes a method that recognizes an individual’s dominant areas: three high, three medium, and three low.

Classified by the “high” triad (the three highest numbers in the code string), there are eighty-four possible combinations based on the dominant CVAs. Each of the eighty-four combinations is related to a “case.” A case is a unique set of specific motivational, aptitude, and personality insights. Because a comprehensive assessment is only useful if the individual comprehends and relates to the insights offered, the use of case examples is critical. Participants will most readily comprehend and use information by relating to a case.

The PRO D™ report provides the respondent a master convergence case, and at least two additional cases provide a more meaningful individual description. This is done by recognizing the fourth and fifth dominant CVAs contained in the code string.

Consequently at least 2,520 unique reports can be generated, and this is the power of the PRO D™ assessment.<sup>26</sup>

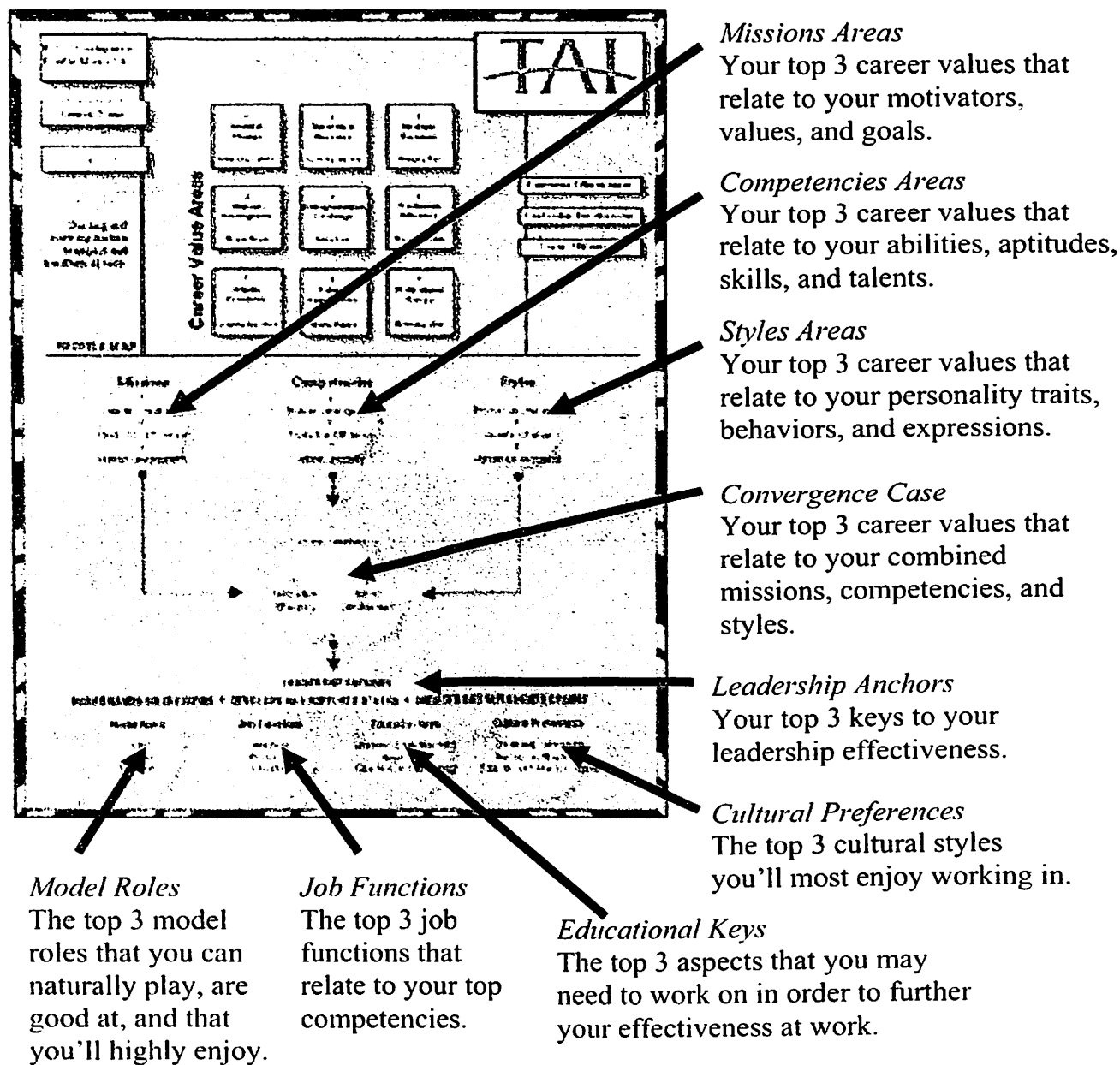


Figure 5. PRO D™ Map

<sup>26</sup> Black, PRO D™ Technical Overview, 5.

### The PRO D™ Map

The PRO D™ Map is included in every report as a report summary. The map is an 8.5” x 11” graphic summary of the client’s assessment results, and the terms used in the map are shown in figure 5. The map is read with the report, and this combination establishes the relationships between the different components of the report. Copies of the map with clearer detail are included in appendices B and C of this paper. A PRO D™ map contains the elements shown in figure 5.

### The Validity and Reliability of PRO D™

A variety of studies were conducted to demonstrate the efficacy of Obik’s PRO Logic product, which is the parent instrument of PRO D™. Validity and reliability can be explained as the following: does the instrument, the PRO D in this case, measure what it claims to measure and does it do this repeatedly? “There are two primary forms of assessment reliability. One of these forms involves internal consistency of the measure, which is the extent to which the items “hang together.” This provides an indication of the homogeneity or purity of the construct that the instrument is intending to measure.”<sup>27</sup>

To demonstrate reliability, internal consistency analyses were conducted on various groups served by Obik products. One of these is called test-retest, and it answers the question: “Is the instrument consistent over time?” Issues that effect this question include: length of time between testing, testing environment, stability of the characteristic, aptitude, attitude being measured, and intended or unintended interventions

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<sup>27</sup> Ibid.

between assessment sessions. In addition, the psychometric properties of the non-Obik tools can be determined from the validation documents of the instruments' creators.

The creator of PRO D™, David Collins, utilized a panel of experts in development of the theory, tools, convergence methods, and case data. Nationally recognized experts in career science, such as Edgar Schein,<sup>28</sup> have been involved in theory development. The Princeton Testing Group was formed for tool development, and the group includes the persons listed in table 3.<sup>29</sup>

Table 3. The Princeton Testing Group

Name	Title	Organization	Credentials
Tom Bachhuber	Director of Career Development	University of Wisconsin-Milwaukee	MA; PhD in Counseling University of Virginia
Victoria I. Ball	Dir. of Career Planning & Placement	Brown University	MEd, M.C.C., A.D.D. Career Coach
Eric R. Braverman	President	Princeton Assoc. for Total Health	MD
Henry P. Bristol, II	Principal	Pikaart-Bristol Associates	BA
David H. Collins	President	Obik Inc., TranZitions, C3International LLC	BA; MBA.
George H. Gallup, Jr.	Co-Chairman	Gallup Organization	B A.
Mary J. Gregerson	Psychologist	Family Therapy Institute of Alexandria	BA; MA; PhD Clinical Psychology
John G. Patterson	English Teacher, Curriculum Consultant	St. Paul's School	BA; MA
Kathy S. Worgul	Independent Counselor	University of Texas	BA; MA

This group met, reviewed, and revised individual items, and the group reviewed and updated program materials and applications. The PRO D™ creator reports

<sup>28</sup> Edgar Schein Ph.D., M.I.T. Sloan Fellows Professor of Management Emeritus.

<sup>29</sup> Black, *PRO D Training Manual*, 15.

confidence the items measure the constructs they are intended to measure.<sup>30</sup> Several advisors were involved in determining the proper weightings for the convergence process including Win Manning of Educational Testing Service. The case data library was developed based partially on participants in the program and in part on knowledge of career science.

Over the next seven years, additional statistical information supported the validity and reliability of PRO D™:

The validity of the model or tool is not reducible to a single number or value. Instead it is the accumulation of a series of research studies and experiments conducted over a long period with diverse populations. However, one critical demonstration is known as convergence/discriminant validity. Since the nine archetypes are measured across three types of tools (i.e., motivation, competencies, and personality or style), it is reasonable to assess the extent to which the archetypes converge and discriminate. It is expected that the other words, the correlation of the same archetype (e.g., Influencing) as measured by two different tools should be higher than the correlation between different archetypes (e.g. between influencing and analyzing).<sup>31</sup>

Collins reports that the nature, purpose, and use of PRO D™ determine the appropriate validity and reliability strategies. Test-retest approaches presume a single trait, factor, and/or outcome. Due to the multi-dimensional factors of PRO D™, traditional test-retest approaches are not appropriate or useful for the PRO D™ system.<sup>32</sup>

Rather than measuring a desired gain on a single variable, which is relevant in all cases, or on a collection of separate variables, the validity and reliability strategies take

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<sup>30</sup> David Collins, interview by author. Princeton, NJ, January 18, 2007.

<sup>31</sup> David Collins, *The Obik PRO D™ Guidebook Manual* (Princeton, NJ: Self published. 2001).

<sup>32</sup> Ibid.

into account the fact that PRO D™ is designed as a component of a personal discovery and development process.<sup>33</sup> TAI and those certified as PRO D™ consultants support a holistic development process in a highly customized intervention over time, rather than the reliance of a one time, generic event.<sup>34</sup> Given the nature, purpose and use of PRO D™, the validity and reliability research has several primary components described as:

1. Reliability: demonstrates inter-item consistency, appropriate test-retest consistency, and allows for the fact that individuals change over time, especially in the motivational area. The results indicate high reliability.<sup>35</sup>

2. Tool-component validity: demonstrates that the specific components of the PRO D™ system measure, with independence and robustness, what they purport to measure. Obik conducted research to show face, content, construct, and concurrent/criterion validity.<sup>36</sup> Ongoing validity studies continue.<sup>37</sup>

3. Predictive validity: demonstrates that PRO D™ makes a significant, positive impact on those who engage in the personal discovery process. Predictive validity is defined in a way that takes into account the highly individualistic and interactive nature of the PRO D™ process. Obik conducted longitudinal impact surveys that demonstrate favorable results.<sup>38</sup>

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<sup>33</sup> Ibid.

<sup>34</sup> Black, *PRO Development Technical Overview*, 9.

<sup>35</sup> Ibid.

<sup>36</sup> Ibid.

<sup>37</sup> Ibid.

<sup>38</sup> Ibid.

4. Internal consistency: In order to test whether the PRO D™ individual scales are internally consistent, coefficient alpha was computed on several tools by archetype (CVA). The vast majority of scales demonstrated solid internal reliability with alpha values at or above 0.65. The analyses were computed on a set of over 500 clients who completed PRO D™ version 3.2.<sup>39</sup>

Table 4. Alpha Reliability Coefficients for PRO D™ Scales

Archetype Category	Alpha Value Range	Average Alpha Value
Abilities	.56 - .90	.78
Style/Personality	.64 - .78	.71
Role	.52 - .80	.70
Organization	.58 - .82	.72

TAI, the owners of PRO D™, collects satisfaction ratings from all participants in the program. This information is used to evaluate and improve the impact of the company's products, services, and programs. The following customer satisfaction data is based on responses by individuals who completed the program. TAI collected a number of testimonials from clients about their experience across a number of products summarized in table 5. Based on this feedback, face validity has been established.<sup>40</sup>

Table 5. PRO D™ Customer Satisfaction Ratings<sup>41</sup>

Criterion	Percent
On an A, B, C, D, F scale, percent assigning grade "A" or "B"	100%
Percent identifying the program as useful	100%
Respondents found the PRO Development™ superior to other tools	83%
Respondents gave PRO-Development™ an Overall Satisfaction Rating	99%
Respondents would recommend the process to others	97%

<sup>39</sup> Ibid., 4.

<sup>40</sup> Ibid.

<sup>41</sup> Ibid.

### Content Validity

A key question is: do the items of a test cover adequately all aspects of the content area in terms of breadth and specificity? PRO D™ item consideration and selection underwent an extensive process that involved experts from education, psychology, surveying, testing, and career counseling. The Princeton Testing Group's review was the most influential.<sup>42</sup> This group met several times and reviewed and revised individual items, and reviewed and updated program material and applications. They were confident that items sufficiently measured the constructs they are intended to measure.

### Construct/Convergent Validity

In order to ensure construct validity, Obik correlated personality components with DISC which is a well-known and highly regarded instrument with demonstrated psychometric properties and widely used in ministry organizations.<sup>43</sup> By comparing the major scales of Dominance, Influence, Steadiness, and Compliance with the PRO D™ tool, researchers confirmed convergent validity as shown in table 6:

Table 6. Correlations between DISC Scales and PRO D™ Archetypes<sup>44</sup>

DISC Scales	PRO-D™ Archetype	r Value
Dominance	Entrepreneurial Challenge (Driving)	( $r=.53, p<.001$ )
Dominance	Natural Appreciation (Observing)	( $r=-.35, p<.001$ )
Influence	Motivational Energy (Expressing)	( $r=.58, p<.001$ )
Influence	Natural Appreciation (Observing)	( $r=-.38, p<.001$ )
Steadiness	Natural Appreciation (Observing)	( $r=.44, p<.001$ )

<sup>42</sup> Ibid., 5.

<sup>43</sup> Ibid.

<sup>44</sup> Ibid.



Steadiness	Entrepreneurial Challenge (Driving)	( $r=-.51, p<.001$ )
Compliance	Natural Appreciation (Observing)	( $r=.41, p<.001$ )
Compliance	Motivational Energy (Expressing)	( $r=-.45, p<.001$ )

In addition, Obik conducted a correlation study between the PRO D™ archetypes and factors of the Myers-Briggs Type Indicator (MBTI®).<sup>45</sup> Results indicate that the archetypes account for 42% of the variance in the MBTI® factors. In contrast, the MBTI® accounted for only 27.5% of the variance in the archetypes. These findings suggest that the archetypes capture substantially richer personality profiles than does the MBTI®. Finally, Obik correlated all nine archetypes with one another to ensure that they were distinct from one another. Correlations between the archetypes averaged .43 with only two correlations reaching the .71 level, which suggests a 50% shared variance between any two archetypes.<sup>46</sup>

#### Concurrent/Criterion Validity

In order to demonstrate that the PRO D™ instrument assesses an individual's MCS accurately, the creators identified three different groups of participants in the program: Bonner Scholars, Chase Manhattan Bank, and SetFocus. Additional research showed that the PRO D™ process accurately identified those individuals as good fits for their roles.<sup>47</sup>

#### Predictive Validity

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<sup>45</sup> Ibid.

<sup>46</sup> Ibid., 6.

<sup>47</sup> Ibid.

Many organizations focus on participants' satisfaction immediately after the program. TAI claims their product focuses on long-term change, and various surveys seek to measure the predictive validity of PRO D™. One recent survey of 41 clients (70% male, mean age 41 years) who completed the program an average of three years ago (range 6-74 months) suggests that the experience is both positive and powerful over time.<sup>48</sup>

Table 7 presents the theoretical relationship between the PRO D™ model and three established systems of career development. The first table compares PRO D™ to M.I.T.'s professor Edgar Schein's Model known as Career Anchors,<sup>49</sup> John Hopkins University professor John Holland's Hexagonal Model of Vocational Personalities and Work Environments,<sup>50</sup> and psychologist Anne Roe's Classification of Occupational Groups.<sup>51</sup> The table demonstrates no significant gaps between the PRO D™ Model and the other models of career development.<sup>52</sup>

Table 7. Comparison of PRO D™ with Other Models

PRO-D Archetypes (CVAs)	Schein Career Anchors	Holland Hexagonal Model	Roe Occupational Groups
Influencing	Service/Dedication to a Cause	Social, Enterprising	General Culture
Analyzing	Technical/Functional	Investigative,	Science,

<sup>48</sup> Ibid.

<sup>49</sup> Edgar H. Schein, *Career Anchors: Discovering Your Real Values* (San Francisco: Jossey-Bass/Pfeiffer, 1990).

<sup>50</sup> John Holland, *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments* (Lutz, FL: Psychological Assessment Resources, 1997).

<sup>51</sup> Anne Roe, *The Psychology of Occupations* (New York: John Wiley and Sons, 1956).

<sup>52</sup> Black, *PRO D™ Technical Overview*, 9.

Table 7. Comparison of PRO D™ with Other Models

PRO-D Archetypes (CVAs)	Schein Career Anchors	Holland Hexagonal Model	Roe Occupational Groups
Synthesizing	Competence, Autonomy/Independence General Managerial Competence, Technical/Functional Competence	Realistic  Enterprising, Conventional, Realistic	Technology  Organization, Business Contact
Helping	Service/Dedication to a Cause	Social	Service
Driving	Entrepreneurial Creativity, Autonomy/Independence	Enterprising, Conventional	Business Contact
Producing	Technical/Functional Competence, General Managerial Competence Security/Stability	Realistic, Conventional, Enterprising	Organization, Outdoor
Creating	Autonomy/Independence	Artistic	Arts & Entertainment Outdoor
Observing	Security/Stability, Lifestyle	Realistic, Conventional	
Expressing	Pure Challenge	Enterprising, Social	Business Contact, Arts & Entertainment

### Conclusion

This chapter describes the origin and history of PRO D™. Reported results and related studies demonstrate that the tool is valid and reliable, and may help pastors discover their motivations, abilities, personality, and role. This provides the basis for identifying a church that is compatible with particular pastors' traits. This supports this paper's thesis that pastors can be compatible with the churches they serve for a fruitful, long-term ministry, and that an effective compatibility assessment may increase a pastor's professional success.

Appendix C includes a training manual that describes the use of PRO D™ with clients. The manual contains actual PRO D™ material that clarifies the intent and use of the instrument.

## CHAPTER 5

### CASE STUDIES

This chapter reports four case studies from churches that used the PRO D™ assessment tool. The case studies demonstrate the effectiveness of the assessment tool for church pastoral staff members and ministry teams. In each case, the participants took the tool online and received personal feedback from a trained consultant. Each participant was asked the same questions from a survey provided by this author, and all participants provided comments about their experience with the tool.

For this study the author of this paper chose specific churches based on their diversity, and they constituted a convenience sample. The churches differ in attendance, theology, and denomination: the Evangelical Free Church of America, the United Methodist Church, the General Association of Regular Baptists, and an independent church. The churches also have different staff positions and staffs of varying ages. This chapter demonstrates that the PRO D™ assessment tool is applicable to pastoral ministry and church staffs. It also confirms that the tool evaluates church staff members' fit in the churches they serve.

#### **Follow-up Questionnaire**

After the participants took the PRO D™ profile online, the author of this paper or a consultant from TAI interpreted their results in a report delivered to the participants.

The participants completed an email questionnaire or engaged in a personal interview with the author. Each participant responded to the following questions designed to obtain more information beyond questionnaire responses: Was the report helpful in your present role? Would the PRO D™ profile be effective at key transition points in your life, and how? What suggestions would you offer about the PRO D™ profile?

### **Description of the Case Study Churches**

Four churches participated in the case studies, and they are identified in the following paragraphs:

Bible Fellowship Church is an Evangelical Free Church located outside Philadelphia at 725 Oxford Valley Road, Yardley, PA 19067. The church can be contacted at 215-321-3326, and it maintains a Web site at <http://www.bfchurch.net>. Bible Fellowship Church opened in 1981 and has a staff of six. Church attendance averages 550. This is the church where the author of this paper presently serves. Case study participants included the Teaching Pastor, Administrator, Director of Worship, Director Children's Ministries, Director of Youth Ministries, and the Director of Adult Education.

Langhorne Terrace Ministries is affiliated with the General Association of Regular Baptist Churches and is located at 1271 E. Maple Avenue, Langhorne, PA 19047. The church can be contacted at 215-757-878, and it maintains a Web site at <http://www.ltbc.org>. Langhorne Terrace Ministries opened in 1967 and has a staff of three. Church attendance averages 450. Case study participants included the Pastoral Team Leader, Pastor of Youth and Education, and the Director of Operations.

Washington Crossing Church (WCUMC) is a United Methodist Church located at 1895 Wrightstown Road Washington Crossing, PA 18977. The church can be contacted at 215-493-5080, and it maintains a Web site at <http://www.crossingumc.org>. WCUMC opened in 1855 and has a staff of nine. Church attendance averages 780. Case study participants included the Executive Pastor, Pastor of Youth ministries, Pastor of Worship and Music, and the church administrator.

The Well is an independent emerging church located at 1631 Loretta Ave. Feasterville, PA 19053. The church can be contacted at 215-364-5288, and it maintains a Web site at <http://www.thewellpa.com>. The Well started its ministry in 1997 and has six part-time staff and community leaders. Church attendance averages 100. Case study participants included three teaching pastors, the worship pastor, and community leaders.

### **The Questionnaire and the Results**

All participants were asked how accurately they considered the feedback they received from the PRO D™ report about their individual interests, abilities, and personalities. They were also asked about their ideal roles. The PRO D™ defines role to encompass specific tasks and functions,<sup>1</sup> and it should not be confused with a job or job description because many jobs involve multiple roles and some roles might be played in a variety of jobs. The PRO D™ suggests individuals should think metaphorically about their suggested roles and consider how their jobs incorporate or could incorporate the

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<sup>1</sup> Black, *PRO D™ Training Manual*, 40.

kinds of tasks and functions characteristic of these roles. Every role involves a variety of functions, and figure 6 provides respondents' assessment regarding several questions.

