Passing the Baton

mentoring and equipping tomorrow’s independent baptist pastors
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Eugene W. Nichols, D.Min.
Dedication

This book is dedicated to the seventy-three Virginia pastors who gave of their time to complete the 2001 Pastoral Leadership Development Questionnaire.
Preface

This book is a summary of a research project submitted in partial fulfillment of the requirements for the degree of Doctor of Ministry. The purpose of the project was to determine what role today’s Independent Baptist pastors are playing in mentoring and equipping tomorrow’s pastors. A survey was conducted of the Virginia pastors in the Atlantic Independent Baptist Fellowship.

The conclusion was that today’s pastors believe that academic training alone is insufficient to prepare a man for the pastorate. They strongly believe that personal character and ministerial skills must be developed with the assistance of another pastor through in-service experiential training. A comparison of the actual equipping received by today’s pastors with the current equipping of emerging pastors indicates a trend toward a weakening in pastoral in-service training.

The primary recommendation was to write a developmental and equipping plan for future pastors. The dissertation, which documents this research project in detail, is approximately 200 pages in length. Requests for the entire dissertation may be directed to:

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Introduction
While sitting in my study, endeavoring to improve myself by reading a book on leadership, I came across the statement, “There is no success without a successor.” At the time, I was fifty-four years old and in my fourteenth year of pastoring at the same church. I was not thinking of resigning, retiring, or dying, but I could not escape the question, “Who will pastor this church when I am gone?”

There is a great need today for pastors who have been prepared and are ready to pastor Independent Baptist churches. This need exists for a number of reasons:

- New Independent Baptist churches need to be started.
- Current Independent Baptist pastors nearing retirement will need replacements.
- Declining growth in churches today is largely the result of pastoral leadership not being properly developed.
- Pastors are failing in the ministry today at an alarming rate, and their churches need pastors who are prepared to pick up the pieces and move forward for Christ.

To what extent are Independent Baptist pastors, myself included, seeking to prepare future pastors? The primary mission of the Independent Baptist movement is evangelization of the lost. Evangelism, by its very nature, places an emphasis on missions and church planting. A frightening question came to mind as I reflected on these thoughts, “Is it possible that I, as an Independent Baptist pastor, have emphasized the responsibility to plant new churches, but have neglected the responsibility to develop pastors to lead these new churches?”

While discussing this subject with the librarian of a leading Independent Baptist college and seminary, he expressed his opinion using the following illustration:
In general, Independent Baptist pastors are falling short in their Biblical responsibility to equip future pastors for the ministry. The process should work similar to team runners in a relay race. As the first runner approaches the end of his lap, the next runner begins to run. The second runner gains speed until both runners are within an arm’s length, one in front of the other. The baton is held securely by the first runner while being handed to the second runner. Once the second runner has the baton securely in hand, the first runner releases the baton and exits the race. The second runner continues and runs his lap.

It seems that as the average Independent Baptist pastor ends his lap in the ministry, he does not hand the baton to an emerging pastor whom he has equipped for ministry. An existing pastor, in many cases, will not allow an emerging pastor to run alongside of him, with both holding onto the baton, until the emerging pastor has the baton securely in hand. Instead, it seems that many retiring pastors blindly throw the baton into the crowd of people, hoping that someone will catch it, run onto the track, and continue the race of the ministry.

No pastor should leave God out of the selection of his successor. However, pastors must never forget that God desires to use them to prepare successors and has given them a Biblical mandate to do so. There is no success without a successor.
section
\[\text{T W O}\]

The Question
By Biblical conviction, the Independent Baptist movement is not a denomination. Each church is autonomous and has no control over any other church. There is no denominational overhead group producing materials and plans for the development of future Independent Baptist pastors. It is the responsibility of each individual pastor to seek to develop future pastors (2 Tim. 2:2). The question is, “Are we doing it?”

From this, I developed a research question which asked, “What are today’s Independent Baptist pastors currently doing to help tomorrow’s Independent Baptist pastors prepare for the challenges which they will face?” I then decided to survey a group of Independent Baptist pastors. I wanted to obtain current factual information in the following areas:

- Are current pastors having men called into the ministry under their leadership?
- Were today’s pastors equipped by other pastors before entering the pastorate?
- Did those current pastors who were equipped find the equipping process helpful in preparing them for the pastorate?
- Do today’s pastors believe it is necessary to equip tomorrow’s pastors, at least in the areas of personal character and ministerial skills?
- Can or should every pastor seek to equip future pastors?
- Are today’s pastors currently equipping future pastors, or have they equipped them in the past?
- Do today’s pastors have a written plan or program for the equipping of future pastors?
section
THREE

The **Equipping** Process
The first task was to define basic terms which relate to the equipping of a pastor for the pastorate. A complete list of definitions is included in Appendix A. The term *today’s pastor* refers to a senior pastor who is currently serving in a local church. A *future pastor* is a man who has been called by God to be a pastor, who has never served as a senior pastor, and who is currently preparing to pastor a church in the future. The term *equipping* refers to the developmental process of preparing a future pastor for the challenges he will face in the pastorate. This process includes:

1. **Mental Development** — Attention is given primarily to the development of the *head* with knowledge essential for the pastorate. This knowledge would include: content of the books of the Bible, understanding of the major Bible doctrines, Bible interpretation, and pastoral administration.