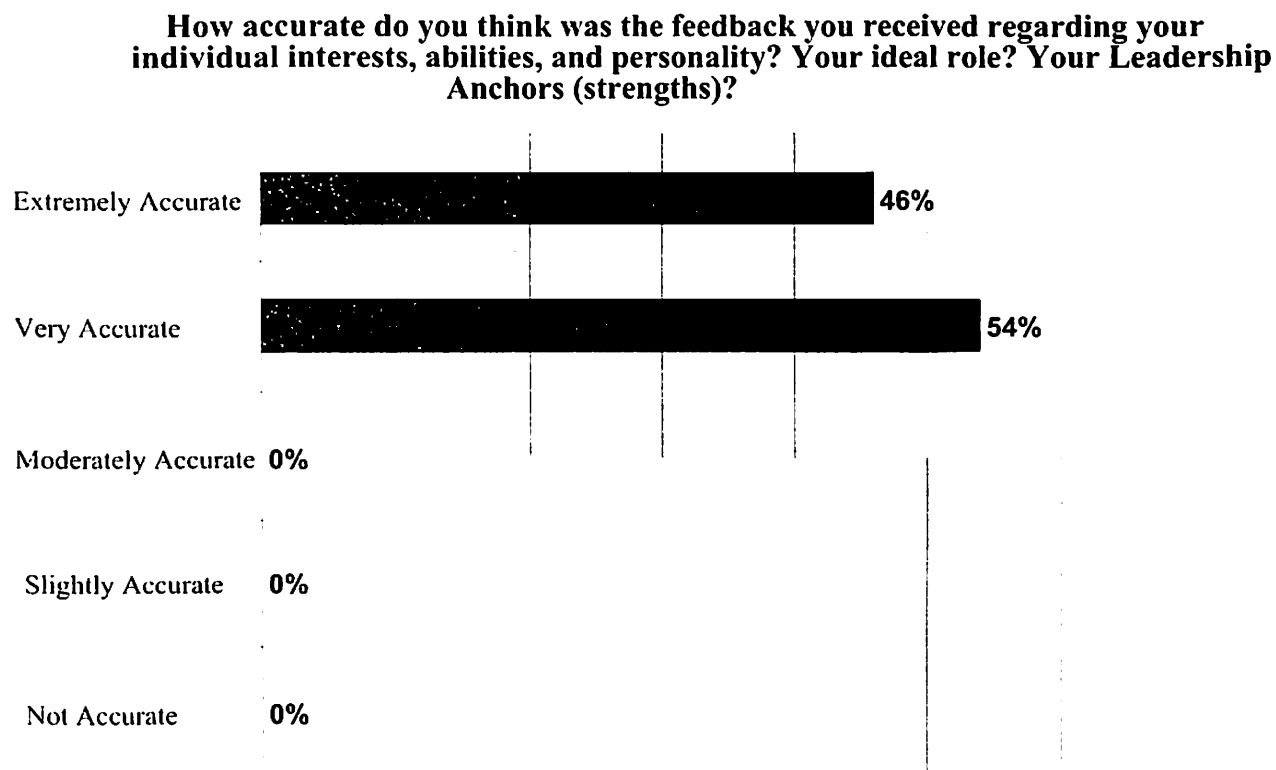


Figure 6. Accuracy of PRO D™ feedback

The PRO D™ report categorizes results in broad terms, but it contains many sub-categories. Respondents were also asked about the report's accuracy regarding their strengths, defined in the report as leadership anchors. Participants rated the accuracy in these areas as "extremely accurate" (46%) or "very accurate" (54%). One respondent stated, "Even though the PRO D™ profile had some great explanations, I found it very helpful to talk to a real person and hearing different points of view on the results of the PRO D™. So I would suggest to continue what you already do, as far as meeting with people one on one and not just expecting a printout to explain it all."



Another respondent stated, “We tested everyone on staff and interviewed four people for the executive pastor position. It helped very much; it helped frame this position I’m now in. It was important to define what we needed for the job.” Another participant from the same church commented, “It helped with our vision and the direction I should go.”

All participants were asked about the usefulness of the feedback they received from the PRO D™ report and the interpretation. Figure 7 shows 66 percent of the participants reported they were “very useful,” 17 percent said “extremely useful,” and 17 percent “slightly useful.” One respondent said, “Yes, only marginally as an individual report, but PRO D™ became helpful when the reports were shared by everyone and we saw how the team fit together.”

One respondent’s statement summarizes the range of usefulness: “Yes, but not as helpful as it could have been. There was no team building involved in us taking it. It would have been helpful if we met together and discussed.” The author of this paper believes that the PRO D™ report is helpful individually for a participant but may be more effective when team/staff development time is incorporated in the interpretations.

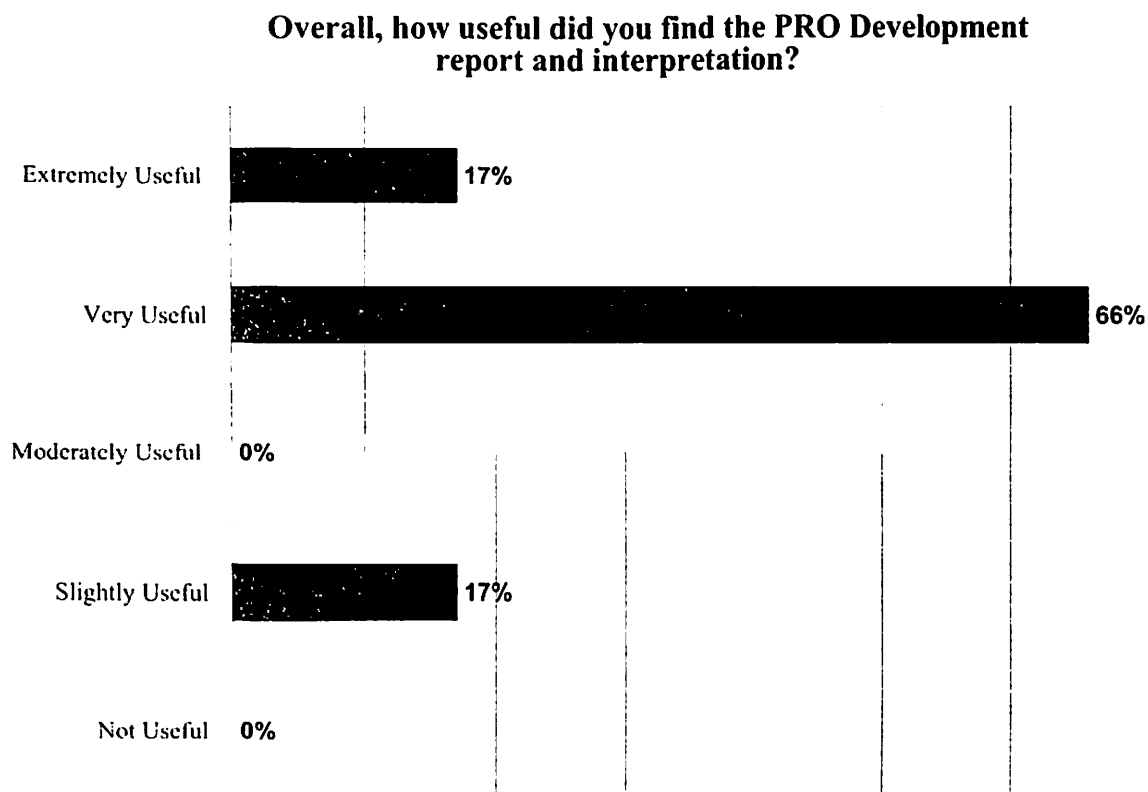


Figure 7. Overall usefulness of the PRO D™ report and interpretation

Figure 8 depicts responses to the third question about the value respondents perceived in the consultant's interpretation of their reports. Seventeen percent of respondents reported the consultant's interpretation was "extremely helpful," 66 percent said "very helpful," and 17 percent said "slightly helpful." PRO D™ reports should be explained to participants to get full value from the report. Trained, certified TAI/ PRO D™ consultants can explain the terms used in the report, answer questions, and encourage development of an action plan.<sup>2</sup>

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<sup>2</sup> Ibid., 3.

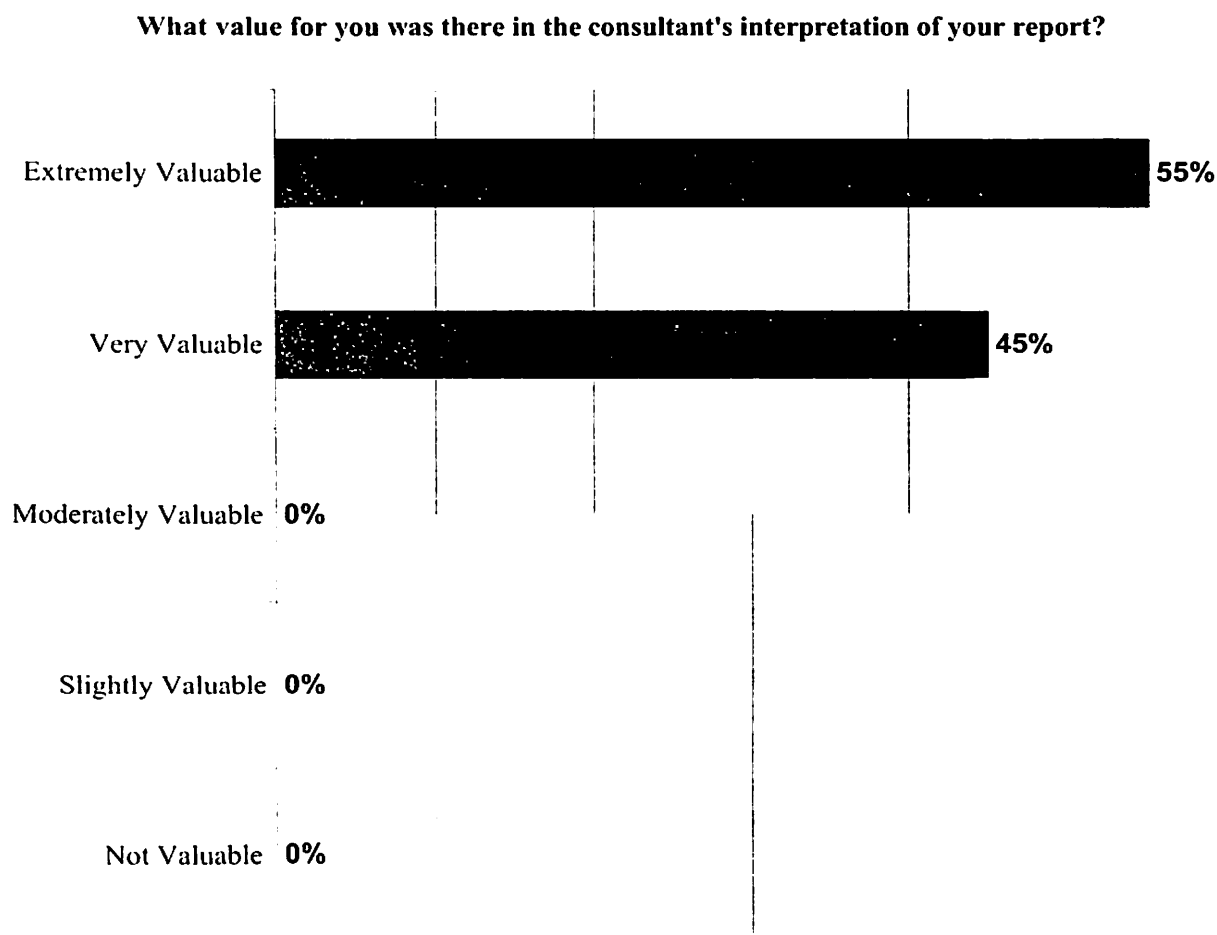


Figure 8. Perceived value of PRO D™ consultant's interpretation

The case study method produced valuable observations. Participants affirmed that the PRO D™ profile was helpful to their development. For example, one respondent said,

The report helped me, as much as anything, to understand why I am drawn to certain tasks and roles at the church. On the whole, the church has been a very good fit for me, and the things I am doing fit my personality well. So the report was most helpful for self-understanding. This is not to diminish it. As my role at the church increases and as I look to future jobs, being self-aware will be very important.

Another respondent wrote, "The questions in the test were helpful in forcing me to decide where my skills and abilities are. I took the test at the beginning of a one year

internship at the church where I was deciding to stay and hearing where I fit helped me make that decision.” The report seemed to be helpful in the participants’ present roles at their churches. Another respondent explained, “I found the report to be very helpful in affirming my role at the church and encouraging me to accept this role to a greater extent.” Another said, “Yes it helped to pinpoint strengths and how those strengths play out in my roles.”

Participants said the profile would have been helpful earlier in their careers. One said, “Yes, I wish I would have taken this earlier in my life. I have had five transitions in my life, and this profile would have helped me find a better fit.” Another commented, “Yes, helpful to know that I am on track with my career. I would have liked to take it in college.”

Some participants identified challenges for PRO D™ use in local churches. One was the cost of taking the survey, which is usually \$1,000 in the business sector. The second challenge was in the area of providing feedback to the team. One participant observed, “Make it more affordable for churches, also consultations with the team will bring even greater effectiveness.” Another said, “From everything I’ve heard about PRO D™, it sounds like a great tool. I know the cost is a factor, especially for small churches and organizations that historically are not using specialized leadership and development tools. . . . The money was a factor, also design a group interaction model for the team to be a part of.” A third participant said, “For the church and non-profits it needs to be cheaper. I recommend a scaled down version for volunteers. This would bring the PRO

D<sup>TM</sup> tool to a cultural level in the non-profit sector, and from there it would take off.” A fourth suggested, “Do this as a team, and evaluate in six months.”

Participants were asked during the interview: Would the PRO D<sup>TM</sup> be effective at key transition points in your life and how? One respondent said, “Certainly, when you are transitioning, you need to be self-aware in order to make decisions. Knowing your skills and roles will allow you to make decisions that take advantage of these things.” Another elaborated, “Yes, this past year was actually a transition period in my life. The PRO D<sup>TM</sup> helped to reaffirm things that I knew and also encouraged me in new roles.” A third said, “I feel that the PRO D<sup>TM</sup> is an effective analysis of an individual that can be used at a variety of times in life. The report provided insight for me in my relationship with my wife, my relationships with family and friends, my current job, my future aspirations, and my role in the church.” A fourth said this about use of the PRO D<sup>TM</sup> at key transitions in life:

I doubt it. Nothing in the PRO D<sup>TM</sup> was surprising to me in any way. My personality and goals haven't changed since early high school. Moreover, I doubt that I will return to my PRO D<sup>TM</sup> for any insights in the future. The one thing I really gained from it was my ideal roles as educator, historian, and translator. Those describe me very well, and I will most likely employ those in the future.

Participants were asked what suggestions they would offer about the PRO D<sup>TM</sup> profile. One said, “Over all, the survey was really good and really helpful. Thank you very much for donating your time I would be interested in participating in follow-up interviews, questionnaires, studies, etc., as a tool to gauge the development and usage of the gifts we should be using and the roles we should be fulfilling to help our church.”

### **Conclusion**

In summary, the PRO D™ assessment tool was effective in self-examination by pastors, church staff, and ministry leaders. They judged it to be accurate, useful, and valuable. The participants offered two suggestions to make the PRO D™ more effective for church teams: lowering the cost and providing a team development session.

## CHAPTER 6

### CONCLUSION AND APPLICATION FOR PERSONAL DEVELOPMENT

Trust God from the bottom of your heart; don't try to figure out everything on our own. Listen for God's voice in everything you do, everywhere you go; he's the one who will keep you on track.

—Proverbs 3:5-6 *The Message*

This chapter reviews the results of this study and presents suggestions and conclusions related to the thesis. The thesis of this paper is that pastors must be compatible with the churches they serve in order to be effective and have longevity in their ministries. Proper assessment can increase a pastor's success and tenure. Pastors leave ministry for various reasons.<sup>1</sup> Some leave because they and the church are incompatible, and the author of this paper believes pastors must be compatible in order to lead effectively. This doctoral project presents the PRO D™ assessment tool as an instrument to measure a pastor's compatibility for specific ministry.

The author of this paper demonstrates in chapter 1 that many authors claim short tenures are ineffective and even harmful to a church, and proposes that proper assessment of a pastor's gifts can contribute to a longer ministry. This paper's thesis asserts that pastors can match their abilities and skills to a church, and thereby find their fit. This increased understanding helps pastors experience greater fulfillment in their ministry

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<sup>1</sup> Hoge and Wenger, *Pastors in Transition: Why Clergy Leave Church Ministry*.

careers and provides greater service to congregants and communities. In this paper “fit” or compatibility refers to the match of an individual’s gifts, motivations, abilities, and personality with the church role.

Chapter 2 investigated the biblical foundation for compatibility within the body of Christ through design theology. This chapter demonstrated the importance for pastors to understand their unique design in the body of Christ. The author of this paper believes pastors who seek compatible ministry positions will benefit from understanding how God designed them as individuals. The chapter presented Old and New Testament Scriptures that demonstrate God designed all persons as unique individuals. Pastors who discover and develop their divine design will be more compatible with ministries that fit their characteristics.

Chapter 3 provided a historical overview of clergy selection in the New Testament church. The review demonstrated that pastors and Christian leaders were selected based on ethical standards and compatibility requirements described by Jesus, Paul, and other New Testament writers that changed over time. Twenty-first century assessment tools can help the selection process in conjunction with scripturally based spiritual qualifications.

Chapter 4 demonstrated that the PRO D™ tool can help pastors discover their motivations, personality, and the role and church that best fit them. The PRO D™ is one of many assessment tools that are available; however, it is unique, validated, reliable, and useful for pastor-church compatibility issues.



Chapter 5 reported four case studies from diverse churches whose staff completed the PRO D™ assessment questionnaire. The case studies confirmed the assessment tool's effectiveness for church staff members. In each case, the participants completed the tool online and received personal feedback from a trained, certified consultant. The respondents participated in a survey provided by the author of this paper, and commented about their experience with the tool. They found the results were accurate and valuable for those who completed it with interpretation.

This paper has demonstrated that assessment is a method churches, denominations, and individual pastors can use for effective church ministry. The findings from a significant study reported by the Pulpit and Pew Project at Duke University confirm the need for assessment.<sup>2</sup> Researchers Hoge and Wenger recommend four points of intervention: training, gate keeping, initial placement and transition to a new church, and support in problem situations. They assert,

The first point of intervention occurs during the recruitment to ministry, seminary training and evaluation. All denominations want seminary training to be genuinely useful for ministry. All denominational officers would like to recruit capable and committed persons, train them effectively, and maintain standards that prevent unfit persons from entering the ministry.<sup>3</sup>

Hoge and Wenger ask, "How do gatekeeping systems become so ineffectual, and how can they be strengthened?"<sup>4</sup> They discuss this issue in the context of the pastoral placement process with the goal that pastors are placed in ministry positions compatible

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<sup>2</sup> Ibid.

<sup>3</sup> Ibid., 48.

<sup>4</sup> Ibid.

with their personalities and styles. They recognize the need for preventive action:

“Everyone admits that mismatches occur, and everyone hopes to minimize them. How can this be done?”<sup>5</sup>

Hoge and Wenger write that ongoing support is the third point of intervention.

“Information sharing and feedback are crucial to the success of this kind of support; the question is how to ensure that it happens.”<sup>6</sup> Their fourth suggestion is that intervention should occur in problem situations. How do pastors who find themselves in mismatched pastorates get help when conflicts surface?

The author of this paper does not suggest all the issues raised by Hoge and Wenger can be solved through assessment; however, issues between pastors and churches may be reduced if pastors, churches, and denominations address compatibility issues proactively. This dissertation’s author asserts the importance of long ministry tenure and believes the PRO D™ assessment tool can help pastors achieve job satisfaction and fruitful ministries.

### **Personal Development**

This section provides an accountability plan for pastors who took the PRO D™, and presents the Individual Development Plan (IDP) that may help pastors apply information from the PRO D™ tool to personal growth. The IDP provides structure and accountability for pastors, lives and careers.

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<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

The process begins with the completion of the PRO D™ because the results, follow-up, and accountability structure are critical success factors. The most accurate and insightful assessment tool is only as effective as the pastor makes it. Regular use of a comprehensive follow-up tool is a key to success, and the IDP fulfills this function.

The IDP provides a seven-step plan that helps respondents study, absorb, and apply the implications from all sections of the PRO D™. The first step directs pastors to share their PRO D™ results with three individuals: a close friend, mentor, and a spouse/family member. Pastors can receive important feedback from those closest to them when they share the report, and its implications become clearer with discussion. In addition, completion of the IDP and its use as an action plan for professional and personal development prepares pastors for use with others.

### **Individual Development Plan – Validation Exercise<sup>7</sup>**

The IDP introduction provides participant instructions and directs participants to use prepared forms: In the next 24-48 hours, share your PRO D™ profile with at least two people on the list below. Describe your learning process to them. Ask for their reaction/thoughts in areas you thought the PRO D™ reflected you inaccurately. Record what they say on the lines that follow. Share your PRO D™ with a minimum of four people in the next seven days. *The people on this list are just suggestions.* You should include at least one person who will follow up with you on a regular basis to see if you are following through with what you have learned.

---

<sup>7</sup> Davis Taylor, interview by author, Yardley, PA July 24, 2009. Developed by TAI Inc. team.

Close Friend: \_\_\_\_\_

Mentor: \_\_\_\_\_

Spouse/Family Member: \_\_\_\_\_

Peer: \_\_\_\_\_

### Individual Development Plan – Behavioral Changes

Based on what you learned from the PRO D™, what behavioral changes are you willing to make?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### Individual Development Plan – Core Theme

Develop a personal mission statement based on the report's "Core Theme" and the sentences that follow. The result is a clear, concise statement that captures what you are about and what you do best. One way to think of it is how you would like to be remembered when you die, a so-called tombstone or legacy comment. Use words and phrases from all parts of the report to complete this exercise.

Mission Statement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Individual Development Plan – Model Roles

Review your model roles (found on page 14 of your PRO D™ report). Write them down in the spaces provided. Answer the questions that follow for each of your model roles.

My model roles:

1.	2.	3.
----	----	----

Questions:

A. In what way do you use your model roles at work/home?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

B. In what ways can you develop your model roles to increase your effectiveness?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

- C. Pick one of your model roles to concentrate on and develop. Why did you pick this one; why do you need to develop it?

---



---

### Individual Development Plan – Education Keys

Review your education keys (found on page 17 of your PRO D™ report). Write them down in the spaces provided. Answer the questions that follow for each of your educational keys.

My education keys:

1.	2.	3.
----	----	----

Questions:

- A. Why do you see a need to concentrate on your education keys?

1. 

---

---

2. 

---

---

3. 

---

---

- B. How can you develop your education keys to increase effectiveness?

1. 

---

---

2. 

---

---

---

3. 

---

---

- C. Pick one of your education keys to concentrate on and develop. Why did you pick this one; why do you need to develop it?
- 
- 

### **Further Study for Consideration**

The author of this paper recommends several areas for future research based on this study. First, the PRO D™ should be used in a denominational setting broadly to track its impact on pastoral selection and retention. An increase of sample size of pastors within a denominational program would provide a wider representation of the reactions and experiences within a specific group.

Second, the inclusion of diverse populations of race, class, ethnicity, and gender would increase multicultural perspectives and worldviews. The use of the tool cross culturally requires translation and Web access. This may prove difficult and require reassessment of the instrument's validity and reliability.

Third, the expansion of the sample to include churches and seminaries in the United States and Canada may provide information about professional clergy preparation. For example, undergraduate, pre-ministerial students might avoid problems addressed in this paper if they used the PRO D™ early in their academic careers. Educator-

supervisors might engage in collaborative research and address training topics and supervisory practices that contribute to pastoral leadership competencies, assessment, clergy selection, and retention.

Fourth, church staff members can take the PRO D™ and discuss it as a team to maximize the tool's usefulness. This may provide shared understanding of their roles on the team and promote team alignment and accountability.

The author of this project recognizes the increasing interface of spiritual qualifications, assessment tools, and leadership development practice. This study demonstrated the fruitfulness of further exploration and dialog about pastoral compatibility and the churches pastors serve. It is important to formulate and implement ideas and practices that promote compatibility awareness among pastors, students, Christian leaders, and congregants.



APPENDIX A  
THE PRO D™ ONLINE SURVEY



The Company



Mission & Values | Associates

Philosophy

Our Approach

Clients

The Company

Contact Us

Assessments

## Our Mission

Guiding and renewing leaders to impact and transform society.

## Our Values

### Character

- We will exhibit integrity beyond reproach
- We will do what we say we are going to do
- We will act ethically and morally at all times

### Accountability

- We will set a values-based example
- We will equip, develop and empower others
- We will take individual responsibility for our results

### Service

- We will strive to create value, not wealth
- We will strive to exceed client expectations
- We will pursue excellence in all that we do

### Relationships

- We will keep our faith and families as top priorities
- We will value people over process and profit

### Competency

- We will encourage individual development
- We will pursue and value continuous learning


**TAI**

## Assessments


[Philosophy](#)
[Our Approach](#)
[Clients](#)
[The Company](#)
[Contact Us](#)
[Assessments](#)

**Thank you for your interest in our leadership assessments.**

If you have a **Project Code**, but have not registered for a survey, [click here](#) to register, otherwise [login here](#) to access your existing survey.

If you do not have a project code and would like more information about the PRO Development™ assessment and process, please contact us, providing the following information (**all fields are required**).

Name:

Title:

Company:

Address:

City:

State:  Zip:

Country:

Email:

Phone:

Type of Organization:

Your Area(s) of Interest:

- ☐ Executive Development/Coaching
- ☐ Leadership Development
- ☐ Team Alignment/Team Building

- ☐ Cultural Assessment
- ☐ Mentor/Protogé Development

How did you hear about us? (please select only one)

- ☐ Web Search
- ☐ Referral

Referred by whom?

## TAI Incorporated - Our Approach: Assessment

Page 2 of 2

☐ Newspaper/Magazine  
Which one?   
☐ Other

Additional Comments/Questions:

## Welcome

Welcome to your PRO Development™ program! This survey package is comprised of questions that enable you to reflect on your career and yourself in order that we can give you insights and perspective that should help your career and/or mentoring relationship.

We keep all of your survey information confidential. Please be honest with yourself and us so that we may provide you with results that will be accurate and insightful.

[Begin](#)

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(c)TAI Incorporated

## Log-in and Navigation Information

Shown below are your username and password that uniquely identify you to the TAI Incorporated Online system. This information has also been sent to the email address that you provided. In the event that you are unable to complete the PRO Development™ survey in one session, you may take a break in between any of the tools, and use your username and password to continue the survey at another time. Be sure to save your answers at the end of each tool by clicking the Submit/Next button. Any survey responses that you have entered and submitted will be restored the next time you log in.

*Username*

*Password*

Your PRO Development™ survey contains a number of different tools. At the end of each tool, there are three buttons: Back, Reset, and Next. Back will take you back to the previous tool. Reset will clear the data that you entered and allow you to re-enter your choices for the tool. Submit/Next will submit your data for the current tool and take you to the next one. You may also use the navigation bar in the left margin of your screen to jump backward or forward to revisit any of the answers that you have already submitted.

Continue

## Registration

### General Information

*(\* required information)*\* First Name:  MI: \* Last Name: 

If you would like us to refer to you by a name other than your given name,  
enter it here:

Preferred Name: \* Email: \* Date of Birth:  Month  Day  (ex. 2003)\* Gender:  Select One

### Employment Information

\* Current Employer: \* Title: Division/Location/Team: Date Started:  Month  Day  (ex. 2003)\* Address (line 1): Address (line 2): \* City:  \* State:  Select One\* Zip:  \* Country:  United States\* Phone Number:  (ex. 999-999-9999)

### Home Address

Address (line 1): Address (line 2): City:  State:  Select OneZip:  Country:  United StatesPhone Number:  (ex. 999-999-9999)

### Education

High School:  Grad. Year:  (ex. 2003)

TAI Incorporated Pro Development

Page 2 of 2

City:	<input type="text"/>	State:	<input type="text" value="Select One"/>
College:	<input type="text"/>	Grad. Year:	<input type="text" value="(ex. 2003)"/>
City:	<input type="text"/>	State:	<input type="text" value="Select One"/>
Post-Graduate:	<input type="text"/>	Grad. Year:	<input type="text" value="(ex. 2003)"/>
City:	<input type="text"/>	State:	<input type="text" value="Select One"/>



Your next tool is *Reflections*.

Reflections gives you the opportunity to reflect on your current situation, your past and your future. It is a starting place for your Pro-Development Survey program. Most people like the opportunity to take a break from their normal routine to just review their life. All information provided in your Reflections is held confidential.

Please take your time and consider each question. There are no "wrong" answers and there is no time limit on this survey.

[Go to Reflections](#)

## Reflections

1. Regardless of title and job description, list the roles you currently play at work:

- |      |     |
|------|-----|
| i.   | ii. |
| iii. | iv. |
| v.   | vi. |

2. List your six best qualities:

- |      |     |
|------|-----|
| i.   | ii. |
| iii. | iv. |
| v.   | vi. |

3. List your six worst qualities:

- |      |     |
|------|-----|
| i.   | ii. |
| iii. | iv. |
| v.   | vi. |

4. What are your key developmental needs?:

- |      |
|------|
| i.   |
| ii.  |
| iii. |
| iv.  |

5. What would be the best roles you could play over the next 5 years?:

- |      |      |
|------|------|
| i.   | Why? |
| ii.  | Why? |
| iii. | Why? |

Submit

**Completion Notification****You have completed the Reflections tool.**

*(At this point you may choose to take a break and return to your session at a later date, logging back into the PRC Development Online System with your current username and password.)*

Click to continue...

[Go to Personal Motivators](#)

<p>Your next tool is <i>Personal Motivators</i>.</p> <p>Here, you will identify the elements that motivate you and give you satisfaction in a job.</p> <p><i>Time estimate - 7 minutes</i></p> <p>Go to Personal Motivators  </p>
---

## Personal Motivators

*The following questions will help to identify the things that motivate you.*

*For this tool, please select **6 or more** choices from the presented list.*

- 
- |   |  |  |
|---|--|--|
| Influencing Change <input type="checkbox"/>   | Performing for Others <input type="checkbox"/>   | Ensuring Integrity <input type="checkbox"/>  |
| Analyzing Findings <input type="checkbox"/>   | Advocating Justice <input type="checkbox"/>      | Being Enthusiastic <input type="checkbox"/>  |
| Managing People <input type="checkbox"/>      | Investigating Puzzles <input type="checkbox"/>   | Ensuring Equality <input type="checkbox"/>   |
| Helping Others <input type="checkbox"/>       | Planning Strategies <input type="checkbox"/>     | Detailed Thinking <input type="checkbox"/>   |
| Taking Risks <input type="checkbox"/>         | Teaching People <input type="checkbox"/>         | Decision Making <input type="checkbox"/>     |
| Being Productive <input type="checkbox"/>     | Exploring Frontiers <input type="checkbox"/>     | Counseling Others <input type="checkbox"/>   |
| Interpreting Designs <input type="checkbox"/> | Seeing Tangible Results <input type="checkbox"/> | Negotiating Deals <input type="checkbox"/>   |
| Being Respectful <input type="checkbox"/>     | Creative Thinking <input type="checkbox"/>       | Ensuring Efficiency <input type="checkbox"/> |
| Motivating Others <input type="checkbox"/>    | Maintaining Balance <input type="checkbox"/>     | Being Innovative <input type="checkbox"/>    |

[< Back](#)[Submit / Next >](#)

## Personal Motivators

*The following questions will help to identify the things that motivate you.*

Now it is time to select your **top 3** ingredients in an ideal career

Influencing Change ☐

Analyzing Findings ☐

Managing People ☐

Helping Others ☐

Taking Risks ☐

Being Productive ☐

< Back

Submit / Next >

**Completion Notification****You have completed the Personal Motivators tool.**

*(At this point you may choose to take a break and return to your session at a later date, logging back into the PRO Development Online System with your current username and password.)*

Click to continue...

[Go to Area Missions](#)

<b>Your next tool is <i>Area Missions</i>.</b>
Here, you will identify the elements that are interesting to you and that you would potentially find compelling.
<i>Time estimate - 2 - 4 minutes</i>
<a href="#">Go to Area Missions</a>



## Area Missions

*The following questions will help to identify the areas that interest you.*

*For this tool, please select **6 or more** choices from the presented list.*

- 
- |  |   |   |
|--|---|---|
| Public Relations <input type="checkbox"/>      | Public Speaking <input type="checkbox"/>        | Preservation/Conservation <input type="checkbox"/>  |
| Data Analysis <input type="checkbox"/>         | Media/Advocacy <input type="checkbox"/>         | Promotions/Networking <input type="checkbox"/>      |
| Professional Strategy <input type="checkbox"/> | Information Technology <input type="checkbox"/> | Community Programs <input type="checkbox"/>         |
| Education Training <input type="checkbox"/>    | Finance/Consulting <input type="checkbox"/>     | Scientific Research <input type="checkbox"/>        |
| Entrepreneurism/Deals <input type="checkbox"/> | Service/Support <input type="checkbox"/>        | Management/Administration <input type="checkbox"/>  |
| Commercial Sales <input type="checkbox"/>      | Exploration/Discovery <input type="checkbox"/>  | Counseling/Human Resources <input type="checkbox"/> |
| Creative Design <input type="checkbox"/>       | Production Logistics <input type="checkbox"/>   | Cutting Edge/High Risk <input type="checkbox"/>     |
| Quality Control <input type="checkbox"/>       | New Products <input type="checkbox"/>           | Safety/Efficiency Systems <input type="checkbox"/>  |
| Special Events <input type="checkbox"/>        | Environment/Culture <input type="checkbox"/>    | Invention/Composition <input type="checkbox"/>      |

[< Back](#)

[Submit / Next >](#)

## Area Missions

*The following questions will help to identify the areas that interest you.*

Now it is time to select your **top 3** ingredients in an ideal career

---

Public Relations <input type="checkbox"/>	Data Analysis <input type="checkbox"/>	Professional/Strategy <input type="checkbox"/>
Education/Training <input type="checkbox"/>	Entrepreneurism/Deals <input type="checkbox"/>	Commercial Sales <input type="checkbox"/>

[< Back](#)

[Submit / Next >](#)

Your next tool is <i>Abilities Filter</i> .
Here, you get to answer questions that more closely identify your ability areas so that we can identify careers that will relate to your talents.
<i>Time estimate - 7 minutes</i>
<a href="#">Go to Abilities Filter</a>

## Abilities Filter

*In the following sections, you will be asked questions about your level of skill in various areas.*

Indicate your level of skill in the area by choosing the option that best represents your skill level, as compared to others whom you know.

*For example,*

How good are you (or do you think you are) at:		Lowest...		...Highest			
		1	2	3	4	5	6
1.	Putting models together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If you aren't at all good at putting models together, pick level 1. If you are a great model-builder, pick level 6.*

[illegible]

[illegible]

	How good are you (or do you think you are) at:	Lowest...			...Highest		
		1	2	3	4	5	6
19.	Expressing your ideas well in writing or speeches						
20.	Visualizing complex structures						
21.	Synthesizing conclusions to get the right answer						
22.	Spending a lot of time supporting people						
23.	Quickly coming up with ideas to solve problems						
24.	Recognizing not to over-intellectualize everything						
25.	Understanding charts and diagrams easily						
26.	Motivating yourself to do independent projects						
27.	Having personal magnetism where people are drawn to you						
28.	Having a broad and varied vocabulary						
29.	Studying and answering technical questions						
30.	Analyzing choices and making logical decisions						
31.	Hearing and having empathy for people's feelings						
32.	Coming up with creative ideas that impress people						
33.	Having good follow-through on practical matters						
34.	Recognizing shapes and patterns						
35.	Being alone and pursuing your hobbies and ideas						

- [illegible]

**How good are you (or do you think you are) at:**

**Lowest...**

### ...Highest

**1 2 3 4 5 6**

- [illegible]

## Abilities Filter

Page 4 of 4

- |   |                       |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 59. Seeing new possibilities and changing current methods | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. Seeing and implementing the sensible solutions        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61. Quickly seeing insights in pictures                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 62. Standing up for your personal convictions             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 63. Giving exciting speeches to gatherings of people      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

&lt; Back

Submit / Next &gt;

**Completion Notification****You have completed the Abilities Filter tool.**

*(At this point you may choose to take a break and return to your session at a later date, logging back into the PRO Development Online System with your current username and password.)*

Click to continue...

Go to Personal Style



<p>Your next tool is <i>Personal Style</i>.</p> <p>In this tool you look at how you act and go about things most of the time. Getting at your style helps us identify work roles and developmental suggestions.</p> <p><i>Time estimate - 3 - 10 minutes</i></p> <p>Go to <a href="#">Personal Style</a></p>
--

## Personal Style

<p><i>READ CAREFULLY: In the three columns below there are eight four-word groups. Select two words in each group -- one which is <b>MOST</b> like you and one that is <b>LEAST</b> like you. (See example at right)</i></p>			<p><b>M L</b></p> <p>autocratic <input checked="" type="radio"/> <input type="radio"/></p> <p>congenial <input type="radio"/> <input type="radio"/></p> <p>stable <input type="radio"/> <input checked="" type="radio"/></p> <p>exacting <input type="radio"/> <input type="radio"/></p>
<p><b>M L</b></p> <p>powerful <input type="radio"/> <input type="radio"/></p> <p>zealous <input type="radio"/> <input type="radio"/></p> <p>supportive <input type="radio"/> <input type="radio"/></p> <p>dutiful <input type="radio"/> <input type="radio"/></p>	<p><b>M L</b></p> <p>team-player <input type="radio"/> <input type="radio"/></p> <p>daring <input type="radio"/> <input type="radio"/></p> <p>reserved <input type="radio"/> <input type="radio"/></p> <p>gregarious <input type="radio"/> <input type="radio"/></p>	<p><b>M L</b></p> <p>entertaining <input type="radio"/> <input type="radio"/></p> <p>nice <input type="radio"/> <input type="radio"/></p> <p>unassuming <input type="radio"/> <input type="radio"/></p> <p>assertive <input type="radio"/> <input type="radio"/></p>	
<p><b>M L</b></p> <p>enthusiastic <input type="radio"/> <input type="radio"/></p> <p>amiable <input type="radio"/> <input type="radio"/></p> <p>forceful <input type="radio"/> <input type="radio"/></p> <p>yielding <input type="radio"/> <input type="radio"/></p>	<p><b>M L</b></p> <p>loyal <input type="radio"/> <input type="radio"/></p> <p>motivating <input type="radio"/> <input type="radio"/></p> <p>gutsy <input type="radio"/> <input type="radio"/></p> <p>perfectionistic <input type="radio"/> <input type="radio"/></p>	<p><b>M L</b></p> <p>well-spoken <input type="radio"/> <input type="radio"/></p> <p>cooperative <input type="radio"/> <input type="radio"/></p> <p>determined <input type="radio"/> <input type="radio"/></p> <p>composed <input type="radio"/> <input type="radio"/></p>	
<p><b>M L</b></p> <p>thoughtful <input type="radio"/> <input type="radio"/></p> <p>commanding <input type="radio"/> <input type="radio"/></p> <p>accepting <input type="radio"/> <input type="radio"/></p> <p>extroverted <input type="radio"/> <input type="radio"/></p>	<p><b>M L</b></p> <p>outspoken <input type="radio"/> <input type="radio"/></p> <p>easy-going <input type="radio"/> <input type="radio"/></p> <p>confident <input type="radio"/> <input type="radio"/></p> <p>respectful <input type="radio"/> <input type="radio"/></p>	<p><b>M L</b></p> <p>responsive <input type="radio"/> <input type="radio"/></p> <p>fascinating <input type="radio"/> <input type="radio"/></p> <p>attentive <input type="radio"/> <input type="radio"/></p> <p>positive <input type="radio"/> <input type="radio"/></p>	
<p><b>M L</b></p> <p>tactful <input type="radio"/> <input type="radio"/></p> <p>exuberant <input type="radio"/> <input type="radio"/></p> <p>friendly <input type="radio"/> <input type="radio"/></p> <p>competitive <input type="radio"/> <input type="radio"/></p>	<p><b>M L</b></p> <p>playful <input type="radio"/> <input type="radio"/></p> <p>dependable <input type="radio"/> <input type="radio"/></p> <p>precise <input type="radio"/> <input type="radio"/></p> <p>aggressive <input type="radio"/> <input type="radio"/></p>	<p><b>M L</b></p> <p>accommodating <input type="radio"/> <input type="radio"/></p> <p>adventurous <input type="radio"/> <input type="radio"/></p> <p>adaptable <input type="radio"/> <input type="radio"/></p> <p>attractive <input type="radio"/> <input type="radio"/></p>	
<p><b>M L</b></p> <p>polite <input type="radio"/> <input type="radio"/></p> <p>bold <input type="radio"/> <input type="radio"/></p> <p>spirited <input type="radio"/> <input type="radio"/></p> <p>understanding <input type="radio"/> <input type="radio"/></p>	<p><b>M L</b></p> <p>careful <input type="radio"/> <input type="radio"/></p> <p>agreeable <input type="radio"/> <input type="radio"/></p> <p>demanding <input type="radio"/> <input type="radio"/></p> <p>persuasive <input type="radio"/> <input type="radio"/></p>	<p><b>M L</b></p> <p>unpretentious <input type="radio"/> <input type="radio"/></p> <p>stimulating <input type="radio"/> <input type="radio"/></p> <p>balanced <input type="radio"/> <input type="radio"/></p> <p>trailblazer <input type="radio"/> <input type="radio"/></p>	

## Personal Style

Page 2 of 2

driven	M	L	content	M	L	optimistic	M	L
outgoing	<input type="radio"/>	<input type="radio"/>	intense	<input type="radio"/>	<input type="radio"/>	strict	<input type="radio"/>	<input type="radio"/>
stable	<input type="radio"/>	<input type="radio"/>	dignified	<input type="radio"/>	<input type="radio"/>	strong-willed	<input type="radio"/>	<input type="radio"/>
caring	<input type="radio"/>	<input type="radio"/>	willing	<input type="radio"/>	<input type="radio"/>	mild	<input type="radio"/>	<input type="radio"/>
accurate	M	L	purposeful	M	L	responsible	M	L
stylish	<input type="radio"/>	<input type="radio"/>	engaging	<input type="radio"/>	<input type="radio"/>	mighty	<input type="radio"/>	<input type="radio"/>
mellow	<input type="radio"/>	<input type="radio"/>	disciplined	<input type="radio"/>	<input type="radio"/>	cordial	<input type="radio"/>	<input type="radio"/>
dynamic	<input type="radio"/>	<input type="radio"/>	calm	<input type="radio"/>	<input type="radio"/>	fun	<input type="radio"/>	<input type="radio"/>
acquiescent	M	L	buoyant	M	L	dominant	M	L
tender	<input type="radio"/>	<input type="radio"/>	orderly	<input type="radio"/>	<input type="radio"/>	relaxed	<input type="radio"/>	<input type="radio"/>
direct	<input type="radio"/>	<input type="radio"/>	tolerant	<input type="radio"/>	<input type="radio"/>	obedient	<input type="radio"/>	<input type="radio"/>
social	<input type="radio"/>	<input type="radio"/>	controlling	<input type="radio"/>	<input type="radio"/>	eager	<input type="radio"/>	<input type="radio"/>

&lt; Back

Submit / Next &gt;

**Completion Notification****You have completed the Personal Style tool.**

*(At this point you may choose to take a break and return to your session at a later date, logging back into the PRO Development Online System with your current username and password.)*

Click to continue...

[Go to Personal Expectations](#)

job fields, for instance, does not suggest vocational direction, but helps form a mental picture for the person, and none of these interests represents a single individual. Though stated in terms of, “These people are . . .” the combination of CVAs portrays a unique individual. An effective interpretation should expand individuals’ personal vision and potential, and should not limit them. Do not use these descriptors to stereotype individuals. The following table describes the nine CVAs.