2. **Personal Character Development** — Attention is given primarily to the development of the *heart* of the future pastor. This area is emphasized in the qualifications for a pastor given in 1 Tim. 3:1-7 and Titus 1:5-9. Personal character would include: personal relationship with God (prayer, devotions, and Scripture memory), self-control, purity, servant spirit, integrity, humility, and obedience.

3. **Ministerial Skills Development** — Attention is given to the development of the *hands* of the future pastor with the skills needed for the pastorate. Skills development is not only instruction, but also participation in areas to include: preaching/teaching, counseling, dealing with people, baptisms, Lord’s Supper, weddings, and funerals.

There must be a balance in the development of the future pastor’s *head, heart,* and *hands* in order for him to be adequately equipped for the pastoral ministry. There are
two primary training models (academic and experiential) used today to develop future pastors in one or more of these areas. In each of these models there is a relationship between a *trainer* (the one doing the training) and a *trainee* (the one receiving the training). These two individuals have a different title in each of the training models as indicated below. Each model also has a different emphasis with respect to the development of the trainee’s *head, heart, hands*, or a combination of these.

**Academic Training Model**

The academic or classroom training model consists of a teacher (trainer) and a student (trainee). It primarily emphasizes the development of the *head*, and secondarily, the development of the *hands* and the *heart*. This model is predominant in Bible colleges, seminaries, and public education. It is characterized by lecturing teachers, listening students, program-centered curriculum, content learning objectives, numerical grades, academic character, and rote knowledge. Learning objectives are written by the teacher before meeting new students. Individual student interests, abilities, goals, or spiritual gifting are often unknown. Little or no attention is given to the development of character (*heart*).

**Experiential Training Model**

Experiential training is an in-service training model which is characterized by working trainees, flexible trainers, trainee-centered curriculum, ministry learning objectives, no numerical grades, and equipping in moral character and applied knowledge. It is based on the premise that the best way to learn something is to experience it firsthand. The following three examples of this model are classified as “informal training” by J. Robert Clinton and Richard W. Clinton in their book, *The Mentor Handbook (1991)*.

**Apprenticeship**

An apprenticeship model refers to training in which the master (trainer) imparts attitudes, knowledge, and skills to an apprentice (trainee). The primary emphasis of the developmental training is the *head* and *hands*, and only secondarily the development of the *heart*. The training is conducted in the context of actual ministry by:

1. Modeling desired attitudes, knowledge, and skills.
2. Instructing and explaining these things.
3. Requiring practice by the apprentice.
4. Evaluating and correcting the apprentice.
The process continues until the apprentice can emulate the master. This approach usually occurs in place of formal academic training and teaches by doing, showing, explaining, and allowing the apprentice to do, while being closely watched. Some have referred to this type of training as cloning.

**Internship**

An internship training model stresses practical, on-the-job ministry experience of an intern (trainee) under the tutelage of a supervisor (trainer). It usually assumes prior formal academic training and thus seeks to add experiential learning to this training. The internship model focuses on helping the intern reflect on what he is learning in order to primarily develop his ministerial skills (hands) and secondarily develop personal character (heart).

**Mentoring**

Mentoring is a relational experience in which a mentor (trainer) empowers a protégé (trainee) by sharing God-given resources. The process is protégé-driven according to his spiritual gifts, calling, and interest. Mentoring is personalized, need-centered training which can be adapted to supplement both formal and informal training. The mentor seeks to encourage his protégé to reach his ministry potential. The emphasis is on a balanced development of the heart, hands, and head. The key characteristics of the mentoring model are:

1. **Attraction** – The natural tendency of a protégé is to move toward a mentor because there is something seen in the mentor’s life or ministry which is compelling and suggests the possibility of help for the protégé. It should be noted that mentoring cannot be forced upon a protégé. A protégé must have respect for his mentor. A mentor must earn the respect of his protégé.

2. **Relationship** – A bond of trust between mentor and protégé which is the basis upon which responsiveness and accountability will function.

3. **Responsiveness** – An attitude of voluntary submission that the protégé exhibits toward the mentor so that advice and assignments will be respected and fulfilled.

4. **Accountability** – The responsibility of oversight that a mentor has to ensure that a protégé follows through on advice and assignments.

5. **Empowerment** – That progress made in the protégé’s life in character, skills, and values which is the result of the mentoring relationship.
The Survey
An extensive literature search revealed that there was no material available specifically on equipping future pastors through experiential training. Therefore, a survey instrument had to be developed. Appendix C contains a copy of the questionnaire which was developed for this purpose. In designing this questionnaire, I decided to obtain information from pastors in four categories. These categories can each be described by a question:

- Who are you? — Biographical Data
- What is your opinion about equipping future pastors? — Subjective Opinion
- Were you equipped for the pastorate? — Equipping of Today’s Pastors
- Are you equipping future pastors? — Equipping of Tomorrow’s Pastors

The survey population was limited to the eighty-one Virginia pastors on the Atlantic Independent Baptist Fellowship (AIBF) mailing list. The churches led by these pastors provided a natural sorting of Independent Baptist churches throughout the state of Virginia. Appendix B contains a list of these churches and the cities in which they are located. The list includes large and small churches, rural and urban churches, established and new churches.

The *Pastoral Leadership Development Survey* was conducted between December 2000 and January 2001. The survey had an overall response rate of over ninety percent. The high response rate was attributed to using a combination of the mail and telephone survey methods. In this mixed mode approach, each AIBF Virginia pastor was contacted by telephone within ten days of mailing the survey packet in order to receive his questionnaire responses. After the initial telephone contact with a pastor, two reminder telephone calls were made. If a pastor did not offer to give his responses after the third contact, it was assumed that he declined to participate in the survey, and
his identification number was labeled as a nonresponse. There were only eight pastors out of a total of eighty-one who did not respond to the survey.
section
F I V E

The Results
The following is a summary of the survey results under the headings of the four categories: biographical data, subjective opinion, equipping of today’s pastors, and equipping of tomorrow’s pastors. A complete accounting of the survey data with statistical analysis and bar graphs is included in the original dissertation.

**Biographical Data**
A large number of the AIBF pastors are nearing retirement. Forty-four percent of the pastors are fifty-five years of age or older. The majority (85%) receive a full-time income from the church, and nearly half have been pastoring at their present churches for at least fifteen years. Within the AIBF, there is a great deal of pastoral experience with half of the pastors serving in a senior pastor position for at least twenty years. One-fourth have been pastoring at least thirty years, and one-tenth for at least forty years. With respect to formal education, eighty-five percent of the pastors have completed at least four years of college, and over one-fourth have completed at least three years of graduate level studies.
Two unexpected results were obtained in the biographical information concerning the pastors. First, seventy-one percent of current pastors were not discipled as new Christians. Second, almost one-third of the pastors did not attend a single AIBF meeting during the year 2000.

Approximately half of the churches surveyed had an average Sunday morning attendance of over 150 from September through November 2000. A similar amount had no full-time ministerial staff besides the pastor. This last figure could indicate a possible deterrent to the equipping of future pastors for two reasons. First, nearly half of the current pastors do not have ministerial staff understudies. Second, many current pastors do not have staff to help carry the pastoral load and free them to equip future pastors.

**Subjective Opinion**

A majority (81%) of current pastors disagreed (either mildly or strongly) that academic training alone is sufficient to equip and prepare a man for the pastorate. An even greater number (87%) agreed (either mildly or strongly) that future pastors need some form of experiential training, and except for one respondent, they believed that the pastor was the best individual to oversee this training. The area selected as the most important to be included in experiential training was personal character. The second most important area selected to be included in experiential training was ministerial skills. Over half of the pastors believed that the experiential training should occur after formal academic training has been completed and before the first pastorate.
The majority of the pastors surveyed (86%) agreed (either mildly or strongly) that every pastor should seek to equip future pastors, but almost one-fourth of them have never been involved in the equipping of a future pastor.

During the telephone interview process, pastors were given the opportunity to share comments concerning pastoral leadership development. Appendix D contains a complete list of these comments which provide many helpful suggestions and insights for pastoral development.

**Equipping of Today’s Pastors**

Over half of today’s pastors received some form of experiential training. In most cases, this experiential training was in the form of an internship or mentoring. Almost half of the current pastors who received experiential training did so after academic training was completed, and only one-third received it during their academic training. A majority of them (70%) received some financial support (full or part) from the church during the training. In most cases (84%), the length of training was at least one year. The primary areas of emphasis were ministerial skills, Baptist doctrine, and personal character. Almost all of the current pastors agreed (either mildly or strongly) that their time of experiential training was helpful in preparing them for the pastorate.

**Equipping of Tomorrow’s Pastors**

The majority of the pastors surveyed have had at least one man called into full-time ministry from their congregations. Nearly half of them currently have one to three men preparing for the ministry. Most of those pastors who are equipping future pastors are doing so through mentoring and internship. The three most important areas of emphasis in the equipping of future pastors were ministerial skills, personal character, and Baptist doctrine.

The duration of the experiential training for nearly half of the future pastors today is two years or more, with another one-third falling between thirteen and twenty-four months. The largest amount (42%) of this training is being done while the future pastor is in Bible college, with an additional one-third occurring after graduation and before pastoring. Only half of the future pastors received some monetary income (full or part) during the experiential training. The topics to be included in this training were primarily selected by the pastor. However, a relatively large percentage of pastors based the topics upon an evaluation of the spiritual gifts of the future pastor. The majority of the work assignments were considered to be empowering to the future pastor. Ninety percent of the current pastors who were involved in the equipping of
future pastors agreed (either mildly or strongly) that the experiential training was helpful in preparing the future pastor for the pastorate. Of the current pastors who are involved in equipping future pastors, only five had some form of written plan or program for equipping future pastors.