Table C1. Core Value Areas and Their Descriptors

Career Value Area (CVA)	Descriptors
1. Societal Change	<p>“Influencing opinions”</p> <p>Concerned with effecting change in the big picture—society, rules, policies, government, these people have strongly held points of view, opinions and beliefs. They foster deep commitments and desire to influence others.</p> <p>Interests include culture, history, and politics.</p> <p>These are politicians, philosophers, journalists, ambassadors to foreign countries, and courtroom clerks.</p> <p>Primary job fields</p> <ul style="list-style-type: none"><li>Current Affairs</li><li>Culture and Sociology</li><li>News, Media and Journalism</li><li>Advocacy</li><li>Government</li><li>Politics</li><li>Judicial Services</li><li>School Systems</li><li>Customs</li><li>History</li><li>Philosophy and Religion</li><li>Economics</li></ul>

Career Value Area (CVA)	Descriptors
2. Theoretical Discovery	<p data-bbox="604 331 933 363">“Answering Questions”</p> <p data-bbox="604 405 1506 552">Concerned with determining underlying reasons and facts, it becomes critical for these people to "dig deep" and discover root causes for occurrences so as to answer questions and explain why and how things happen.</p> <p data-bbox="604 594 1489 699">They can spend their entire life looking at statistical analysis for the purpose of solving complex problems with complex equations.</p> <p data-bbox="604 741 1446 814">They are researchers, scientists, computer experts, librarians, engineers, botanists, and financial analysts.</p> <p data-bbox="604 856 1359 1339">           Primary job fields:                Development                    Product Testing, Validation, and Proving                Engineering                Technology                Data                    Information and Data Research and Processing                    Mathematics and Statistics                    Computer Programming and Systems Analysis                Scientific Research                    Laboratory Studies                    Medical Science                    Modeling (Behavioral and Decision Sciences)         </p>
3. Strategic Decisions	<p data-bbox="604 1381 864 1413">“Managing Plans”</p> <p data-bbox="604 1455 1472 1644">These are people of power and influence. They can look at a range of issues, find patterns, and understand the impact of alternative scenarios, enabling effective planning and decision-making. They want to express their opinions and be listened to. They feel at home in the corporate world.</p> <p data-bbox="604 1686 1506 1759">They are accountants, lawyers, stockbrokers, general managers, administrative assistants, salespeople, and advertising executives.</p>

Career Value Area (CVA)	Descriptors
	<p>Primary job fields:</p> <ul style="list-style-type: none"> <li>Marketing <ul style="list-style-type: none"> <li>Strategy and Development</li> <li>Sales and Promotion</li> <li>Advertising and Public Relations</li> </ul> </li> <li>Executive <ul style="list-style-type: none"> <li>Legal Services</li> <li>Finance</li> <li>Consulting</li> </ul> </li> <li>Administration <ul style="list-style-type: none"> <li>Information Services</li> <li>Human Resources and Support Services</li> <li>Management and Policies</li> </ul> </li> </ul>
4. Human Development	<p>“Helping People”</p> <p>These are people of empathy and compassion. They care deeply about other people and hold others central to their lives. They tend to be engaging and are good listeners, genuinely interested in others. They care for and read people well and “connect” with a wide spectrum of personalities.</p> <p>These are the counselors, teachers, rescue workers, doctors and nurses, community servants, and religious leaders.</p> <p>Primary job fields:</p> <ul style="list-style-type: none"> <li>Service <ul style="list-style-type: none"> <li>Human Services and Personal Development</li> <li>Counseling and Ministry</li> <li>Social Work</li> </ul> </li> <li>Education <ul style="list-style-type: none"> <li>Teaching</li> <li>Training and Coaching</li> <li>Academic Development</li> </ul> </li> <li>Care and Relief <ul style="list-style-type: none"> <li>Health Care</li> <li>Emergency Management and Relief</li> <li>Agency Work</li> </ul> </li> </ul>

Career Value Area (CVA)	Descriptors
5. Entrepreneurial Challenge	<p data-bbox="574 331 784 367">“Taking Risks”</p> <p data-bbox="574 409 1445 556">These are very “driven” people with healthy egos who are willing to try new things and “risk it all” to win. They are people of vision who will overcome challenges and compete against the elements with its inherent risks and rewards.</p> <p data-bbox="574 598 1379 672">They are the skydiving instructors, astronauts, entrepreneurs, private investigators, and inventors.</p> <p data-bbox="574 709 826 745">Primary job fields:</p> <ul data-bbox="660 745 1049 1197" style="list-style-type: none"> <li>Discovery</li> <li>Frontiers</li> <li>Intelligence</li> <li>Mysteries</li> <li>Innovation</li> <li>Invention</li> <li>Entrepreneurs</li> <li>New Applications</li> <li>Daring</li> <li>Thrill Seekers</li> <li>Emerging Trends</li> <li>Cutting Edge Technologies</li> </ul>
6. Production Efficiency	<p data-bbox="574 1234 850 1270">“Maintaining Order”</p> <p data-bbox="574 1312 1445 1533">Concerned with action, order, and accomplishment, they are builders and thrive on hands-on work that creates tangible results. They love order, structure and procedures and tend to be operations people. The opposite of risk taker, they want all the resources at hand, and a well-defined procedure before proceeding down any path.</p> <p data-bbox="574 1575 1420 1648">They are builders, developers, supervisors, police chiefs, airline controllers, and electricians.</p> <p data-bbox="574 1686 826 1722">Primary job fields:</p> <ul data-bbox="660 1722 1247 1858" style="list-style-type: none"> <li>Commerce</li> <li>Transportation, Shipping and Logistics</li> <li>Real Estate and Commercial Development</li> <li>Retail</li> </ul>



Career Value Area (CVA)	Descriptors
	<ul style="list-style-type: none"> <li>Production <ul style="list-style-type: none"> <li>Construction, Building, Maintenance, and Repairs</li> <li>Manufacturing</li> <li>Hands-on Operations</li> </ul> </li> <li>Protection <ul style="list-style-type: none"> <li>Military Services</li> <li>Police, Fire, and Municipal Services</li> <li>Security Systems and Regulation</li> </ul> </li> </ul>
7. Artistic Creativity	<p>“Designing Innovations”</p> <p>Concerned with expressing new ideas and visions through artistic means. Designing through innovation and interpretation creates new products and unique works of art. This group tends to master an area and then move on. They have a need to see things as projects with a beginning, middle, and end. They can be perfectionists and highly independent.</p> <p>They are artists, musicians, writers, filmmakers, and designers.</p> <p>Primary job fields:</p> <ul style="list-style-type: none"> <li>Creation <ul style="list-style-type: none"> <li>Studio Art and Musical Composition</li> <li>Creative Writing</li> <li>Film and Photography</li> </ul> </li> <li>Appreciation <ul style="list-style-type: none"> <li>Critiques</li> <li>Design</li> <li>Museum and Decoration</li> </ul> </li> <li>Expression <ul style="list-style-type: none"> <li>Music</li> <li>Theatre</li> <li>Performing Arts</li> </ul> </li> </ul>
8. Natural Appreciation	<p>“Keeping Balance”</p> <p>Concerned with keen listening and watching out for balance, they ensure people maintain a respect for life and the “natural order of things.” They are good storytellers and understand and accept that life has its ups and downs. These people relish spending time outdoors, where the natural order is evident.</p>

Career Value Area (CVA)	Descriptors
	<p>They are park rangers, gardeners, environmentalists, farmers, zookeepers, and foresters.</p> <p>Primary job fields:</p> <ul style="list-style-type: none"> <li>Outdoors <ul style="list-style-type: none"> <li>Parks and Land</li> <li>Outdoor Activities and Fitness</li> <li>Vegetation and Wildlife</li> </ul> </li> <li>Environment <ul style="list-style-type: none"> <li>Conservation</li> <li>Protection</li> <li>Stewardship</li> </ul> </li> <li>Cultivation <ul style="list-style-type: none"> <li>Agriculture</li> <li>Gardening and Horticulture</li> <li>Extraction (mining, fishing of the oceans and oil business)</li> </ul> </li> </ul>
9. Motivational Energy	<p>“Energizing Others”</p> <p>They inject an enthusiasm in others around them that’s infectious. They can stimulate and motivate by powers of communication. These are people who can get others to do what they don’t want to do, calling them to action. They like to show people a good time and make people happy.</p> <p>They are entertainers, owners of resorts and nightclubs, professional athletes, cooks, nutritionists, and stylists.</p> <p>Primary job fields:</p> <ul style="list-style-type: none"> <li>Leisure <ul style="list-style-type: none"> <li>Travel, Tourism, and Hotels</li> <li>Hobbies and Events</li> <li>Personal Appearance</li> </ul> </li> <li>Fitness <ul style="list-style-type: none"> <li>Nutrition</li> <li>Athletics</li> <li>Health Clubs/spas</li> </ul> </li> <li>Entertainment <ul style="list-style-type: none"> <li>Professional Sports and Gaming</li> <li>Dramatics (Theatre, Film, TV, Video Games, Entertainment Amusement Parks etc.)</li> <li>Restaurants and Hospitality</li> </ul> </li> </ul>

The consultant will become familiar with the CVAs and many of the archetype triads by performing a number of interpretations. Archetype triads are the various combinations of the top three dominant CVAs that produce recognizable profiles.

Intensive, careful preparation produces excellent PRO D™ interpretations. The successful consultant is familiar with a person's PRO D™ report prior to meeting with the person who took the survey. The consultant's ability to add value especially in graph interpretation depends on a thorough knowledge of the information contained in the report and a review of information about the particular code string. The addition of personal stories and anecdotes brings the report to life for the person who took the survey.

Consultants facilitate learning and discovery, and one of their most important skills is use of questions as a means of report interpretation. Rather than the PRO D™ *guru* who interprets from a distance, relating truth as from a crystal ball, consultants guide and motivate. The most valuable insights may come from clients themselves. The consultant's ease and confidence with the material facilitates acceptance of the information and produces discovery and insight.

### **Presentation of Results**

This section focuses on conducting a PRO D™ interpretation successfully and includes a page-by-page review of the actual report. The practical directions and notes come from a consultant's years of experience interpreting PRO D™ data.<sup>1</sup>

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<sup>1</sup>William H. O'Brien Jr., interview by author, Yardley, PA, November 13, 2007.

### Prior to Arrival

A successful PRO D™ interpretation meeting depends on proper preparation. Careful preparation demonstrates respect for the client and the PRO D™ process and communicates care and professionalism. Prior to the meeting, the consultant should plan to:

- Review the Advisor Report.
- Review the individual's report.
- Assess the code string considering its implications.
- Use fresh illustrations (doodles, historical, headlines).
- Anticipate potential conflicts/push backs.
- Get focused on the individual.

Establish a comfortable atmosphere. Prepare the room by paying special attention to temperature, lighting, available furniture, and minimization of distracting sights and sounds. Also:

- Choose a private and quiet space.
- Choose a neutral location (e.g., not the individual's office).
- Allocate three hours per session without interruptions or phone calls. Plan for a two-hour presentation.
- Have drinking water and other refreshments available.
- Arrive 15 minutes early to prepare the room.

A list of interpretation materials will include:

- The PRO D™ Report,

- The PRO D™ Advisory report,
- The PRO D™ Map, and
- The TAI Individual Developmental plan.

Additional materials include:

- Whiteboard (dry erase board) or flip chart paper on an easel,
- Plenty of paper for drawings, and
- Pens and markers

### Conduct the Meeting

Consider these points at the beginning of the meeting:

- Greet the person with a warm welcome and smile.
- Relate to the person and find common interests such as hobbies, hometown, or headlines.
- Make clear that the material and session are confidential.

The following steps help keep the presentation fresh, alive, and interesting:

- Stand up and move around if possible during the presentation making use of the whiteboard or flip chart.
- Be seated in a place beside, not across from, the client. Guide the client through the report by assisting with page turning. You are literally “on their side.”
- Use many personal stories and illustrations that highlight specific points.
- Relate to the person throughout the presentation.

- Keep it real because “openness breeds openness.” Share an insight that you gained from your PRO D™ that, although initially hard to accept, became an important factor in your leadership development.
- Stay objective and unsentimental in your presentation. Remember that the truth of the report must reach its target to have impact. Be willing to say what needs to be said in a caring and considerate manner.

### PRO D™ Report and Interpretive Notes

With these points in mind, we can now make our way through the report allowing for notes and points along the way. An actual PRO D™ report will be included with notes to help in an interpretation.

### **Introduction**

The PRO D™ report introduction in figure C1 on the next page explains the materials that will be presented and how each will be used including the report, map, and Individual Developmental Plan.

### Introduction

PRO Development™ is designed to help you learn more about yourself and the context in which you work. This increased understanding will help you find greater fulfillment in your career and be of greater service to those around you. In part, the PRO of PRO Development™ stands for *Person, Role, Organization*. Our survey enables us to look at the *Person*--who you are; the multiple *Roles* that you play; and the type of *Organization* you work for. Our goal is to converge, or combine, the information you have provided into a framework that highlights key aspects of your profile, key roles that you can play, and specific development strategies for you to consider.

From the personal surveys that you completed, we gained insights into three central aspects of your profile:

- your *Missions* (what interests you – your motivations, values, and goals)
- your *Competencies* (what you're good at – your abilities, aptitudes, and talents)
- your *Styles* (who you are – your personality traits, behaviors, and expression)

One of our goals in asking about your *Missions*, *Competencies*, and *Styles* is to help you gain an objective perspective of yourself. Getting a better understanding of yourself involves reviewing your past, and conducting an honest and objective inventory of who you are. Doing so enables you to gain perspective on your past and current experiences, and provides a better understanding of the dynamics between you and your coworkers. You will also discover distinctions between your perception of yourself and the ways you express yourself. This discovery will help you recognize your strengths and weaknesses and may prepare you to resolve internal conflicts and communication problems.

It is beneficial to integrate the personal insights you gain from this report into an action strategy that will enable you to achieve growth within your organization. To that end, we encourage you to meet with your key advisers so that they can work effectively with you to help you make the right decisions and develop appropriate courses of action. Your report is confidential, but with your sign-off and approval, others can review it and contribute to your growth. By sharing the information in your report with managers, peers, and other advisers, you will enhance your interactions and improve your overall effectiveness within your organization. You will also enable your advisers to have information that will help them work more effectively with you.

Figure C1. Introduction from actual PRO D™ report.

### Report Overview

Figure C2 on the next page provides an overview of the information in the report including five broad categories and what to expect in each category: (1) career value areas, (2) the individualized PRO D™ map, (3) a composite profile, (4) person, role, organization, and (5) mentor/protégé insights. Stress the information in the final paragraph in figure C2 to help set the stage for development of an action plan.

When you completed your PRO Development™ Survey you answered more than 600 questions. These questions encouraged you to reflect on your career, accomplishments, interests, needs, motivators, abilities, personal qualities, expectations, roles, and the organization for which you work. This report brings together the results of that survey, providing a step-by-step review that enables you to study the details and place them within an overall context.

Your report is divided into the following broad categories:

- **Career Value Areas**  
Explanation of PRO Development™'s career classifications.
- **Your PRO Development™ Map**  
A visual representation of your results, showing the relationship between the different aspects of your report and results.
- **Composite Profile**  
Your survey results, including your *Missions*, *Competencies*, and *Styles* outcomes.
- **Person, Role, Organization**  
Perspectives that compare you, your roles, and your organizational culture.
- **Mentor/Protégé Insights**  
Keys to successful mentoring and superior/subordinate relationships.

This report provides you with a context and foundation for solving problems, discussing work and family-related issues, and for building career development strategies. Use the enclosed information, along with your own analysis of it, to identify and approach key advisors who might be able to help you reach your career development goals.

Figure C2. Report overview



## Career Value Areas Overview

Review with the participant the nine CVA “blocks” that the PRO D™ tool uses in figure C3. Also, explain the code system and what the codes tell and don’t tell the participant about their profile. Paint a picture of the type of person represented in each of the blocks. Broader definitions of the CVAs are on the next page.

This is also a good time to explain the limitations of language when it comes to reading and understanding the report. Consultants must not allow a single word, phrase or section of the report that may seem inaccurate or cloudy stop clients from understanding the picture that the overall report presents. Certain words or phrases will resonate initially and some will not.

On the other hand, interpreters must trust the instrument to deliver an accurate assessment and not depend on the clients’ emotional acceptance for confidence in delivery. In the early days of delivery, consultants may experience moments of doubt. Learn to put your weight down on the reliability of the instrument, while listening carefully to your clients’ ongoing feedback.

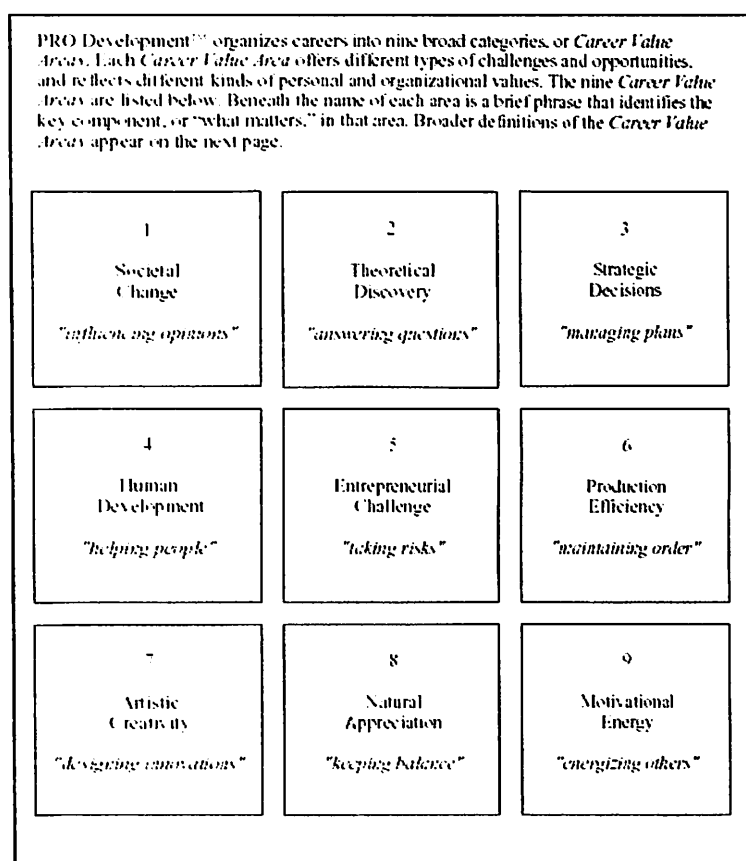


Figure C3. Nine categories or CVAs

<b>1. Societal Change</b>	You care about things that affect society. Because of your concerns, you want to involve yourself in issues, make statements, and communicate your ideas to effect changes and influence opinions toward the common good.
<b>2. Theoretical Discovery</b>	You want to seek out underlying reasons for why things happen. In order to answer tricky technical and perplexing questions, you need to investigate and find explanations for complex problems. You prove your theories and others benefit.
<b>3. Strategic Decisions</b>	You want to make important decisions. Your capacity to see the big picture and to develop logical and effective strategies positions you to manage and advise professional enterprises. Effective planning helps you solve problems.
<b>4. Human Development</b>	You are a caring person who wants to help people to help themselves. Because of your compassion and service-orientation, you respond to the developmental needs of the people around you – be it to comfort, counsel, or teach.
<b>5. Entrepreneurial Challenge</b>	You are motivated to go on adventures and explore new territories. Your desire for excitement and competition will involve you in entrepreneurial and challenging circumstances so you can overcome obstacles and enjoy the rewards of victory.
<b>6. Production Efficiency</b>	You are action-oriented and motivated to get things done. Your hands-on and practical approaches get you involved in productive activities where hard work and determination pay off. You are the classic “doer” and you can be counted on.
<b>7. Artistic Creativity</b>	You have the desire to be creative. Your insight and artistic nature enable you to see new ways to do things and lead to innovative designs, products, and works of art.
<b>8. Natural Appreciation</b>	You are a keen observer of life who wants to help ensure that the natural order is respected and maintained. This leads you to be involved in peace-keeping efforts, guarding our natural resources, and representing places that need to be protected.
<b>9. Motivational Energy</b>	You have tremendous enthusiasm and a motivation to share your excitement with others. Whether it's on a stage, in a room, or in a conversation, you get people to enjoy the moment.

Figure C4. Broader definitions of the CVAs

### The PRO D™ Profile Map

Figure C5 on the next page depicts the PRO D™ Profile Map with keys to the map. This map should be shown, but not handed to, the client, early in the interpretation session. For ease of understanding, the results depicted here should be shared over the course of the presentation. The map should be given to the client at the end of the session as a summary of the PRO D™ assessment.

Included within this report is your unique PRO Development<sup>TM</sup> Profile Map. Keys to the map are given below. Keep the map open beside you as you read through your report: it will help you see the relationship between the different components of your report.

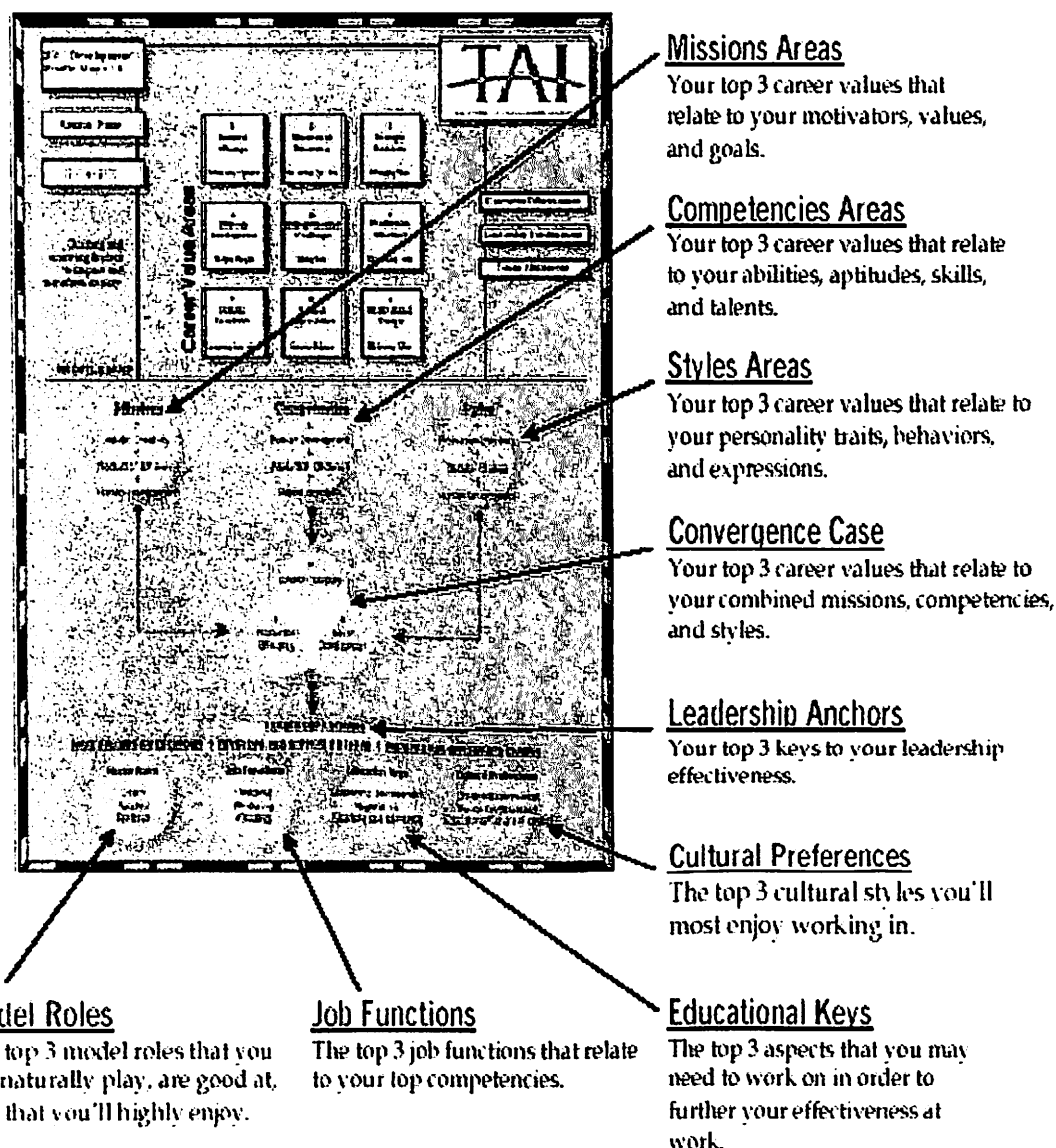


Figure C5. PRO D<sup>TM</sup> Profile Map

### Composite Profile

Before beginning this section, you should be prepared to share the client's 9-digit code string. The number should be explained in terms of high, medium and low triads. This code can be easily found in this form at the bottom of page eleven (first graphical analysis page).