Of the pastors surveyed, nearly one-fourth indicated that they had never been involved in the equipping of a future pastor. Of this one-fourth, eighty-nine percent indicated that the reason they had never been involved was that they did not have any future pastors to equip.
Conclusions
The goal of this project was to answer the question, “What are today’s Independent Baptist pastors currently doing to help tomorrow’s Independent Baptist pastors prepare for the challenges which they will face?” The survey results indicate that current pastors believe future pastors need to learn more than academics in order to be ready to pastor a church. Eighty-one percent of the pastors disagree (either mildly or strongly) that academic training alone is sufficient to prepare a man for the pastorate.

In addition, eighty-seven percent agree (either mildly or strongly) that future pastors need to have some type of experiential training. It was encouraging to verify that this was not only their opinion, but for many of them, it was their practice. Additional questions addressed in the survey included:

1. Are current pastors having men called into the ministry under their leadership? The majority of current pastors (81%) have had at least one man called into full-time ministry during their pastorate. Nearly half of the current pastors (42%) have had five or more men called.

2. Were today’s pastors equipped by another pastor before entering the pastorate? Sixty percent of the pastors received some form of experiential training. The majority (91%) of these men received this training before going into the pastorate.

3. Of those current pastors who were equipped, did they find the equipping process helpful in preparing them for the pastorate? Ninety-six percent agreed, to some degree, that the experiential training they received was helpful in preparing them to be pastors. The majority of these (80%) strongly agreed that it was helpful.
4. **Do today’s pastors believe it is necessary to equip tomorrow’s pastors, at least in the areas of personal character and ministerial skills?** The majority (87%) agreed to some degree that future pastors needed some type of in-service experiential training. When asked to select the most important area to include in the experiential training, forty-three percent chose personal character, and thirty-nine percent chose ministerial skills.

5. **Can or should every pastor seek to equip future pastors?** The majority (86%) agreed that every pastor should seek to equip future pastors through experiential training.

6. **Are today’s pastors currently equipping future pastors, or have they equipped them in the past?** Many of today’s pastors are involved in equipping future pastors through some form of experiential training. Over three-fourths (77%) have been involved in equipping at least one man, and forty-four percent with four or more. The troubling side to this is that nearly one-fourth (23%) of the current pastors have not been involved in equipping any future pastors. The reason they gave was that they do not have any future pastors to equip.

7. **Do today’s pastors have a written plan or program for the equipping of future pastors?** Only five out of seventy-three pastors indicated they have some form of a written plan or program. I requested a copy of the written plan from each of the five pastors, offering to pay any cost that may be involved. At the time of the writing of this summary, no copies have been received.

**Discipleship of New Christians**

An unexpected result of this project was to learn that less than one-third (29%) of today’s pastors were discipled as new Christians. If this is the rate for Independent Baptist pastors, it is most likely much lower for the average lay person in an Independent Baptist church.

**Trend**

A comparison of the characteristics of today’s pastors’ experiential training with those of tomorrow’s pastors’ experiential training seems to indicate a trend toward a weakening in pastoral experiential training. The following observations illustrate this point:
1. There was a drop in the number who strongly agreed that the experiential training was helpful in preparing one for the ministry from current pastors (80%) to future pastors (67%).

2. Receipt of income from the church during experiential training dropped twenty percent from current pastors (70%) to future pastors (50%).

3. The percentage of those receiving experiential training for more than two years dropped twenty percent from current pastors (60%) to that of future pastors (40%).

4. Experiential training which occurs after academic training dropped fifteen percent from current pastors (48%) to future pastors (33%).

5. The absence of a written plan for equipping future pastors indicates a lack of emphasis in this very important responsibility.

Trend in Pastoral Experiential Training

There were a number of observations which were encouraging. These qualities are similar to those used by Jesus in developing His disciples and by Barnabas in the equipping of the Apostle Paul.
1. The emphasis on the development of personal character during the experiential training was up from current pastors (73%) to future pastors (81%). Failure in the area of personal character is one of the primary reasons men are not finishing well in the ministry.

2. Topics selected for experiential training being based upon an evaluation of one’s spiritual gifts was up from current pastors (16%) to future pastors (39%). This seems to indicate a movement away from a view of cloning future pastors to one of helping them develop in the way which God has gifted and called them.

3. The use of mentoring in the equipping of a pastor is up from current pastors (39%) to future pastors (60%).

**Atlantic Independent Baptist Fellowship**

Three observations were made concerning the Virginia AIBF pastors surveyed. First, there is a great deal of pastoral experience. Half of the current pastors have been pastoring for at least twenty years. This gives the potential of a relatively large number of good pastoral mentors. Second, almost half (45%) of these pastors will retire within the next ten to fifteen years. Who will take their places? Future pastors must be equipped to plant new Independent Baptist churches, **AND** to fill the pulpits of retiring pastors! Third, the majority (70%) of the current pastors attended three or fewer AIBF meetings during the year 2000, with an additional one-third (30%) not attending any AIBF meetings. These monthly meetings could be used as fertile spawning grounds for the connecting and equipping of emerging pastors and the mentoring of current pastors.
section

S E V E N

Recommendations
Many recommendations could be made from this study, but I have focused on three – discipleship, pastors’ fellowship meetings, and pastoral leadership development plan.

**Discipleship**

Independent Baptist pastors need to evaluate their discipleship programs and to remember that their Biblical responsibility is two-fold – *All* to maturity; *Some* to leadership. Christians need more than faithful church attendance to grow in their personal relationship with God. A considerable amount of suitable material for Independent Baptists already exists. We need to use this material on a consistent basis with new converts. Discipleship material needs to be developed that would focus on helping a Christian get victory over specific sins in his life.

**Pastors’ Fellowship Meetings**

More effort should be made to encourage pastors and emerging pastors to regularly attend monthly fellowship meetings. These meetings have the potential of being an excellent environment for finding and connecting pastoral mentors to pastoral protégés. Equipping could occur on many levels which include long-distance pastoral mentoring, pastor-to-pastor mentoring, peer mentoring, and retired pastors mentoring current and/or future pastors. In addition to preaching and fellowship, a greater emphasis could be placed upon (1) pastoral leadership development and (2) encouraging current pastors to do more in the area of mentoring emerging pastors. Training sessions and materials could be made available. Resources could be shared and potential mentors introduced to potential protégés.

**Pastoral Leadership Development Plan**

More work needs to be done in the area of pastoral leadership development among Independent Baptists. By the very nature of Independent Baptist churches, there are no denominational support groups which are producing pastoral leadership
development material and encouraging pastors to develop emerging pastors. Independent Baptist pastors need to become more interdependent and willing to share and to learn from one another in the area of equipping future pastors. Current pastors need more training in the area of equipping future pastors through mentoring.

Greater emphasis must be placed upon the development of an emerging pastor’s personal character. One well-known authority states that only one out of ten seminary graduates finishes well in the ministry. This is largely due to a failure in personal character rather than in ministerial skills or the lack of academic preparation. Today’s pastors must increase their awareness of the need for in-service experiential training and commit themselves to learn how to use this training for preparing future pastors.

*If you fail to plan, you plan to fail.* A written plan must be developed for equipping future pastors. This plan must be flexible enough for current pastors to modify for use in their unique situations. It must be simple enough to be used by the part-time pastor of a small rural church to equip a man in his congregation who has been called into the ministry. It must be thorough enough to be used in a large church with multiple staff and pastoral interns. I am currently writing a companion book entitled, *The Equipping Guide: A Practical Approach for In-Service Development of Future Pastors*. This guide is an attempt at the initiation of such a plan. It will be submitted as a prototype and not as the final word on the subject. Modifications are not only expected, but are encouraged.
appendices
A - E

Definitions
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Appendix A

Definitions

Academic Training – The formal mental development for the pastorate at a Bible college/seminary.

AIBF — Atlantic Independent Baptist Fellowship is made up of pastors primarily from the District of Colombia, Maryland, North Carolina, Pennsylvania, Virginia, and West Virginia.

Apprentice – The trainee in an apprenticeship.

Apprenticeship – An in-service training model in which the master (trainer) imparts attitudes, knowledge, and skills to an apprentice (trainee).

Current Pastor – See today’s pastor.

Emerging Pastor – See tomorrow’s pastor.

Equipping – The developmental process of preparing a future pastor for the challenges he will face in the pastorate.

Experiential Training – In-service training which is characterized by working trainees, flexible trainers, trainee-centered curriculum, ministry learning objectives, no numerical grades, and equipping in moral character and applied knowledge.

Future Pastor – See tomorrow’s pastor.

Intern – The trainee in an internship.

Internship – A training model which stresses practical, on-the-job ministry experience of an intern (trainee) under the tutelage of a supervisor (trainer).
Master — The trainer in an apprenticeship.

Mentor — A non-parental, competent, and trustworthy figure who consciously accepts personal responsibility for the significant developmental growth of another individual.

Mentoring — A relationship in which a mentor helps a protégé reach his personal potential.

Ministerial Skills — Ministry skills which include prayer, ministry of the Word, counseling, personal evangelism, and administering the ordinances.

Pastor-to-Pastor Mentoring — A relationship between an existing pastor (mentor) and a future pastor (protégé) in which the mentor helps the protégé reach his God-given potential according to his spiritual gifts and calling.

Personal Character — The attributes which make up and distinguish a person. (In the context of this project, it refers especially to Biblical godliness and holiness.)

Protégé — The terms protégé, mentee, and mentoree refer to one who is willing to be influenced to develop to his full potential by another (mentor).

Supervisor — The trainer in an internship.

Today’s Pastor — The term today’s pastor or current pastor refers to a senior pastor who is currently serving in a local church.

Tomorrow’s Pastor — Tomorrow’s pastor, emerging pastor, or future pastor is a man who has been called by God to be a pastor, who has never served as a senior pastor, and who is currently preparing to pastor a church in the future.
Appendix B

Churches in the Survey

This appendix contains a complete list of the eighty-one AIBF churches whose pastors were mailed a survey packet and asked to participate, and a Virginia map indicating the approximate location of the churches. The eight churches whose pastors chose not to participate are included but not identified for the reason of confidentiality. The list also contains the Virginia city in which the church is located. The list has been sorted alphabetically according to city name.