It is also helpful once the code is revealed to review the formal definitions of the person's CVAs found in figure C4. You will get a sense about whether a person is "getting it" by watching body language and listening to their responses.

As you examine this information together, make certain the person is engaged and understanding the meaning of what is presented. One idea is to allow them time to read and then underline those things that stand out to them. Make sure that they fully understand the terms being used and how it relates to their understanding of themselves.

### Your top three missions

As a result of your survey, PRO Development™ identified the top three *Career Value Areas* that apply to your *Missions*. Recall that your *Missions* are what interests and inspires you -- your motivators, values, and goals.

- (7) Artistic Creativity
- (6) Production Efficiency
- (4) Human Development

You are motivated to help people, take specific action, and create something unique. Exciting missions at work will involve teaching and advising others, finishing big projects, and designing new products. You might be conflicted at times between simultaneously wanting to demonstrate that you care for people, see quick results, and focus on making something truly extraordinary. Keeping motivated will involve finding resolution to these tensions so your energy is positively directed toward activities that matter to you. One key for you might be to think like a job specialist and creative educational specialist. Use your care and commitment to people along with your creativity and discipline to ensure that new and tangible programs are implemented.

Figure C6. Missions

### Your top three competencies

Listed next are the top three *Career Value Areas* that relate to your *Competencies*. Your competencies are what you're good at – your abilities, aptitudes, skills, and talents.

- (4) Human Development
- (6) Production Efficiency
- (7) Artistic Creativity

Your primary competencies are interpersonal relations, practical thinking, and creative thinking. As such, you will be drawn to teams in your organization that concentrate on Human Resources, Logistics, and Development. You will likely pride yourself on your ability to interact well with people, get things done, and create new products and services.

Figure C7. Competencies

### Your top three styles

Below are the top three *Career Value Areas* that relate to your *Styles*. When we use the term *Style*, we are referring to who you are and what your dominant characteristics are – your personality traits, behaviors, and expressions.

- (6) Production Efficiency
- (1) Societal Change
- (4) Human Development

Your dominant traits will cause you to be a person who works actively and diligently to solve tactical and societal challenges. You are a person of strong opinions and determined actions and will use your strength of conviction and overall concern for people to implement programs that make a difference. As such, your style will work well in human welfare and security / agency type cultures. However, you personally will be conflicted at times between being forceful and showing compassion. It is likely that since you hold strong opinions, you might develop rules that you inherently follow. However, people might not relate or understand your rules and might be confused by your outward toughness and inward kindness. Learn to share your underlying reasons for your opinions so that you don't come off as insensitive and overly judgmental and frustrate the very people you are trying to help.

Figure C8. Styles

## Convergence Case

Convergence is the sweet spot—the true picture of self—that we are after for the purpose of understanding and discussion.

Once we have identified the three dimensions of your profile – your *Missions*, *Competencies*, and *Styles* – and your key qualities within each, our system identifies the degree of convergence among these different aspects of your profile. This enables you to determine the *Career Value Areas* that are dominant for you.

The process is illustrated in the diagram below. The triangle that is formed at the point where the three shapes intersect represents your *Convergence Case* – those aspects of your overall profile that are shared by your *Missions*, *Competencies*, and *Styles*.

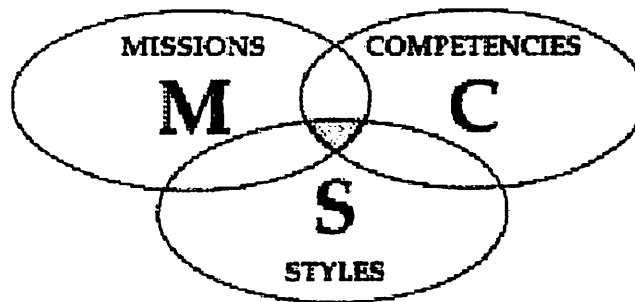
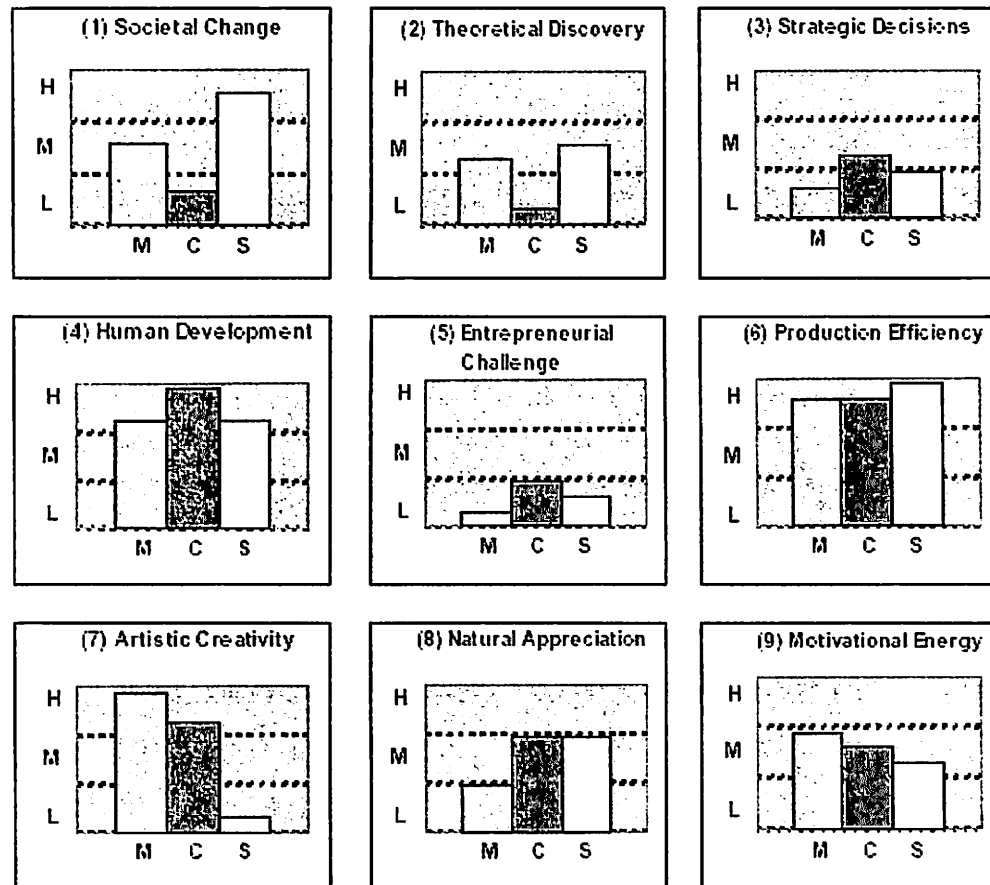


Figure C9. Convergence of missions, competencies, and styles

**Your convergence case: missions, competencies, and styles.** Figure C10 on the next page is the first of two charts that represents the relationship between our missions, competencies and styles. It graphically represents the client's 9-digit code string. Consultants gain credibility by demonstrating proficiency in interpreting these graphs. Consultants should explain and dialogue with clients about the meaning of gaps among the three dimensions.

These charts show how your *Missions* (M), *Competencies* (C), and *Styles* (S) compare on the nine *Career Value Areas*. They are rated on a scale of High (H), Medium (M), and Low (L). Your *Convergence Case* is given below the charts.



**Your Convergence Career Value Area results:**

High - 6 4 7		Production Efficiency
Mid - 1 8 9		Human Development
Low - 2 3 5		Artistic Creativity

Figure C10. Your convergence case: missions, competencies, styles

### Your top career value areas

PRO Development™ uses the process of convergence to determine the top three Career Value Areas that are most suited to your *Convergence Case*:

- (6) Production Efficiency
- (4) Human Development
- (7) Artistic Creativity

Figure C11. Top career value areas

### Your core theme

It may be helpful to relate the individual's core theme to the concept of a personal mission statement. The creation of mission statements has been a popular activity for business professionals for over ten years, and it remains a sound idea. This section should aid the individual in this endeavor.

The combination of your three *Career Value Areas* (*Production Efficiency, Human Development, and Artistic Creativity*) points to the following *Core Theme*.

"Helping People Take Creative Actions to Improve Their Lives"

*You will enjoy work that allows you to use your creative instincts to solve specific problems that people are faced with in their lives and work.*

Look for ways to involve yourself in your *Core Theme* as much as possible. You may wish to talk with advisors at work about ways to focus on your *Core Theme*. If your opportunities to play to your *Core Theme* are limited in your current roles at work, seek out extracurricular activities and roles at home that will give you opportunities to build on the strengths indicated by your *Core Theme*.

Figure C12. Core theme



### Your leadership anchors

It is all too easy for individuals to focus attention on their weaknesses and shortcomings. As we all know, this kind of thinking proves unproductive. Leadership anchors, on the other hand, invite us to build on our strengths by identifying those qualities available to us today.

It might be helpful, however, to describe how we tend to enter into projects and businesses unwilling to admit our weaknesses to others with whom we work. This betrays our need to work collaboratively with those who can compliment our weak areas. Out of pride or a sense of independence, we tend to avoid engaging others constructively in this area.

As a result, we often spend our best energy compensating for our weaknesses, sapping precious energy that could be used to maximize our strengths. This misuse of energy can lead to enterprise failure and discouragement as we fail to realize our personal and career goals.

Effective leaders play to their strengths. PRO Development™ has identified the strengths, termed *anchors*, which will help make you a more effective leader. As you move forward in your career, you will increase your effectiveness by finding roles that allow you to use all three of your strengths simultaneously. Following are your *Leadership Anchors*:

Makes Hands-on Decisions  
Develops and Supports Others  
Initiates and Implements Change

Figure C13. Leadership anchors

The discussion of roles may be the most important of all practical considerations. By focusing on role rather than title and position, we release ourselves from organizational dead-end thinking. We start to view ourselves as empowered rather than entitled. We can redefine our daily corporate or family activities and goals around our optimal roles. Clients should be encouraged to think this way by brainstorming the implications of the mind change.

### Roles as metaphors

Thinking in terms of "roles" can be productive, because roles are metaphors for aspects of your life and work that can yield new perspectives. Knowing the kinds of roles that you are interested in (those that relate to your *Missions*), the kinds of roles that you are good at (those relating to your *Competencies*), and the kinds of roles that fit with your personality (those relating to your *Styles*), are perspectives that both make your current work more meaningful and allow you to manage your own career development more effectively. PRO Development™ identified the sets of roles that relate to your *Missions*, *Competencies*, and *Styles*.

Your <i>Missions</i> Roles:	Your <i>Competencies</i> Roles:	Your <i>Styles</i> Roles:
<ul style="list-style-type: none"> <li>- Coach</li> <li>- Teacher</li> <li>- Restorer</li> </ul>	<ul style="list-style-type: none"> <li>- Coach</li> <li>- Teacher</li> <li>- Restorer</li> </ul>	<ul style="list-style-type: none"> <li>- Liaison</li> <li>- Protector</li> <li>- Representative</li> </ul>

Figure C14. Roles as metaphors

### Your model roles

Based on your *Convergence Case*, PRO Development™ identified the kinds of roles you are most likely to enjoy and perform well. This is the set of roles that results from the convergence of the above three sets. Within the context of your organization, understand the need to balance the roles you like, the roles you are good at, and the roles your organization needs you to play.

Coach Teacher Restorer
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Figure C15. Most likely roles

### Your job functions

While the PRO D™ report does not suggest job titles or specific fields of work, it does make recommendations for job functions. Describing activities a person is gifted in performing further specifies these functions.

Clients can be encouraged to consider which activities describe their current job functions and which are absent. Can you bring these functions into your current roles in order to be more effective and fulfilled?

Every role involves a variety of functions. PRO Development™ identified the job functions listed below as the ones in which you are most likely to excel. Look for ways to incorporate these functions into various aspects of your life:

Teaching  
Producing  
Creating

You'll be good at functions that incorporate Teaching (Counseling, Supporting, Coaching), Producing (Organizing, Fixing, Processing), and Creating (Developing, Designing, Inventing). While there are many other functions that you are likely good at, these are ones you are especially gifted in.

Figure C16. Most likely job functions

### Your key traits and caution areas

As with leadership anchors, key traits allow us to obtain a focus on the positive qualities that describe our strengths today. Caution areas are considered best in association with key traits. For instance, in the figures on the next page, the individual who is “accomplishment oriented” is also more “likely frustrated when not seeing results.”

Your personality creates certain styles and behavioral tendencies. The *Key Traits* listed below are your strengths. Learn to play to your strengths in order to increase your effectiveness at work.

Key Traits	Key Trait Descriptions
Accomplishment-oriented	You are a practical-minded person who wants to see tangible accomplishment from your efforts. Hands-on and no-nonsense in your approach will have you be responsible and effective.
Change-oriented	You like to instigate change. You hold fairly strong opinions and will seek to influence how people see things, likely through your writings and words.
Kind-hearted	You are compassionate and kind-natured. You will see the good in people and seek to help them when they are in trouble. Your empathy helps you see others' side of issues and their needs.

Figure C17. Key traits

Your *Caution Areas* are potential weaknesses. Your survey indicates that the tendencies listed below are areas that you may need to work on in order to increase your effectiveness.

Caution Areas	Caution Area Descriptions
Likely frustrated when not seeing results	You work diligently to get things done on your own, but could be frustrated when working with others if things take too long. Be careful of showing your frustrations inappropriately.
Could be highly judgmental	Because you hold strong opinions, you will tend to judge people. Be careful of how this will be perceived and affect others.
Tend to take things personally	Because you care about people and want to have them like you, you may be offended by criticism, especially when it relates to how you are treating others.

Figure V18. Caution areas

### Your education keys

Education keys are areas of concentration that address and enhance our leadership anchors. Each of these represents proactive steps that individuals can take to educate and train themselves both formally and informally.

Your *Education Keys* are keys to furthering your effectiveness at work based on your *Styles Career Value Areas*. You may wish to take relevant educational courses or work on these areas with your advisers. Suggestions for following up on the *Education Keys* listed below appear on the next page.

Education Keys
Leadership Development
Negotiations
Coaching and Mentoring

Figure C19. Education keys

**Education keys: suggestions.** The suggestion presented under each education key is meant to provoke practical and inspirational thinking as one plans a course of action. It should be noted that these suggestions are only a beginning. Clients will be responsible to seek out additional means of personal development.

This is a good time to remind clients again of the importance of the follow-up Individual Developmental Plan. Being proactive makes the difference in whether the PRO D™ assessment leads to permanent change. A dose of motivation delivered by skilled consultants can pay off for your clients.

To help you build on your strengths and to overcome your weaknesses, PRO Development™ identified some potential education avenues for you to explore. It is important that you share this information with key advisers in your organization.

#### Leadership Development

You may not be using your personal style as your best asset to lead others. There is no universal definition of what a leader is. But, think of the leaders you have known. The good ones had qualities of integrity, respect for others, vision and the ability to take charge. The other key quality was that they were comfortable with themselves. What do you need to do to develop your leadership skills? Being true to yourself is your best shot. Understand who you are and play to your strengths. And, develop the other characteristics above.

#### Negotiations

There are plenty of times when you know what you want is reasonable and good for the organization, but you can't convince the people who count. You might find that you back down too easily, or get angry at the lack of vision and give up. This frustration will decrease your morale, lower your productivity and hurt the organization. You need to beef up your negotiation skills. Right from the start, you need to be convinced you are right. Then, negotiating involves finding common ground, sharing your points of view and logic, getting people to agree with your assumptions and then making it easier for a person to say yes than no. They will do this if they are convinced and see a solution as in their best interest. Good negotiators also learn to optimize their personal strengths and draw on them amidst key negotiating moments. "Killing someone with kindness" or "the silent close" are two techniques. Ask people who are similar to you and are good negotiators what some of their tricks are.

#### Coaching and Mentoring

Coaching involves a commitment and ongoing communication. Given time pressures, coaching can be frustrating. And, because people are different from you, they will learn, act, and respond to situations differently from you. To be a good coach, you must first get to know whom you are coaching. Then you can share your insights and experience in a way that will truly be heard. Mentoring is not telling someone how to do something; it is more like sharing and motivating. Determine what the person will be motivated by; then it's a lot easier to mentor. Don't assume it's what motivates you.

Figure C20. Education key suggestions

## Your cultural preferences

Every organization has an associated culture. Though unwritten, this culture has an enormous influence on workers and their “fit” in an organization.

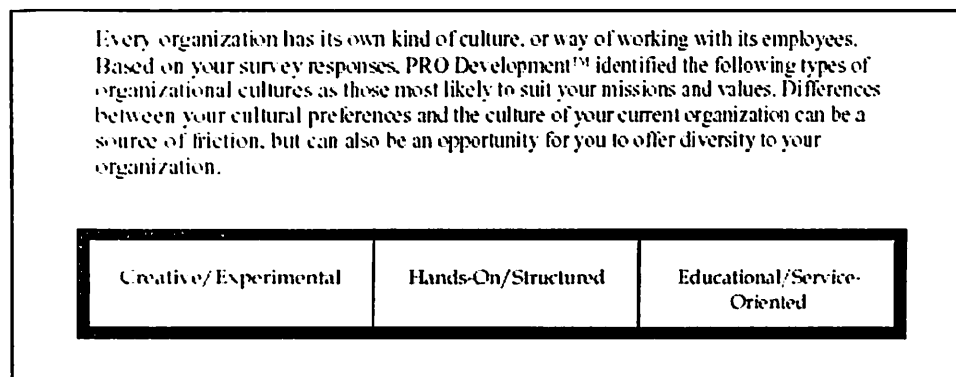


Figure C21. Cultures most likely compatible

## Person, Role, Organization

The following descriptions and graphical analysis of the convergence of person, role, and organization may be the crowning achievement of the PRO D™ assessment. It allows clients to put the pieces together for their careers and current roles.

By understanding the “gaps” between personal desire and current role, for instance, one can identify areas of opportunity as well as areas of frustration. Likewise, understanding and admitting the underlying values and missions of ones organization (or lack thereof) can lend insight into current feelings toward work as well as practical solutions. Clients might also understand sources of their concerns and ambitions (or lack thereof) in their current roles.