The map has been divided into Virginia’s seven subcultures. Each city which has at least one of the churches included in the survey is designated by a dot.

**Churches Whose Pastors Were Asked to Participate in the Survey**

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<th>Virginia City</th>
<th>Church Name</th>
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<td>Alexandria</td>
<td>Engleside Baptist Church</td>
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<td>Chantilly</td>
<td>Community Baptist Church</td>
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Location of Churches Participating in the Survey
Appendix C

Questionnaire

A SURVEY OF AIBF PASTORS IN VIRGINIA

2001
PASTORAL LEADERSHIP DEVELOPMENT QUESTIONNAIRE

Select only ONE response per question unless otherwise indicated.

PERSONAL INFORMATION
1. Indicate your present age group.
   (1) 25 - 34 years
   (2) 35 - 44 years
   (3) 45 - 54 years
   (4) 55 - 64 years
   (5) 65 - 74 years
   (6) 75 years or over

2. How long have you been at your present pastorate?
   (1) Less than 1 year
   (2) 1 - 4 years
   (3) 5 - 9 years
   (4) 10 - 14 years
   (5) 15 - 19 years
   (6) 20 - 24 years
   (7) 25 years or more

3. What is your income status at the church you pastor?
   (1) Full-time: All income from the church.
   (2) Part-time: Other income besides the church.
   (3) Volunteer: No income from the church.

4. Indicate the total number of years you have been a senior pastor.
   (1) Less than 1 year
   (2) 1 - 3 years
   (3) 4 - 6 years
   (4) 7 - 9 years
   (5) 10 - 12 years
   (6) 13 - 15 years
   (7) 16 years or more

5. How many Articles Independent Baptist Fellowship Meetings did you attend during 2000?
   (1) None
   (2) 1 - 3
   (3) 4 - 6
   (4) 7 - 9
   (5) 10 - 12

Developed by Eugene W. Nichols as part of a research project for Temple Baptist Seminary, Chattanooga, Tennessee.
6. How many men has God called into full-time ministry while you were their pastor?

   (1) None
   (2) 1
   (3) 2
   (4) 3
   (5) 4
   (6) 5 or more

PERSONAL DEVELOPMENT

7. As a new Christian, were you disciplined one-on-one in the basics of the Christian life (basic Bible doctrines, devotions, prayer, witnessing, faithfulness)?

   (1) Yes
   (2) No

8. Indicate the number of years of college or university level training you have completed.

   (1) None
   (2) 1 year or less
   (3) 2 years
   (4) 3 years
   (5) 4 years or more

9. Indicate the number of years of seminary or graduate level training you have completed.

   (1) None
   (2) 1 year or less
   (3) 2 years
   (4) 3 years
   (5) 4 years or more

According to the "Definitions," the three main types of Experiential Training are:

- **Apprenticeship**—No prior formal ministerial academic training, focus on development of knowledge (head) and then skills (hands), the trainer seeks to clone the trainee to be like himself.

- **Interning**—Assumes prior academic training, the trainee seeks to use in-service experience to develop the trainee's skills (hands) and then his character (heart) in areas the trainer believes to be best.

- **Mentoring**—May occur anytime, the trainer seeks to identify the trainee's gifts and calling, and seeks to develop the trainee's character (heart), skills (hands), and knowledge (head) by encouraging the trainee to reach his own ministry potential.

10. Did you have a time of experiential training for the pastorate?

    (1) Yes
    (2) No

If you had more than one time and/or type of experiential training, answer questions 11 - 21 with respect to the ONE you found most helpful. Be prepared to discuss the others during the telephone interview.

11. Indicate the type of experiential training in which you were involved.

    (1) Apprenticeship
    (2) Internship
    (3) Mentoring
    (4) Other

12. Indicate the area(s) of development included in your experiential training (Select ALL that apply).

    (1) Academic knowledge
    (2) Biblical doctrine
    (3) Personal character
    (4) Personal skills
    (5) Family life
    (6) Finances
    (7) Other

13. When did this experiential training occur?

    (1) During academic training
    (2) After academic training and before first pastorate
    (3) During first pastorate
    (4) Other

14. Indicate your type of involvement in the church at the time of the training.

    (1) Full-time, paid
    (2) Part-time, paid
    (3) Volunteer, unpaid
    (4) Other

15. Who was the person responsible for you during the experiential training?

    (1) Pastor
    (2) Church staff member
    (3) Evangelist
    (4) Missionary
    (5) Spiritual counselor
    (6) Other

16. How long did this training last?

    (1) Less than 6 months
    (2) 6 - 12 months
    (3) 13 - 24 months
    (4) Over 2 years

17. Indicate the type(s) of assignments that were given to you (Select ALL that apply).

    (1) Educational work - academic exercises designed to give insight for future application with little or no impact on current ministry involvement
    (2) Ordinary work - tasks included everyday, routine tasks around the church, such as setting up chairs, painting, maintenance
    (3) Empowering work - you were part of the ministerial team involved in board meetings, involved in planning and implementing current church programs and activities, informed of current church problems and involved in finding the Biblical solution
    (4) Other
18. How were the topics to be included in the experiential training selected?
   (1) Your trainer had a set of topics he believed you needed to know and understand.
   (2) Topics were based upon an evaluation of your spiritual gifts, calling, background, interests, and input.
   (3) You were the primary one to select the topics.
   (4) Other