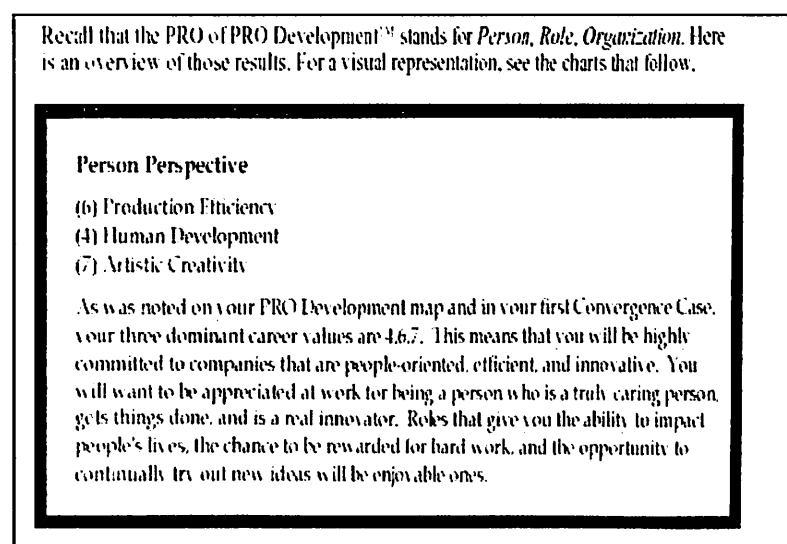


Figure C22. Person perspective

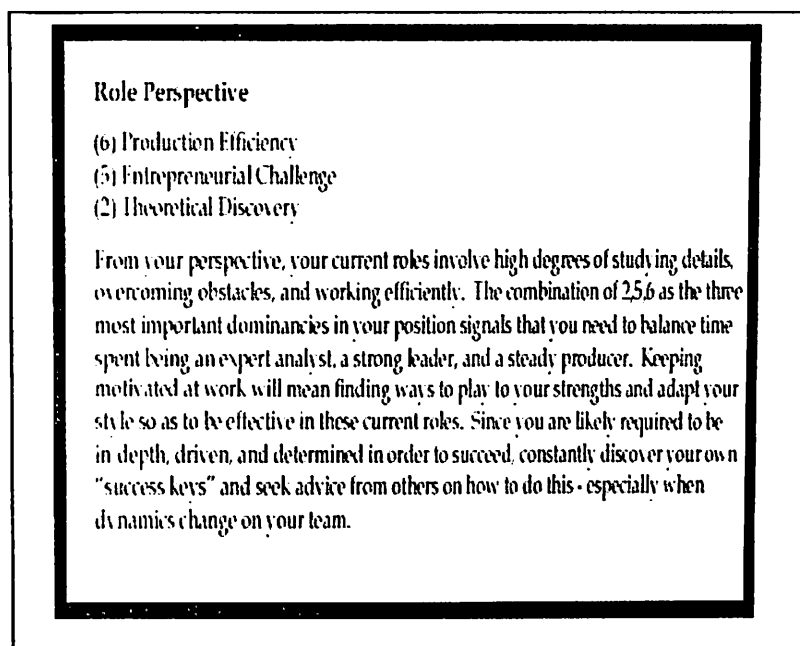


Figure C23. Role perspective

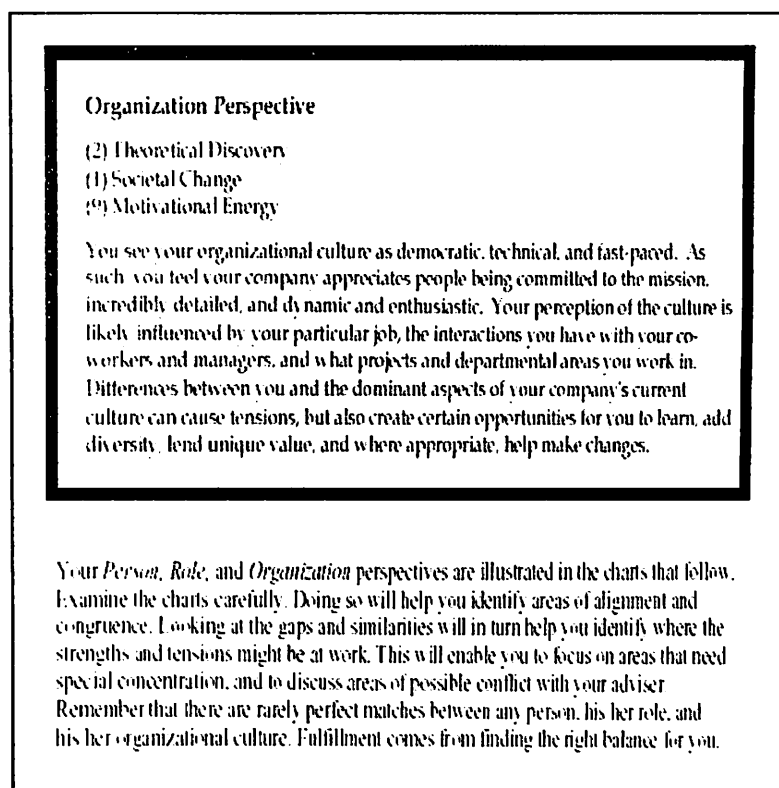
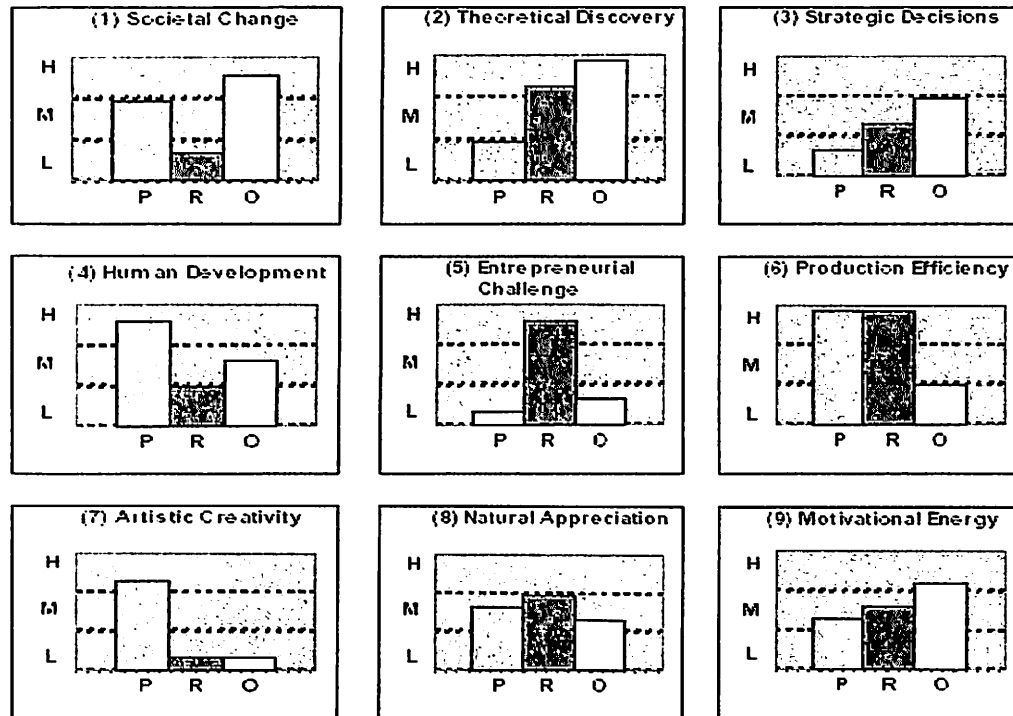


Figure C24. Organization perspective

### Your convergence case: person, role, organization

These charts show how your *Person* (P), *Role* (R), and *Organization* (O) compare on the nine *Career Value Areas*. They are rated on a scale of High (H), Medium (M), and Low (L). Your *Convergence Cases* are given below the charts.



#### Your Convergence Career Value Area results:

Person	High - 6 4 7	→	Production Efficiency
	Mid - 1 8 9		Human Development
	Low - 2 3 5		Artistic Creativity
Role	High - 6 5 2	→	Production Efficiency
	Mid - 8 9 3		Entrepreneurial Challenge
	Low - 4 1 7		Theoretical Discovery
Organization	High - 2 1 9	→	Theoretical Discovery
	Mid - 3 4 8		Societal Change
	Low - 6 5 7		Motivational Energy

Figure C25. Convergence of your person, role, and organization



### **Mentor/Protégé Insights**

Within the work environment, many feel at a loss for how to conduct healthy, positive, and productive relationships with their employees. Likewise, people traditionally describe their relationship with managers and supervisors as adversarial. Suspicion and insecurity can grow with the least provocation. Both sides begin assuming the worst.

The suggestions offered in this category of the PRO D™ report provide insight to build or repair mentor/protégé relationships. In-house mentorship programs will benefit from these insights also. Relationships should be reexamined and redefined to ensure success. The conduct of these relationships determines the ultimate success or failure of an organization and contributes to the workplace quality of life.

Mentoring programs involve selecting target populations (protégés) for accelerated training and development by matching them with suitable employees (mentors) who will provide guidance and leadership. These programs offer benefits for the mentor, the protégé, and the organization. Based on your survey responses, PRO Development™ offers the following insights into your potential strengths and weaknesses as mentor and protégé.

Mentor Protégé Insights apply to effective interpersonal relationships and our ability to positively influence those with whom we interact. These same insights are equally valid and directly applicable to us in our roles as a Leader Team Member or as a Superior Subordinate.

Figure C26. PRO D™ introduction to mentor/protégé insights

#### **Mentor / Leader / Superior**

As a mentor, you will be results-oriented, astute, and approachable, but you might need to remember back to when you were new, refrain from offering your opinions as fact, and give the protege time to get oriented.

- Your desire to accomplish your work may interfere with the needs of your protege. Keep in mind that the progress of your protege, while not as tangible, is also critical to the organization.
- Your strong conviction in what is right may make your protege hesitant to develop and express independent ideas. While explaining the reasoning, emphasize how you developed your opinions, but also encourage your protege to develop their own alternate solutions.
- Your desire to make people feel comfortable may interfere with giving constructive criticism or instruction. Your protege's long term success in the organization will benefit greatly from honest feedback and real advice on how to improve.

Figure C27. Your PRO D™ mentor insights

### **Protégé / Team Member / Subordinate**

As a protégé, you will be direct, constantly questioning, and very conversational, but you'll benefit from taking some time to build a friendship, controlling your quick judgments, and moving slowly at first so that your mentor can take an ever-increasing interest in and commitment to your development over time.

- The relationship with your mentor may not be focused and productive in each session. However, remember to build a relationship and then have them help you solve problems. Once they're more involved with you they'll take more time.
- Your strong self-confidence in your own views may turn your mentor off. Recognize that there are many different solutions to the same problem and many different paths to the same solution. Listen closely, rather than debate opinion.
- Your desire to get along well with your mentor may interfere with asking for what you need. Keep in mind that your mentor ultimately wants the experience to be a success for you and can be more help if they know specifics.

Figure C28. Your PRO D™ protégé insights

### **Conclude the Meeting**

As you conclude your session explain the follow-up process, the amount of time required to complete it, and the next steps toward growth and development. Discuss the two follow-up meetings associated with the PRO D™ assessment: first, a thirty-day review of the person's completed Individual Developmental Plan, and second, a sixty-day progress review of action on the plan. Thank clients for their time and make sure they carry away their materials.

APPENDIX D

PRO D™ ROLES GLOSSARY

<b>ROLE</b>	<b>DEFINITION</b>
<b>Activist</b>	one who takes a stand on a position or issue and seeks ways to gain support for it
<b>Adaptor</b>	one who is flexible in taking a position or stand
<b>Adjudicator</b>	one who makes decisions for others
<b>Administrator</b>	one who runs and maintains an operation or function
<b>Adventurer</b>	one who seeks excitement, a discoverer, one with an interest in the unknown, a risk-taker
<b>Advisor</b>	one who offers wisdom and advice to others
<b>Advocate</b>	one who argues and pleads for others in support of an issue or cause
<b>Agent</b>	one who acts on behalf of others
<b>Analyst</b>	one who studies parts and wholes to understand the underlying causes
<b>Arbitrator</b>	one who uses sound judgment and wisdom to settle disputes
<b>Architect</b>	one who designs and builds structure
<b>Artist</b>	one who invents and creates works of aesthetic value
<b>Assimilator</b>	one who brings together ideas, products and services to merge into new wholes
<b>Catalyst</b>	one who makes things happen

<b>Challenger</b>	one who argues against the status quo
<b>Coach</b>	one who trains or teaches another to become better or to improve his/her performance
<b>Commentator</b>	one who explains and interprets events and situations for others
<b>Communicator</b>	one who provides information to others
<b>Composer</b>	one who uses symbols to create new thoughts and works
<b>Conceptualizer</b>	one who creates ideas and plans from information and data
<b>Consultant</b>	one who provides wise counsel and advice to another
<b>Contractor</b>	one who performs services for a fee
<b>Controller</b>	one who regulates or controls another
<b>Coordinator</b>	one who facilitates and harmonizes joint action
<b>Correspondent</b>	one who, through words, explains and interprets events and situations for others
<b>Counselor</b>	one who helps or guides another to be more effective
<b>Creator</b>	one who is compelled to make or invent something
<b>Critic</b>	one who judges the merits or value of something or someone
<b>Culturalist</b>	one who works to preserve and maintain society's behavior patterns and institutions
<b>Dealer</b>	one who is engaged in commerce
<b>Defender</b>	one who protects the defenseless or weak from attack or harm
<b>Designer</b>	one who creates new patterns possessing aesthetic value
<b>Developer</b>	one who aids in the growth or creation of people, ideas, products, and services
<b>Director</b>	one who controls or manages the efforts of others
<b>Draftsperson</b>	one who composes plans or designs

<b>Editor</b>	one who modifies or adapts others' work to make it better
<b>Educator</b>	one who imparts knowledge to others
<b>Emissary</b>	one who represents or advances the interests of another person or group
<b>Encourager</b>	one who inspires confidence in and supports others
<b>Energizer</b>	one who motivates others to action
<b>Enforcer</b>	one who compels compliance from others
<b>Engineer</b>	one who systematically analyzes and solves problems
<b>Entrepreneur</b>	one who creates a vision and single-mindedly pursues it
<b>Evaluator</b>	one who determines the value or worth of something
<b>Expeditor</b>	one who accomplishes tasks quickly and efficiently
<b>Experimenter</b>	one who systematically tests things under controlled conditions to identify cause and effect relationships
<b>Expert</b>	one who has considerable knowledge and skill in a certain subject or area
<b>Explorer</b>	one who looks into or probes the unknown
<b>Facilitator</b>	one who helps others to achieve goals efficiently and effectively
<b>Financier</b>	one who is knowledgeable in finance
<b>Formulator</b>	one who creates thoughts and ideas
<b>Futurist</b>	one who forecasts the future
<b>Guide</b>	one who shows the way or models by leading, directing, or advising
<b>Historian</b>	one who has expert knowledge of the past
<b>Implementor</b>	one who puts into practical effect or carries out ideas and thoughts
<b>Improvisor</b>	one who makes things happen with available resources

<b>Influencer</b>	one who influences, inspires, and motivates others
<b>Initiator</b>	one who starts things or takes the first step
<b>Innovator</b>	one who begins or introduces something new
<b>Inspector</b>	one who examines or observes with great care
<b>Inspirer</b>	one who motivates or stimulates others to action
<b>Instigator</b>	one who “stirs up” and urges others
<b>Integrator</b>	one who unites or joins different things or ideas into a meaningful whole
<b>Interfacer</b>	one who joins or connects different people, things, or ideas by serving as the translator or interpreter
<b>Intermediary</b>	one who serves as the agent or mediator between two or more parties
<b>Internationalist</b>	one who thinks globally
<b>Interpreter</b>	one who explains
<b>Inventor</b>	one who creates
<b>Investigator</b>	one who observes and examines carefully, systematically, and in detail
<b>Judge</b>	one who carefully considers information to arrive at an opinion or decision
<b>Liaison</b>	one who communicates on behalf of two or more parties
<b>Manager</b>	one who plans, organizes, directs, and monitors the actions of others
<b>Marketer</b>	one who motivates or inspires the interests of others
<b>Mediator</b>	one who reconciles the differences between two or more parties
<b>Modeler</b>	one who constructs or tests a preliminary work in order to evaluate and create a final product or service
<b>Motivator</b>	one who inspires others to action

<b>Navigator</b>	one who guides and controls the direction of others
<b>Negotiator</b>	one who discusses with others in order to come to terms or reach an agreement
<b>Networker</b>	one who initiates contact with others in order to derive mutual benefits
<b>Organizer</b>	one who puts ideas, things and people together into an orderly, functional, and structured whole
<b>Originator</b>	one who invents or creates something new and unique
<b>Overseer</b>	one who keeps watch and directs the work of others
<b>Performer</b>	one who enacts a role or demonstrates a skill for others
<b>Persuader</b>	one who can modify and impact the thoughts and behaviors of others
<b>Planner</b>	one who determines and arranges the sequence of events systematically
<b>Problem-solver</b>	one who identifies deficiencies and systematically generates a response to improve the situation
<b>Producer</b>	one who takes responsibility for financing and supporting the development of a product or service
<b>Professor</b>	one who teaches or instructs others
<b>Promoter</b>	one who sponsors, supports, and champions something or someone
<b>Protector</b>	one who guards something or someone from harm
<b>Publisher</b>	one who commits words to printed media
<b>Recruiter</b>	one who raises support from others
<b>Referencer</b>	one who serves as a source that vouches for the credentials or fitness of another
<b>Reformer</b>	one who improves, corrects, removes defects, and puts things into a better form or condition
<b>Regulator</b>	one who ensures compliance with rules, policies, and procedures

<b>Reporter</b>	one who investigates, writes, and presents news and information
<b>Representative</b>	one who serves as a delegate or agent for others
<b>Researcher</b>	one who systematically investigates for “root” causes and explanations
<b>Resourcer</b>	one who searches for and obtains materials and assets
<b>Responder</b>	one who serves as a resource to others by virtue of being a storehouse of knowledge, wisdom, and experience
<b>Restorer</b>	one who can bring things back to their original condition
<b>Reviewer</b>	one who looks over, studies, and examines with an eye to completeness and correction
<b>Scientist</b>	one who has expert knowledge and utilizes a systematic process for investigation
<b>Speaker</b>	one who communicates information orally
<b>Specialist</b>	one who is an expert in a particular area
<b>Spokesperson</b>	one who represents and acts for others
<b>Strategist</b>	one who is skilled in establishing a methodical plan of action
<b>Supervisor</b>	one who oversees and takes responsibility for the action of others
<b>Supporter</b>	one who promotes and advocates another person or ideas
<b>Surveyor</b>	one who examines in a careful and comprehensive way
<b>Synthesizer</b>	one who combines multiple objects to form a new, complex product, idea, or form
<b>Tactician</b>	one who is skilled in planning, executing, and adjusting plans of action
<b>Teacher</b>	one who is skilled in training and coaching others
<b>Technologist</b>	one who applies science and the scientific method at work
<b>Trader</b>	one who buys, sells, and exchanges goods and service



<b>Transactor</b>	one who makes business deals with others
<b>Translator</b>	one who interprets for others
<b>Validator</b>	one who ensures accuracy or corroborates
<b>Visionary</b>	one who anticipates the future and can describe it
<b>Voyager</b>	one who delays short-range personal gratification while pursuing long-range goals
<b>Writer</b>	one who communicates through the written word

## APPENDIX E

### PRO D™ EDUCATIONAL KEYS TRAINING AREAS

#### **Personal Management**

Leadership Development	using personal style as your major asset
Respecting Others	valuing differences, diversity, and reducing stubbornness
Time Management	developing ability to manage priorities
Stress Management	balancing levels of tensions & keeping motivated

#### **Taking Initiative**

Problem-Solving	learning ways to break down problems into manageable pieces
Developing Initiatives	using proactive methods to start and control projects
Decision-Making	using techniques to logically choose optimal decisions
Planning and Project Management	identifying strategies and tactics to get large jobs done successfully

#### **Transactions with Others**

Public Speaking and Presentations	learning ways to give effective presentations and speeches
Influencing Others	discovering methods to effectively get your priorities achieved
Negotiations	using techniques for effectively negotiating with others
Communications	developing ways to use your styles to effectively communicate

**Interactions with Others**

Listening Styles	incorporating listening, sharing and appreciation into how you relate
Providing and Accepting Feedback	learning to give and accept constructive advice
Team Dynamics	recognizing the subtle variables that affect how you interact in teams
Effective Expression	developing effective means of saying what is on your mind

**Empowering Others**

Conflict Resolution	helping others to resolve the tensions that block them
Delegating and Facilitation	learning to delegate to others so that jobs get done effectively
Coaching and Mentoring	enabling others to learn from your experiences
Performance Management	developing the agreements and plans so people can reach their potential

## APPENDIX F

### FREQUENTLY ASKED QUESTIONS

1.     Question:     Does this report represent me at work only?  
       Answer:     No. The report represents you in a comprehensive contextual way and is an overall portrait of you. This will be validated (or not) by family and friends with whom you share your report.
2.     Question:     Why is this different than other assessments I have had before?  
       Answer:     PRO D is more comprehensive. It provides three pictures—*Mission*, *Competencies*, and *Styles*—and then converges them to provide a more holistic view of yourself.
3.     Question:     Who has access to my results?  
       Answer:     Answer depends upon the criteria set for the consulting engagement. (Generally, confidentiality of results is maintained unless the participant authorizes disclosure to a third party). Sometimes, with agreement of team members, PRO D™ is used in team building exercises.
4.     Question:     How long will this process take?  
       Answer:     Approximately 60 to 90 minutes on line, and about two hours for the feedback/interpretation session. Several hours are required to complete an Individual Developmental Plan.
5.     Question:     Will my results change over time?  
       Answer:     Yes and no. Certain aspects of an individual's profile have more of a tendency to change than others. Missions and styles, for example, are less likely to alter significantly over time than competencies. Our passions and personality tend to be more fixed, while our skills and aptitudes may develop more over time.
6.     Question:     How accurate are the results?  
       Answer:     Experts in this field say the results are very accurate. Participants almost always validate their individual results.

7. Question: What if the profile is simply not me?  
Answer: It is normal for people to find some aspects of the survey results that confirm their self-perceptions and some aspects that do not. Some factors to discuss with persons who find aspects of their profile inaccurate are:
- 1) "Blind spots" are aspects of ourselves that we do not fully see. While it is possible that there are inaccuracies contained within the report, we recommend that people share their results with someone whom they know well to get another opinion.
  - 2) It is important that all the terms and definitions are accurately understood. Be sure you are not reacting to the information impulsively. It is recommended that results be read and then re-read at another time.
  - 3) Be sure the suggested ideal roles are not being taken too literally. Understanding these roles metaphorically is very important. Sometimes individuals mistakenly think that if their roles do not match up exactly to their current job, they are in the "wrong" position.
  - 4) TAI Incorporated does not claim to be infallible. While our client satisfaction rate and assessment validity is very high, assessment is still an imperfect science. As a result, there may be some interpretations that legitimately feel inaccurate to some.

## APPENDIX G

### PARTICIPANT TESTIMONIALS

Perhaps the most impressive validation comes from the actual field of work, the ever-growing number of corporations and individuals whose lives and organizations have been impacted by the PRO D™ assessment. Here are some typical responses:

“Its scary how on target this was for me. Thanks!”

“You absolutely nailed me! . . . After 62 years it is nice to know I have spent the greater part of my career in absolutely what I do best. Maybe that is why I have been so happy and content with my career.”

“ This was amazingly accurate. There truly was not one thing I disagreed with. Either I am easy to read or this was an excellent analytical tool.”

“I was surprised by the degree of accuracy of the outcomes, especially regarding my mission areas (interests) and ideal roles. For my professional and personal development, it was good to have them so explicitly described.”

“This is definitely one of the key success factors to my leadership development, especially as it points out my missions, ideal roles and education keys.”

“In the very beginning I viewed this as a Myers Briggs type of program—which I have done several times before, but the difference in this program is that it seems to be geared toward ensuring that the “right people” are in the “right roles”—given personality, skills and interests as well as conveying the tools to help the individual improve. I believe this also goes a long way toward increasing job satisfaction, decreasing turnover and increasing continuity within company groups/departments.

“PRO D™ helped me understand why my career was not working for me. I selected a career that matched my technical skills, but not the goals I wanted to achieve. This insight helped me.”

“Articulation and confirmation of what my ‘gut’ was telling me.”

“As I was saying after the training today, I hope people are aware of how valuable the training and development profiles that PRO D™ provided are. In comparison to other professional development workshops and career development counseling, the information and analysis included in the PRO D™ Profile is more focused and ultimately more useful. To be given insight in how personal and professional strengths can be better applied within the “X” organization is very pro-active, motivating information. It is also very much reflective of the corporation's desire to retain talented employees. A critical insight provided by the report shows where discrepancies between competencies and interests exist, helping employees to make choices from the educational/developmental resources that exist here at “X” and move towards attaining professional goals and personal satisfaction. The way the profile is organized, its in-depth, individual structure provides a way to see yourself in the context of your work and workplace, that is invaluable. The report is a catalyst for positive change.”

“I have recommended PRO D™ to many of my friends and to most companies I have interviewed with. I am better off using the PRO D™ profile than using other profile tools found in books or at the outplacement agency that was provided by my last employer.”

“PRO D™ helped me understand why my career choice was not working for me. I selected a career that matched my technical skills, but not the goals I wanted to achieve. This insight helped me evaluate several job offers I had using the proper criteria.”