19. Was the experiential training formal or informal?
   (1) Formal - formal meetings, fixed schedule, structured, written or oral evaluations.
   (2) Informal - ad hoc, spontaneous meetings, trainee was involved by both choosing and training.
   (3) Both

20. How do you feel about this statement? "I believe the experiential training I received was very helpful in preparing me to be a pastor."
   (1) Strongly disagree
   (2) Mildly disagree
   (3) Neither agree nor disagree
   (4) Mildly agree
   (5) Strongly agree

CHURCH INFORMATION
21. During the period of September through November 2000, what was the approximate average Sunday morning attendance of the church you pastor?
   (1) Under 50
   (2) 50 - 149
   (3) 150 - 249
   (4) 250 - 549
   (5) 550 - 999
   (6) 1,000 or over

22. How many full-time church staff (excluding secretaries) do you have?

23. How many part-time church staff (excluding secretaries) do you have?

24. How many men currently attending the church you pastor are preparing for full-time ministry?

PASTORAL LEADERSHIP DEVELOPMENT
25. How do you feel about this statement? "I believe academic training at a Biblically sound Bible college/seminary alone is sufficient to equip and prepare a man to be a pastor."
   (1) Strongly disagree
   (2) Mildly disagree
   (3) Neither agree nor disagree
   (4) Mildly agree
   (5) Strongly agree

26. How do you feel about this statement? "I believe future pastors need to have some type of in-service, experiential training."
   (1) Strongly disagree
   (2) Mildly disagree
   (3) Neither agree nor disagree
   (4) Mildly agree
   (5) Strongly agree

If you believe future pastors need experiential training, then answer questions 27 - 30; otherwise skip to question 31.

27. Indicate the ONE area that you believe is the most important to be included in the experiential training of a future pastor:
   (1) Academic knowledge
   (2) Baptist doctrine
   (3) Personal character
   (4) Pastoral skills
   (5) Family life
   (6) Finance
   (7) Other

28. Who do you believe is the BEST ONE to oversee the experiential training of a future pastor?
   (1) College/seminary teacher
   (2) Pastor
   (3) Church staff member
   (4) Spiritual counseling
   (5) Other

29. In your opinion, what is the BEST SINGLE time for the experiential training to occur?
   (1) During college/seminary
   (2) After academic training is complete and before taking the first pastorate.
   (3) During the initial part of the first pastorate.
   (4) Other

30. How do you feel about this statement? "I believe every pastor should seek to equip future pastors through experiential training."
   (1) Strongly disagree
   (2) Mildly disagree
   (3) Neither agree nor disagree
   (4) Mildly agree
   (5) Strongly agree

DEVELOPMENT OF OTHERS
31. As a pastor, how many future pastors have you been involved in equipping through some form of experiential training?
   (1) None (Go to question #42)
   (2) 1
   (3) 2
   (4) 3
   (5) 4 or more
Appendices

1. If you have been involved in equipping more than one future pastor through experiential training, answer questions 32-41 with respect to the one you found to be most successful. Be prepared to discuss the others during the telephone interview.

32. Indicate the type of experiential training received by the future pastor.
   (1) Apprenticeship
   (2) Internship
   (3) Mentoring
   (4) Other

33. Indicate areas in which you have been involved in equipping the future pastor through experiential training (Select ALL that apply).
   (1) Academic knowledge
   (2) Biblical doctrine
   (3) Personal character
   (4) Pastoral skills
   (5) Family life
   (6) Finance
   (7) Other

34. When did your involvement in the equipping of the future pastor occur?
   (1) During his academic training
   (2) After academic training and before his first pastorate
   (3) During his first pastorate
   (4) Other

35. Indicate the type of involvement on the part of the future pastor.
   (1) Full-time
   (2) Part-time, paid
   (3) Volunteer, unpaid
   (4) Other

36. How long did the experiential training last?
   (1) Less than 3 months
   (2) 3 - 6 months
   (3) 7 - 12 months
   (4) 13 - 24 months
   (5) Over 2 years

37. How were the topics to be included in the experiential training selected?
   (1) You had a set of topics you believed the future pastor needed to know and understand.
   (2) Topics were based on an evaluation of the future pastor’s spiritual gifts, life, background, interest, and needs.
   (3) The future pastor was the primary one to select the topics.
   (4) Other

38. Was the experiential training formal or informal?
   (1) Formal: formal meetings, fixed schedule, set topics, evaluations, accountability.
   (2) Informal: spontaneous meetings, topics were initiated by both the future pastor and yourself.
   (3) Both

39. Do you have a written plan or program for the development and equipping of future pastors through experiential training?
   (1) Yes
   (2) No