“That my desired work/career choice was what I wanted to do and didn't 20 years ago.”

“At first I viewed this as a Myers Briggs' type of program—the difference in this program is that PRO D™ is geared toward ensuring the “right people” are in the “right roles.”

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<p><b>Your next tool is <i>Personal Expectations</i>.</b></p> <p>In this tool, you will answer questions that relate to your perspectives on people and work.</p> <p><i>Time estimate - 7 - 8 minutes</i></p> <p>Go to Personal Expectations</p>
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## Personal Expectations

For each of the statements below, select a number from 1 to 4 according to the following scale:

4 = I almost always agree with this statement

3 = I often agree with this statement

2 = I occasionally agree with this statement

1 = I rarely or never agree with this statement

How often do you agree with each statement?	rarely...	...always		
	1	2	3	4
1. It's hard to know what others are thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Most people aren't trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. You can't let other people know what you really think	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. You can't tell what others expect from you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. There is a right way and a wrong way to do everything	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. There is no point in changing something that already works	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Most things you read aren't worth the paper to print them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. A person always likes to know exactly what is to be done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Everything has a beginning, a middle and an end	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. If you're not a friend, you're an enemy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Details are usually unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. First impressions are usually right	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you agree with each statement?	rarely...	...always		
	1	2	3	4
13. Doing more than one thing at a time is very difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. East is East and West is West and never the twain shall meet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Personal Expectations

Page 2 of 4

- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. Too many points of view only lead to confusion                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Some kinds of people just can't work together                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. It's good not to decide until you have all the facts together | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Good decisions will resemble those made in the past           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Most decisions are clear-cut and can be made quite quickly    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. There is little you can do to change the big things in life   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. It's difficult to try when people keep criticizing you        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. When things go wrong, it's hard to understand                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. People who succeed have special connections and "pull"        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Strategizing has nothing to do with accomplishment            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | How often do you agree with each statement?         | <i>rarely...</i>      | <i>...always</i>      |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
|   | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              |
| 25. It's hard to get along with others              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Getting close to people is a problem            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Others don't seem to understand me              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Trusting others is dangerous                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. There is only one good solution to any problem  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. People should talk less and work more           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Everyone should know and follow the rules       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. Once work is scheduled, you shouldn't change it | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. One's associates usually think alike            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Everybody is after the same thing               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Where there's smoke there's fire                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. They've either got it or they haven't           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Personal Expectations

Page 3 of 4

How often do you agree with each statement?		<i>rarely...</i>	<i>...always</i>		
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
37.	Conflict is best avoided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38.	Too many cooks spoil the broth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.	Everyone has to agree to make something work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40.	Good teams are made of similar kinds of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41.	A good decision doesn't rock the boat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42.	A good decision keeps all options open	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43.	If it can't be done right it's not worth doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44.	A bad start always results in a bad end	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.	Ambition only reflects greed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46.	It's easy to quit when things get tough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.	People who get ahead step on others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48.	For most successful people, life has been easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you agree with each statement?		<i>rarely...</i>	<i>...always</i>		
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
49.	It's easy to share feelings with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50.	Most people share some of the same feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51.	Others' feelings are important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52.	It's enjoyable to meet and talk to new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53.	It's challenging to hear new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54.	It's good to hear different points of view when making a decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55.	It's good to try out different ways of doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56.	There are many different ways of looking at a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57.	The more you learn, the more there is to know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58.	You can take ideas from different sources to make something new	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Personal Expectations

Page 4 of 4

59. Even in a group, people remain individuals ☐ ☐ ☐ ☐
60. Most big problems can be broken down into manageable parts ☐ ☐ ☐ ☐

How often do you agree with each statement?	<i>rarely...</i>	<i>...always</i>		
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
61. Good problem-solving requires hearing differences of opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Careful analysis usually reveals a pattern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Separate parts can be combined in a variety of ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Creative thinking unites opposite points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Even though there are no guarantees, it is important to make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. The most important part of making a choice is accepting the consequences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Some decisions have to be made without all the facts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Even good decisions need to be re-evaluated over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. What each individual does makes a difference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. There's a reason why most things happen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. It's good to ask for help when you have a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. People help each other out in accomplishing goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

&lt; Back

Submit / Next &gt;

**Completion Notification****You have completed the Personal Expectations tool.**

*At this point you may choose to take a break and return to your session at a later date, logging back into the PRO Development Online System with your current username and password.*

Click to continue...

[Go to OI Pro54 - Person](#)

<b>Your next tool is <i>OI Pro 54 - Person</i>.</b>
This tool asks you to rate your personality traits at work.
<i>Time estimate - 3 - 5 minutes</i>
Go to OI Pro54 - Person

## OI PRO 54 - Person

**17. Quiet**                                  ♪ ♪ ♪ ♪ ♪ ♪

⌈   ⌈   ⌈   ⌈   ⌈   ⌈

**18. Self-starter**                    ♂   ♀   ♂   ♀   ♂   ♀

⌒ ⌒ ⌒ ⌒ ⌒ ⌒

## 19. Ethical & Moral

**1    2    3    4    5    6**

c c c c c c

## 20. Detail-oriented

~~~~~

## 21. Performance-oriented

⌈   ⌈   ⌈   ⌈   ⌈   ⌈

## 22. Group-oriented

⌈   ⌈   ⌈   ⌈   ⌈   ⌈

**23. Assertive**

~~~~~

**24. Stable**

⌈   ⌈   ⌈   ⌈   ⌈   ⌈

## 25. Creative

~~~~~

## 26. Observant

~~~~~

## 27. Open & Communicative

~~~~~

## 28. Rights Advocate

٢ ٢ ٢ ٢ ٢ ٢

29. Precise

٢ ٢ ٢ ٢ ٢ ٢

### 30. Results-oriented

~~~~~

### 31. Supportive

~~~~~

## 32. Competitive

~~~~~

33. **Reliable**

⌈   ⌈   ⌈   ⌈   ⌈   ⌈

### 34. Unregimented

~~~~~

**35. Peaceful**

~~~~~

### 36. People-oriented

~~~~~

37. Fair

*Lowest... ..Highest*

**1    2    3    4    5    6**

• • • • •

OI Pro54 - Person

Page 3 of 3

- |     |                      |                       |                       |                       |                       |                       |                       |
|-----|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 38. | Perfectionistic      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. | Recognition-seeker   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. | Affiliative          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. | Driven               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. | Steady               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. | Unconventional       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. | Respectful           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. | Lively               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. | Socially-Responsible | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. | Methodical           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. | Opportunistic        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. | Cooperative          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. | Workaholic           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. | Consistent           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. | Individualistic      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. | Reserved             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. | Enthusiastic         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

&lt; Back

Submit / Next &gt;



**Completion Notification**

**You have completed the OI Pro 54 - Person tool.**

*(At this point you may choose to take a break and return to your session at a later date, logging back into the PRO Development Online System with your current username and password.)*

Click to continue...

[Go to OI Pro54 - Role](#)

|                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Your next tool is <i>OI Pro 54 - Role</i>.</p> <p>This tool asks you to describe your current or most recent job, and what it requires of you.</p> <p><i>Time estimate - 7 minutes</i></p> <p>Go to OI Pro54 - Role</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## OI PRO 54 - Role

*Below are noted several qualities that relate to jobs, roles, and work. Rate the degree to which your role demands each quality - (1) is lowest; (6) is highest*

*For example, Cindy felt her role (job) required a high degree of enthusiasm.*

|    |                 | Lowest...             |                       |                       |                       |                                  | ...Highest            |
|----|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|
|    |                 | 1                     | 2                     | 3                     | 4                     | 5                                | 6                     |
| 1. | Be enthusiastic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

|     |                                   | Lowest...             |                       |                       |                       |                       | ...Highest            |
|-----|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|     |                                   | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     |
| 1.  | Maintain strong opinions          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.  | Work very carefully               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3.  | Achieve strategic results         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.  | Adapt to other's needs            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5.  | Respond to tough demands          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6.  | Work very decisively              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7.  | Work free from rules              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8.  | Take individual responsibility    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9.  | Eagerly motivate people           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | Communicate philosophical purpose | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. | Micro-analyze specific findings   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. | Constantly grow professionally    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | Be open and flexible              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. | Be a risk-taker                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. | Follow the rules                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. | Continually create innovations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Be patient and calm ☐ ☐ ☐ ☐ ☐ ☐
18. Take expressive actions ☐ ☐ ☐ ☐ ☐ ☐

- |                                  | <i>Lowest...</i>      |                       |                       |                       |                       | <i>...Highest</i>     |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                                  | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>              | <b>6</b>              |
| 19. Ensure ethical reputation    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Pay attention to detail      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Earn performance bonuses     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Work effectively with people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Take charge                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Be a steady performer        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Take on new experiments      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Use powers of observation    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Openly share your ideas      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Respect societal rights      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Be extremely precise         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Demonstrate results          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Be accommodating to others   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. Overcome obstacles           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. Ensure predictable results   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Creatively express new ideas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Work with few conflicts      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Communicate well with people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- |                                  | <i>Lowest...</i>      |                       |                       |                       |                       | <i>...Highest</i>     |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                                  | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>              | <b>6</b>              |
| 37. Influence fairness practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

OI Pro54 - Role

Page 3 of 3

- |                                        |                       |                       |                       |                       |                       |                       |
|----------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 38. Ensure perfect quality             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. Receive recognition awards         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. Regularly make work friends        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. Be a self-starter                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. Appreciate your steady job         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. Be informal at work                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. Be tolerant of others              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. Willingly involve colleagues       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. Effect social responsibility       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. Maintain organized standards       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. Capitalize on opportunities        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. Enjoy working collaboratively      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. Constantly push for accomplishment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. Maintain consistent work culture   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. Demonstrate creative talents       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. Maintain easy pace                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. Be excited and upbeat              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

&lt; Back

Submit / Next &gt;

**Completion Notification****You have completed the OI Pro 54 - Role tool.**

*(At this point you may choose to take a break and return to your session at a later date, logging back into the PRO Development Online System with your current username and password.)*

Click to continue...

[Go to OI Pro54 - Organization](#)

**Your next tool is *OI Pro 54 - Organization*.**

This tool asks you to describe your current, or most recent, work environment.

*Time estimate - 7 minutes*

Go to OI Pro54 - Organization

## OI PRO 54 - Organization

*For example, Cindy feels that her organization is fairly caring.*

[illegible]





- |     |                      |                       |                       |                       |                       |                       |                       |
|-----|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 38. | Technical            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. | Recognition-oriented | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. | Friendly             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. | Driven               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. | Structured           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. | Informal             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. | Tolerant             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. | Involving            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. | Socially Responsible | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. | Organized            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. | Opportunistic        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. | Collaborative        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. | Uncompromising       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. | Homogeneous          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. | Individualistic      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. | Easygoing            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. | Enthusiastic         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

&lt; Back

Submit/Next &gt;

## Submit Your Survey

---

You have completed all of the survey tools. You may now review your responses or click on the button below to finish and submit your survey to TAI Incorporated for interpretation and report generation.

If you would like to review your responses, simply click on the link in the navigation bar at the left to go to the desired tool. If you make any changes to your responses, be sure to click the "submit" button at the bottom of the screen to save your responses for that tool.

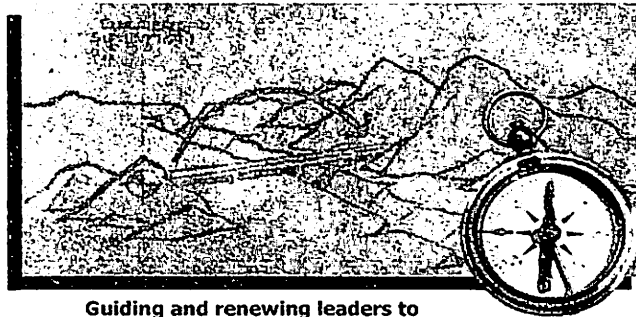
When you are satisfied with the responses for all of your tools, click on the *Submit Survey* link on the navigation bar to return to this screen, and then click on the *Submit Survey* button below.

Submit Survey 

**APPENDIX B**  
**AN EXAMPLE OF A PRO D™ REPORT**

# PRO Development™

*Profile Report for Cameron Garven*



Guiding and renewing leaders to  
impact and transform society.

**TAI**  
THE POWER OF VALUES-BASED LEADERSHIP

## Table of Contents

|                                     |   |
|-------------------------------------|---|
| Introduction .....                  | 3 |
| Career Value Areas Overview .....   | 4 |
| Career Value Areas Definitions..... | 5 |
| Your PRO Development™ Map.....      | 6 |

## ASSESSMENT

|                                                                   |    |
|-------------------------------------------------------------------|----|
| Your Top Three Missions Areas.....                                | 7  |
| Your Top Three Competencies Areas .....                           | 7  |
| Your Top Three Styles Areas.....                                  | 8  |
| Your Convergence Case: Missions, Competencies, Styles.....        | 10 |
| Your Ideal Job Functions/Organizational Cultural Preferences..... | 11 |
| Your Key Traits and Caution Areas.....                            | 12 |
| Person, Role, Organization .....                                  | 13 |
| Your Convergence Case: Person, Role, Organization .....           | 15 |

## DEVELOPMENT

|                                     |    |
|-------------------------------------|----|
| Your Core Theme .....               | 16 |
| Roles as Metaphors.....             | 17 |
| Your Model Roles .....              | 17 |
| Your Leadership Anchors.....        | 18 |
| Your Education Keys.....            | 18 |
| Education Keys: Suggestions.....    | 19 |
| Developmental Next Steps.....       | 20 |
| Team Leader / Member Insights ..... | 20 |

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Attachment: IDAP Worksheet

## Introduction

PRO Development™ is designed to guide individuals toward effective personal development while learning more about themselves in the context of their work life. The insights and information contained in the assessment fuel the Individual Developmental Action Plan provided at the end of the report. With proper follow-up and accountability it becomes a pathway to growth in both their private and public lives.

Our survey provides an objective and holistic view of *Person* – who you are; the multiple *Roles* that you play; and the type of *Organization* you work for. The Assessment converges, or combines, the information you provided into a framework that highlights essential aspects of your profile, such as Key Traits and Caution Areas. The Development section provides insights into key roles that you can play, and specific development strategies for you to consider. The end result is a well informed plan that can lead you to greater effectiveness in all aspects of your life and especially in leadership roles.

From the personal surveys that you completed, insights are gained into three central aspects of your profile:

- your *Missions* (what interests you – your motivations, values, and goals)
- your *Competencies* (what you're good at – your abilities, aptitudes, and talents)
- your *Styles* (who you are – your personality traits, behaviors, and expression)

This information will enable you to gain perspective on your past and current experiences, and provide insight into the dynamics between you and your coworkers. You will also discover distinctions between your perception of yourself and the way you come across to others. This discovery can lead to improved relationships by helping resolve conflicts and improve communication.

It is essential to integrate the personal insights you gain from this report into an action strategy. To that end, you are encouraged to establish an accountability group or partnership so that you can work effectively together toward courses of action and follow-up. Your report is confidential, but with your sign-off and approval, others can review it and contribute to your growth. By sharing the information in your report with managers, peers, and other advisers, you will enhance your interactions and improve your overall effectiveness within various organizations of which you are a part.

### Career Value Areas Overview

PRO Development™ organizes careers into nine broad categories, or *Career Value Areas*. Each *Career Value Area* offers different types of challenges and opportunities, and reflects different kinds of personal and organizational values. The nine *Career Value Areas* are listed below. Beneath the name of each area is a brief phrase that identifies the key component, or “what matters,” in that area. Broader definitions of the *Career Value Areas* appear on the next page.

|                                                                               |                                                                               |                                                                             |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <p>1</p> <p>Societal<br/>Change</p> <p><i>"influencing opinions"</i></p>      | <p>2</p> <p>Theoretical<br/>Discovery</p> <p><i>"answering questions"</i></p> | <p>3</p> <p>Strategic<br/>Decisions</p> <p><i>"managing plans"</i></p>      |
| <p>4</p> <p>Human<br/>Development</p> <p><i>"helping people"</i></p>          | <p>5</p> <p>Entrepreneurial<br/>Challenge</p> <p><i>"taking risks"</i></p>    | <p>6</p> <p>Production<br/>Efficiency</p> <p><i>"maintaining order"</i></p> |
| <p>7</p> <p>Artistic<br/>Creativity</p> <p><i>"designing innovations"</i></p> | <p>8</p> <p>Natural<br/>Appreciation</p> <p><i>"keeping balance"</i></p>      | <p>9</p> <p>Motivational<br/>Energy</p> <p><i>"energizing others"</i></p>   |

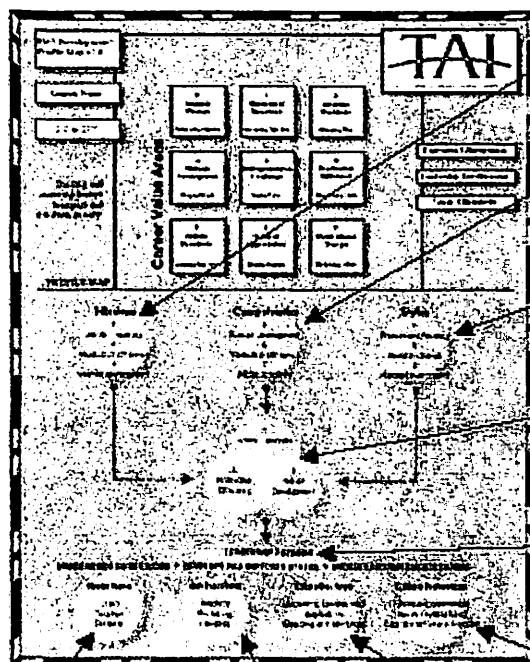


## Career Value Areas Definitions

- 1. Societal Change** You care about things that affect society. Because of your concerns, you want to involve yourself in issues, make statements, and communicate your ideas to effect changes and influence opinions toward the common good.
- 2. Theoretical Discovery** You want to seek out underlying reasons for why things happen. In order to answer tricky technical and perplexing questions, you need to investigate and find explanations for complex problems. You prove your theories and others benefit.
- 3. Strategic Decisions** You want to make important decisions. Your capacity to see the big picture and to develop logical and effective strategies positions you to manage and advise professional enterprises. Effective planning helps you solve problems.
- 4. Human Development** You are a caring person who wants to help people to help themselves. Because of your compassion and service-orientation, you respond to the developmental needs of the people around you – be it to comfort, counsel, or teach.
- 5. Entrepreneurial Challenge** You are motivated to go on adventures and explore new territories. Your desire for excitement and competition will involve you in entrepreneurial and challenging circumstances so you can overcome obstacles and enjoy the rewards of victory.
- 6. Production Efficiency** You are action-oriented and motivated to get things done. Your hands-on and practical approaches get you involved in productive activities where hard work and determination pay off. You are the classic “doer” and you can be counted on.
- 7. Artistic Creativity** You have the desire to be creative. Your insight and artistic nature enable you to see new ways to do things and lead to innovative designs, products, and works of art.
- 8. Natural Appreciation** You are a keen observer of life who wants to help ensure that the natural order is respected and maintained. This leads you to be involved in peace-keeping efforts, guarding our natural resources, and representing places that need to be protected.
- 9. Motivational Energy** You have tremendous enthusiasm and a motivation to share your excitement with others. Whether it's on a stage, in a room, or in a conversation, you get people to enjoy the moment.

## Your PRO Development™ Map

Included within this report is your unique PRO Development™ Profile Map. Keys to the map are given below. Keep the map open beside you as you read through your report; it will help you see the relationship between the different components of your report.



### Missions Areas

Your top 3 career values that relate to your motivators, values, and goals.

### Competencies Areas

Your top 3 career values that relate to your abilities, aptitudes, skills, and talents.

### Styles Areas

Your top 3 career values that relate to your personality traits, behaviors, and expressions.

### Convergence Case

Your top 3 career values that relate to your combined missions, competencies, and styles.

### Leadership Anchors

Your top 3 keys to your leadership effectiveness.

### Cultural Preferences

The top 3 cultural styles you'll most enjoy working in.

### Model Roles

The top 3 model roles that you can naturally play, are good at, and that you'll highly enjoy.

### Job Functions

The top 3 job functions that relate to your top competencies.

### Educational Keys

The top 3 aspects that you may need to work on in order to further your effectiveness at work.

## **ASSESSMENT**

### **Your Top Three Missions Areas**

Recall that your *Missions* are what interests and inspires you – your motivators, values, and goals. PRO Development™ has identified the top three *Career Value Areas* that apply to your *Missions*.

- (4) Human Development
- (9) Motivational Energy
- (1) Societal Change

You are motivated to influence public opinion, help people, and get people excited. Exciting missions at work will involve instigating needed changes, teaching and advising others, and speaking at special events. You might be conflicted at times between simultaneously wanting to only work on the important matters, demonstrate that you care for people, and jump at the next chance to motivate others. Keeping motivated will involve finding resolution to these tensions so your energy is positively directed toward activities that matter to you. One key for you might be to think like a retreat or tour leader. You get to constantly express yourself, but need to remember to be caring and focused on the needs of the people your guiding.

### **Your Top Three Competencies Areas**

Your competencies are what you're good at – your abilities, aptitudes, skills, and talents. Listed next are the top three *Career Value Areas* that relate to your *Competencies*.

- (9) Motivational Energy
- (4) Human Development
- (5) Entrepreneurial Challenge

Your primary competencies are interpersonal relations, enterprising actions, and public speaking. As such, you will be drawn to teams in your organization that concentrate on Human Resources, Marketing, and Special Events. You will likely pride yourself on your ability to interact well with people, take on challenging assignments, and generate enthusiasm.

### Your Top Three Styles Areas

When we use the term *Styles*, we refer to who you are and what your dominant characteristics are – your personality traits, behaviors, and expressions. Below are the top three *Career Value Areas* that relate to your *Styles*.

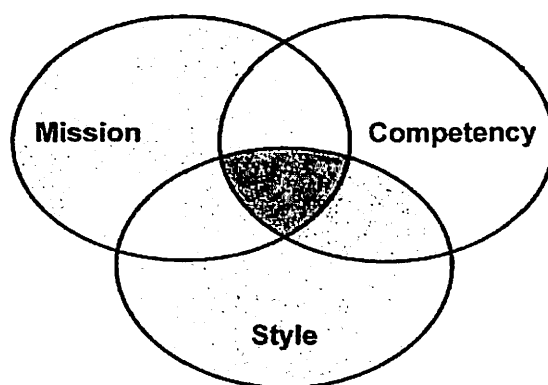
- (9) Motivational Energy
- (1) Societal Change
- (5) Entrepreneurial Challenge

Your dominant traits will cause you to be a person who is high profile and extremely dynamic. Your drive and ability to express yourself well, combined with your keen desire to challenge the status quo and influence others with your ideas, means that you have what it takes to be a leader of others. You also have the enthusiasm that will enable you to create exciting events wherever you go. But, be careful. People will be enthralled by you, but you could tend to overpower people and fail to really listen or care about their ideas. You might tend to become very self-absorbed and fascinated with yourself. Because you also have strong opinions and tend to be very vocal, you could offend people easily and be perceived as arrogant and rude. Moreover, you could be prone to being impulsive and make rash decisions you'll live to regret. Learn to cultivate advice from people and let people get to know you before turning on all the energy.

## Convergence

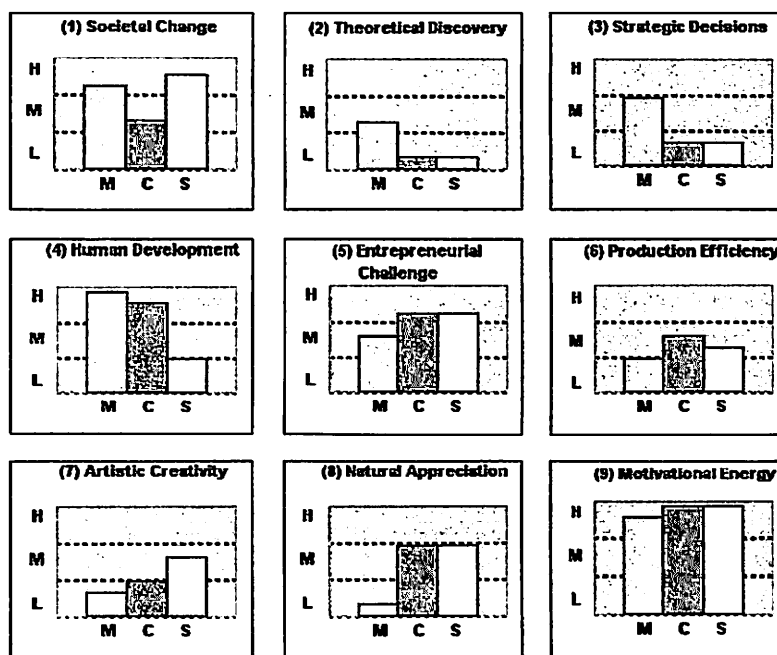
Once we have identified the three dimensions of your profile – your *Missions*, *Competencies*, and *Styles* – and your key qualities within each, our system identifies the degree of convergence among these different aspects of your profile. This enables you to determine the *Career Value Areas* that are dominant for you.

The process is illustrated in the diagram below. The triangle that is formed at the point where the three shapes intersect represents your *Convergence Case* – those aspects of your overall profile that are shared by your *Missions*, *Competencies*, and *Styles*.



### Your Convergence Case: Missions, Competencies, Styles

These charts show how your *Missions* (M), *Competencies* (C), and *Styles* (S) compare on the nine *Career Value Areas*. They are rated on a scale of High (H), Medium (M), and Low (L). Your *Convergence Case* is given below the charts.



Your Convergence Career Value Area results:

|              |  |                     |
|--------------|--|---------------------|
| High - 9 4 1 |  | Motivational Energy |
| Mid - 5 8 3  |  | Human Development   |
| Low - 6 7 2  |  | Societal Change     |

### Your Ideal Job Functions

Every role involves a variety of functions. PRO Development™ identified the job functions listed below as the ones in which you are most likely to excel. Look for ways to incorporate these functions into various aspects of your life:

|                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Motivating<br/>Teaching<br/>Marketing</p> <p>You'll be good at functions that incorporate Motivating (Performing, Presenting, Initiating), Teaching (Counseling, Supporting, Coaching), and Marketing (Selling, Networking, Deal-making). While there are many other functions that you are likely good at, these are ones you are especially gifted in.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Your Organizational Cultural Preferences

Every organization has its own kind of culture, or way of working with its employees. Based on your survey responses, PRO Development™ identified the following types of organizational cultures as those most likely to suit your missions and values. While differences between your cultural preferences and the culture of your current organization may be a source of friction, they can also provide opportunity for you to offer diversity to your organization.

|                              |                  |                           |
|------------------------------|------------------|---------------------------|
| Educational/Service-Oriented | Dynamic/Exciting | Multi-cultural/Democratic |
|------------------------------|------------------|---------------------------|

**Your Key Traits**

Your personality creates certain styles and behavioral tendencies. The *Key Traits* listed below are your strengths. Learn to play to your strengths in order to increase your effectiveness at work..

| Key Traits       | Key Trait Descriptions                                                                                                                                   |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Very outgoing    | You are exciting and enthusiastic. Your energy will be infectious and help people to enjoy activities that you are involved with.                        |
| Change-oriented  | You like to instigate change. You hold fairly strong opinions and will seek to influence how people see things, likely through your writings and words.  |
| Highly motivated | You are driven to succeed. You will take on challenge and overcome obstacles in order to achieve your goals and gain the rewards that come from winning. |

**Your Caution Areas**

Your *Caution Areas* are potential weaknesses. Your survey indicates that the tendencies listed below are areas that you may need to work on in order to increase your effectiveness.

| Caution Areas                     | Caution Area Descriptions                                                                                                                             |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Might tend to talk too much       | Your high energy and dynamic nature may cause you to state your opinions too often. However, be careful of spending too much time sharing your views. |
| Could be highly judgmental        | Because you hold strong opinions, you will tend to judge people. Be careful of how this will be perceived and affect others.                          |
| Might tend to compete with people | Your drive and courage may have you compete to win, and you may fail to see when this approach is inappropriate to a given situation.                 |



## Person, Role, Organization

Recall that the PRO of PRO Development™ stands for *Person, Role, Organization*. Here is an overview of those results. For a visual representation, see the charts that follow.

### Person Perspective

- (9) Motivational Energy
- (4) Human Development
- (1) Societal Change

As was noted on your PRO Development map and in your first Convergence Case, your three dominant career values are 1,4,9. This means that you will be highly committed to companies that are purposeful, people-oriented, and high-energy. You will want to be appreciated at work for being a person who stands up for their beliefs, is a truly caring person, and really energizes others. Roles that give you the capacity to bring about change, the ability to impact people's lives, and the freedom to really express yourself will be enjoyable ones.

### Role Perspective

- (9) Motivational Energy
- (3) Strategic Decisions
- (1) Societal Change

From your perspective, your current roles involve high degrees of responding to issues, solving problems, and motivating others. The combination of 1,3,9 as the three most important dominancies in your position signals that you need to balance time spent being a change agent, a project manager, and a dynamic facilitator. Keeping motivated at work will mean finding ways to play to your strengths and adapt your style so as to be effective in these current roles. Since you are likely required to be head-strong, a good synthesizer, and energizing in order to succeed, constantly discover your own "success keys" and seek advice from others on how to do this - especially when dynamics change on your team.

### Organization Perspective

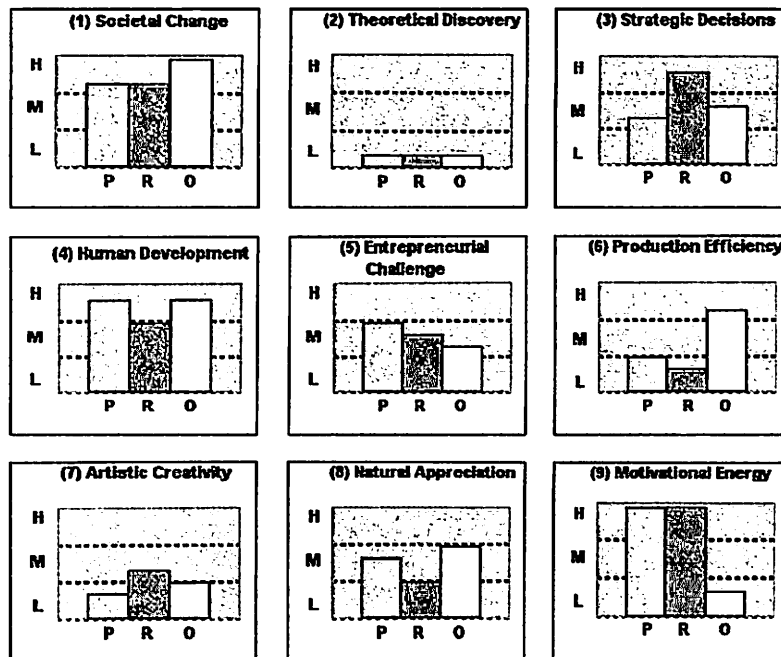
- (1) Societal Change
- (4) Human Development
- (6) Production Efficiency

You see your organizational culture as democratic, service-oriented, and disciplined. As such, you feel your company appreciates people being committed to the mission, people-oriented, and highly structured. Your perception of the culture is likely influenced by your particular job, the interactions you have with your co-workers and managers, and what projects and departmental areas you work in. Differences between you and the dominant aspects of your company's current culture can cause tensions, but also create certain opportunities for you to learn, add diversity, lend unique value, and where appropriate, help make changes.

Your *Person*, *Role*, and *Organization* perspectives are illustrated in the charts that follow. Examine the charts carefully. Doing so will help you identify areas of alignment and congruence. Looking at the gaps and similarities will in turn help you identify where the strengths and tensions might be at work. This will enable you to focus on areas that need special concentration, and to discuss areas of possible conflict with your adviser. Remember that there are rarely perfect matches between any person, his/her role, and his/her organizational culture. Fulfillment comes from finding the right balance for you.

### Your Convergence Case: Person, Role, Organization

These charts show how your *Person* (P), *Role* (R), and *Organization* (O) compare on the nine *Career Value Areas*. They are rated on a scale of High (H), Medium (M), and Low (L). Your *Convergence Cases* are given below the charts.



Your Convergence Career Value Area results:

|              |        |       |  |
|--------------|--------|-------|--|
| Person       | High - | 9 4 1 |  |
|              | Mid -  | 5 8 3 |  |
|              | Low -  | 6 7 2 |  |
| Role         | High - | 9 3 1 |  |
|              | Mid -  | 4 5 7 |  |
|              | Low -  | 8 6 2 |  |
| Organization | High - | 1 4 6 |  |
|              | Mid -  | 8 3 5 |  |
|              | Low -  | 7 9 2 |  |

## **DEVELOPMENT**

The following section provides insights and information about how best to develop and maximize individual strengths. As we know from experience, it takes both keen self awareness as well as consistent practice to bring about real growth in ourselves and the organizations we lead.

Presented first is a detailed report of your "Developmental Keys", including Core Theme, Model Roles, Leadership Anchors, and Education Keys. This information is useful in constructing a plan for personal development. Once again, the most accurate and insightful assessment tool is only as effective as the follow-up. Your best energies should be focused, intentionally, on an actionable developmental plan.

The accountability tools contained herein are designed for use in partnerships and small group settings. They provide the support and encouragement needed in order to make permanent change a reality. For most, the quality and quantity of accountability will determine a person's success.

### **Your Core Theme**

The combination of your three *Career Value Areas* (*Motivational Energy, Human Development, and Societal Change*) points to the following *Core Theme*.

#### **"Motivating People to Improve Their Lives"**

*You will enjoy work that allows you to be directly involved in dynamic programs and events that help people and train/teach them in new ways of doing things to improve their lives.*

Look for ways to involve yourself in your *Core Theme* as much as possible. You may wish to talk with advisors at work about ways to focus on your *Core Theme*. If your opportunities to play to your *Core Theme* are limited in your current roles at work, seek out extracurricular activities and roles at home that will give you opportunities to build on the strengths indicated by your *Core Theme*.

## Roles as Metaphors

Thinking in terms of “roles” can be productive, because roles are metaphors for aspects of your life and work that can yield new perspectives. Knowing the kinds of roles that you are interested in (those that relate to your *Missions*), roles you excel in (those relating to your *Competencies*), and roles that fit with your personality (those relating to your *Styles*), are perspectives that both make your current work more meaningful and allow you to manage your own career development more effectively. PRO Development™ identified the sets of roles that relate to your *Missions*, *Competencies*, and *Styles*.

|                                                                                                                                              |                                                                                                                                             |                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Your <i>Missions</i> Roles:</b> <ul style="list-style-type: none"> <li>- Motivator</li> <li>- Facilitator</li> <li>- Networker</li> </ul> | <b>Your <i>Competencies</i> Roles:</b> <ul style="list-style-type: none"> <li>- Inspirer</li> <li>- Catalyst</li> <li>- Advocate</li> </ul> | <b>Your <i>Styles</i> Roles:</b> <ul style="list-style-type: none"> <li>- Communicator</li> <li>- Influencer</li> <li>- Marketer</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|

## Your Model Roles

Based on your *Convergence Case*, PRO Development™ identified the kinds of roles you are most likely to enjoy and perform well. This is the set of roles that results from the convergence of the above three sets. Within the context of your organization, understand the need to balance the roles you like, the roles you are good at, and the roles your organization needs you to play.

|                                       |
|---------------------------------------|
| Motivator<br>Facilitator<br>Networker |
|---------------------------------------|

### Your Leadership Anchors

Effective leaders play to their strengths. PRO Development™ has identified the strengths, termed *anchors*, which will help make you a more effective leader. As you move forward in your career, you will increase your effectiveness by finding roles that allow you to use all three of your strengths simultaneously. Following are your *Leadership Anchors*:

|                                                                                       |
|---------------------------------------------------------------------------------------|
| Builds High Performance Teams<br>Develops and Supports Others<br>Builds Relationships |
|---------------------------------------------------------------------------------------|

### Your Education Keys

Your *Education Keys* are keys to furthering your effectiveness at work based on your *Styles Career Value Areas*. You may wish to take relevant educational courses or work on these areas with your advisers. Suggestions for following up on the *Education Keys* listed below appear on the next page.

| Education Keys              |
|-----------------------------|
| Listening Styles            |
| Delegating and Facilitation |
| Respecting Others           |

## Education Keys: Suggestions

To help you build on your strengths and to enhance your leadership effectiveness, PRO Development™ identified some potential education avenues for you to explore. It is important that you share this information with key advisers in your organization.

### Listening Styles

Listening involves three things - empathy, care, and patience. Empathy enables you to 'put yourself in other people's shoes' and recognize what they're going through. Care involves really being concerned with someone's situation and wanting to help. Patience means taking the time that's required and respecting how other people get things done. Spend time cultivating a balance between these three keys. Build in time to listen, recognize that people prefer to talk with people who really care, and discover how other people see an issue before you offer your suggestions.

### Delegating and Facilitation

Your approach will often be to do things yourself. You may assume that you know best how to implement a solution because you have spent a great deal of time understanding the situation. Or, it may seem to take more time teaching someone than just doing it yourself. Or, you just might want to avoid the hassle of asking someone else to get involved. Or, your experiences with passing along projects in the past have been disappointing. However, not getting others involved in your projects will greatly limit the amount that can ultimately get accomplished. For delegating to be effective, it takes several steps. Be aware of what your specific reservations are, and the benefits of overcoming them. Give people a full briefing and get agreement on expectations. Then, allow that person the time to come up to speed. Continue to coach them until their independent work is acceptable.

### Respecting Others

You can be quick to see things from only your point of view. At the heart of valuing differences is the understanding that other people will see things in a different way and therefore might catch some things that you miss. We all find it easier to interact with people similar to ourselves, but this can also be limiting. If you become captivated with learning new things from people and seeing new insights, you will have a greater appreciation for people different from yourself.

## Developmental Next Steps

Real development takes time, effort and perseverance. Peer partnerships and small groups can be an essential source of encouragement and accountability. Unfortunately, corporate teams have not always been a haven of trust and vulnerability. In fact, many would describe these “work” relationships as adversarial and complicated. Seeking out healthy, positive relationships from which truthful and positive feedback can emerge, will benefit you as well as all members of your team.

Additionally, understanding your tendencies in the roles of both “team leader” and “team member”, allows you to develop in the context of all organizations of which you are a part. Your “best” role is where you utilize all of your strengths and gifts for problem solving, serving the needs of others and accomplishing team goals. The following section offers such insights and practical suggestions.

### Team Leader

As a team leader, you will be engaging, astute, and inspirational, but you might need to be careful not to monopolize conversations, refrain from offering your opinions as fact, and listen more closely to your team member's needs.

- Because of your capacity to express and enjoy yourself, you will captivate your team member. Be a good role model, however, and allow your team member time and your listening attention to practice their role and develop.
- Your strong conviction in what is right may make your team member hesitant to develop and express independent ideas. While explaining the reasoning, emphasize how you developed your opinions, but also encourage your protege to develop their own alternate solutions.
- You are so hard-charging and strong that you might be fairly intimidating to your team member. Find ways to put them at ease, especially when first meeting.

### Team Member

As a team member, you will be enthusiastic, constantly questioning, and achievement-oriented, but you'll benefit from letting your team leader set the pace for working together, controlling your quick judgments, and increasing your patience so that your team leader can take an ever-increasing interest in and commitment to your development over time.

- Your ability to express yourself will demonstrate to your team leader that you are meeting your learning objectives. Be sure to practice your listening skills as well.
- Your strong self-confidence in your own views may turn your team leader off. Recognize that there are many different solutions to the same problem and many different paths to the same solution. Listen closely, rather than debate opinion.
- The strength of your drive and personality may make it difficult for you to take the role of student again. Remember that the greatest achievers are always open to new information.



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PMB 138 • 25 South Main Street • Yardley, PA 19067  
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IDAP WORKSHEET

1 VALIDATION EXERCISE

Sharing my Assessment results with others, I have gained the following validations and insight:

|                      |  |
|----------------------|--|
| Close Friend         |  |
|                      |  |
|                      |  |
|                      |  |
|                      |  |
| Mentor               |  |
|                      |  |
|                      |  |
|                      |  |
|                      |  |
| Spouse/Family Member |  |
|                      |  |
|                      |  |
|                      |  |
|                      |  |
| Peer Partner         |  |
|                      |  |
|                      |  |
|                      |  |
|                      |  |



## 2 CORE THEME--MISSION STATEMENT

**Develop a Personal Mission Statement drawing from the report's "Core Theme" and the sentences that follow. The end result is a clear, concise statement that captures the spirit of what you are about and what you do best. One way to think of it is how you would like to be remembered when you are gone, a so-called, "Tombstone" or legacy comment. Draw words and phrases from all parts of the report to complete this exercise.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- 3 Review your **Leadership Anchors**, listing them in the space below, prioritizing the anchor most critical to success in your current role. Next, note the ways you are specifically using these strengths in current roles.

| Leadership Anchors | Current Applications |
|--------------------|----------------------|
| 1                  |                      |
|                    |                      |
|                    |                      |
| 2                  |                      |
|                    |                      |
|                    |                      |
| 3                  |                      |
|                    |                      |
|                    |                      |

Pick your top priority Leadership Anchor and list three ways that you can build upon it in current and prospective roles. Next, describe how each initiatives might effect the team or organization's overall effectiveness.

| Developmental Options | Developmental Outcomes |
|-----------------------|------------------------|
| 1                     |                        |
|                       |                        |
|                       |                        |
| 2                     |                        |
|                       |                        |
|                       |                        |
| 3                     |                        |
|                       |                        |
|                       |                        |

- 4 Review each **Model Role Metaphor** listed in your PRO D report. Next, describe ways you are currently playing that role.

| Role Metaphor | Current Application |
|---------------|---------------------|
| 1             |                     |
|               |                     |
|               |                     |
|               |                     |
| 2             |                     |
|               |                     |
|               |                     |
|               |                     |
| 3             |                     |
|               |                     |
|               |                     |
|               |                     |

Pick one of the Roles and list three new ways you might perform this role in current and prospective positions at work, home and in the community. What outcomes can you imagine for the organization as you play that role?

| Developmental Options | Developmental Outcomes |
|-----------------------|------------------------|
| 1                     |                        |
|                       |                        |
|                       |                        |
|                       |                        |
| 2                     |                        |
|                       |                        |
|                       |                        |
|                       |                        |
| 3                     |                        |
|                       |                        |
|                       |                        |
|                       |                        |

- 5 Review your **Educational Keys**, listing them in order as to your perceived need to address these areas. Note ways in which improvement in each area could effect your leadership effectiveness and ability to serve others.

| Educational Keys | Success Effects |
|------------------|-----------------|
| 1                |                 |
|                  |                 |
|                  |                 |
| 2                |                 |
|                  |                 |
|                  |                 |
| 3                |                 |
|                  |                 |
|                  |                 |
|                  |                 |

Next, list three options to address your top Education Key. These should be new initiatives that involve people in, and outside of, work. Next, develop two to three indicators and respective timeframes to measure progress.

| Developmental Options | Indicators and Timeframes |
|-----------------------|---------------------------|
| 1                     |                           |
|                       |                           |
|                       |                           |
|                       |                           |
| 2                     |                           |
|                       |                           |
|                       |                           |
|                       |                           |
| 3                     |                           |
|                       |                           |
|                       |                           |
|                       |                           |

## APPENDIX C

### A PRO D™ TRAINING MANUAL

This section is designed to help consultants guide pastors and Christian leaders in the interpretation their PRO D™ results. The effective interpretation of a PRO D™ report is a critical factor in consulting methodology and success. Mastery of the interpretation requires an understanding of the tool and delivery of the information in an appropriate and effective manner. This manual aids an interpreter in understanding the various parts of the report. As a practical visual aid, the manual includes reprints of various sections of the report to familiarize the consultant with the formats and graphs.

First, the consultant should study a detailed description of the nine career value areas and associated interests. While discussing an individual's particular code, the consultant stresses that there is no right or wrong, better or best result. The report makes no judgments about a person's intelligence, integrity, or talent level. Each combination of career value areas represents an individual profile with its unique challenges and opportunities. Further, and very importantly, there is no "ideal leader" code. Rather, it is a matter of leadership development and the result of a full appreciation of an individual's unique gifts and opportunities, and the application of these to life and organization.

Nine career value areas (CVA) cover associated interests, and primary job fields. First, an important word of caution. The following CVA summations provide an overall picture of the interests and perspectives of that area. The inclusion of primary