40. Indicate the type of assignments that were given to the future pastor (Select ALL that apply).
   (1) Educational work - academic exercises designed to give insight for future application with little or no impact on current ministry involvement.
   (2) Ordinary work - tasks included everyday routine duties around the church, such as setting up chairs, painting, maintenance.
   (3) Empowering work - the future pastor was a part of the ministry team, extended board meetings, involved in planning and implementing current church programs and activities, informed of current church problems and involved in finding the Biblical solutions.
   (4) Other

41. How do you feel about this statement: “I believe the experiential training was helpful in preparing the future pastor under me for the pastorate.”
   (1) Strongly disagree
   (2) Mischevally disagree
   (3) Neither agree nor disagree
   (4) Mischevally agree
   (5) Strongly agree

42. If you have not been involved in the equipping of future pastors for the pastorate, indicate the reason(s) why.
   (1) Do not believe future pastors need to be equipped by a pastor.
   (2) Do not have time.
   (3) Equipping is not one of my strengths.
   (4) Future pastors do not want experiential training.
   (5) Do not have any future pastors to equip.
   (6) Other

Thank you for completing this questionnaire.

Questionnaire responses will be received by Eugene Nazelles via telephone interview:
Louise Nazelles, Temple
703-777-1335
4122 Edwards Ferry Road NE
Leesburg, Virginia 20176
At the conclusion of each telephone interview, and after questionnaire responses were obtained, each pastor was given the opportunity to make any comments which he desired in relation to the survey or pastoral leadership development. These comments have been grouped under three headings as follows: first time pastors, more experienced pastors, and comments in reference to academic training.

**First Time Pastors**

A young pastor in the first three years of his first pastorate said, “Academic training is good, but you need more hands-on development in order to be a pastor, especially in the areas of people skills and commitment.”

A pastor in his first pastorate for less than four years noted, “We need a lessons-learned booklet written by older pastors which addresses issues like: IRS questions, building programs and codes, church finances, and counseling.”

A pastor who is in his mid-40s and pastoring his first church for less than three years stated, “As a layman, I served in many areas: Sunday school teacher, deacon, bus ministry, visitation, etc. Looking back, I wish I had taken an assistant pastor position for a period of time before going into the ministry. Currently, I am reading every book I can find on pastoral leadership development.”

A pastor in his early 40s and pastoring his first church gives the following advice, “I recommend an internship before becoming a pastor.”

**More Experienced Pastors**

A pastor who has been successful in equipping future pastors and currently has over 12 men in the pastorate shared the following insights, “You have to get a man involved as a layman; that will give God an opportunity to work on his heart. In our equipping process, we have a Saturday morning men’s prayer time from 8:00 to 10:00 a.m. During this time, a different future pastor is asked to bring a 15 minute message. This
gives them an opportunity to preach. Then I discuss an important topic and share my heart with them.”

“Future pastors need to spend time in a real life ministry and not just in a Bible college church.”

One pastor shared his philosophy of equipping based on 1 Tim. 3:15 and said, “Future pastors should receive their basic training from Bible college and their best training from their pastor.”

“Future pastors need to learn to pray and to have a heart for God.”

In reference to the phrase ‘Biblically sound’ in question number 25 of the questionnaire, a pastor commented that, “Matt. 28:19-20 requires more than academic training. The phrase ‘to observe’ implies experiential training.”

“Jesus concentrated on mentoring.”

A pastor in his 60s and pastoring the same church for over 25 years, who went into the pastorate right out of Bible college made the following comment, “I feel strongly that experiential training should come after academic training.”

A pastor in his late 50s who has helped to equip at least four men for the pastorate made the following observation, “After men complete Bible college, I find that they need to be deprogrammed. Many of them have a problem with pride and power. They need to learn compassion, love, how to deal with people, and how to love their wives. They must come to the place that they are broken before God, so that they can know Him in a very personal way.”

One pastor shared a concept that has worked well in his ministry. “The pastoral development team meets monthly, and the future pastors are allowed to preach 10 minute messages. Through this ministry, the men are trained in areas of personal development and ministry development.”

**Comments in Reference to Academic Training**

An experienced pastor suggested that current pastors need more discernment in the area of God’s call and leading in a man’s life before sending him off to Bible college. He noted that, “Many times a young couple wants more in-depth Bible instruction
than they are receiving through sermons in the regular services. They quit their jobs, sell everything, and move away to enroll in Bible college. They have the understanding that full-time ministry is their only option. In some cases I know, the couples sank and felt a failure. Another option would be for them to take a few Bible college level classes in their home church and continue to serve as a soul winner, deacon, Sunday school teacher, etc. They need a period of time to solidify God’s call to full-time ministry and to get their feet wet before going off to Bible college and drowning. They must be open to the option that God may be calling them to be spiritual lay leaders in their local church.”

“Some Bible colleges and seminaries are moving toward including an internship in their program, such as Bob Jones University and Ambassador Baptist College.”

An experienced pastor noted, “Bible college was fine, but two pastors taught me what I would face in the ministry.”

“Bible colleges are missing the boat in the area of ministerial skills: church policy, finances, and how to operate a church. While a pastoral student is in Bible college, the future pastor needs more opportunity to work with a current pastor.”

“Bible colleges and seminaries are not doing enough with leadership skill development such as people skills, problem solving skills, and communication.”
Appendix E

Bibliography


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