

FEATURE

PERFORMANCE APPRAISAL INSTRUMENT FOR A CHURCH PASTOR

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ABSTRACT: The purpose of the study was to determine the job content of local church pastors in order to develop a performance appraisal instrument for evaluating, counseling and training prospective and incumbent church and district pastors in the Central Luzon Conference of the SDA Church. A tool was developed using behaviorally anchored rating scales. The tool included 24 pastoral function that were rated by pastors and conference officials. An analysis of the data revealed 9 critical pastoral functions. These 9 functions were used to develop a performance appraisal instrument.

INTRODUCTION

The evaluation of an employee's work performance is an important management function which is useful to both the employer and employee. The employer needs to know the extent to which an employee's work performance is helping to achieve organizational goals. The employee also needs to know the superior officer's evaluation of his or her work performance for self-assurance and work improvement.

The purpose of the study was to determine the job content of a field pastor and to use that information to develop a performance appraisal (PA) instrument for evaluating, counseling, and training incumbent and prospective local church and district pastors in the Central Luzon Conference (CLC) in the Philippines. For this paper, a church pastor is a minister who shepherds one or more churches. A district pastor is a minister who supervises the activities of churches in a particular district.

This study was designed around the following three research questions:

1. What is the job content of a church pastor?
2. What kind of evaluation instrument should be used to assess the church pastor's work performance?
3. How can the pastor's job content information be used to structure a pastoral performance evaluation instrument?

Performance appraisal is the process used to determine the extent to which an employee is performing a job the way it is intended (Mosley, Megginson and Pietri, 1989). French (1987) views PA as a formal, systematic assessment of how well employees perform assigned duties, and the communication of that assessment to the employees. Performance appraisal has also been defined as the systematic description of the job-relevant strengths and weaknesses of an individual or group.

THE PERFORMANCE APPRAISAL PROCESS

PA information forms the basis for employee work control, administrative human resource decisions, employee development program, counseling, and coaching functions of management. The PA process facilitates control of worker behavior in several ways. It provides systematic control of the behavior of both subordinates and superiors in a work environment (McGregor, 1960). It helps the manager and the subordinate to clarify work goals and agree on how these goals are to be achieved (Waldman & Kenett, 1990). It enables the subordinate and the superior to formally observe, measure, and rate subordinate's work performance (Henderson, 1984). It helps to identify the ways employees make positive contributions to organization goals (Heneman, Schwab, Fossum, & Dyer, 1989).

The PA process yields useful information for many administrative processes. These include information that supports personnel decisions to promote employees who exhibit outstanding performance; to weed out marginal or low performers; to train, transfer, or discipline workers; and to link rewards to performance (Cascio, 1992). PA process is critical for performance test validation. The process motivates managers to give performance feedback to employees, and also helps to diagnose organizational problems. When PA is properly designed and executed, it becomes the vehicle through which an organization's business philosophy is communicated and trust is established. It helps to transfer decision-making power to employees, mistakes are turned into positive learning experiences, proper recognition is given to employees, and both the subordinate and supervisor productivity is increased (Rush, 1985).

The PA process helps to identify the strengths and weaknesses of employees, and may lead to counseling or training sessions. The feedback in the PA process also helps to improve the performance of employees.

Common problems in PA processes are lack of consistency in ratings, failure to define performance goals or standards, and inability to effectively deal with poor performers (Hubbart, 1995). An effective PA process tries to overcome these problems. Goodale (1993) has suggested seven ways to improve performance appraisal processes:

1. Both supervisors and employees should help develop the appraisal system. This would make it easy for the PA instrument users to accept the PA system.
2. The PA system should have clear objectives. The two major PA objectives are to provide feedback to employees so they can develop themselves and improve their performance; and to document performance and to communicate and support administrative decisions about salary increases, promotions, transfers, and so on.
3. PA process should focus on observable behavior.
4. PA feedback should focus on appropriate and inappropriate job behaviors and not on employee personal traits.
5. During interviews, the supervisor should listen first and talk later. The supervisor should add positive feedback not already raised by the employee and should discuss areas that need improvement later in the interview.
6. PA interviews should be constructive and should minimize employees' defensiveness.
7. PA discussions should conclude with specific plans to develop the employee and improve performance and work results.

QUALITATIVE CRITERIA OF PERFORMANCE APPRAISAL INSTRUMENTS

Three important factors need to be considered in the development of a PA instrument; validity, reliability and practicality (Wexley & Yukl (1984). Validity, according to Wexley and Yukl, is the degree to which a measurement of proficiency overlaps, or is related to, an ultimate or true measure of success. Reliability refers to the extent to which an appraisal instrument gives consistent descriptions of individuals from one time to another, or from one evaluator to another. Reliability measures rest on the assumption that the characteristic being measured remains constant over a given period of time. Practicality requires that a PA instrument be acceptable to management and to the employees being evaluated.

TYPES OF APPRAISAL INSTRUMENTS

PA instruments may be classified in at least two ways. The first category, norm-referenced standards, includes the tools that compare one employee with other employees, or norm-referenced standard. The second category, criterion-referenced standards, includes tools that compare an employee to an absolute work standard, or criterion-referenced standard.

Two specific PA instrument types are ranking and rating methods. Ranking methods are norm-referenced standards. Ranking methods include simple ranking, alternation ranking, paired comparison, and forced distribution. Rating methods are criterion-referenced standards.

The clearer the performance standard, the more accurate the appraisal instrument. Performance standards should indicate what is to be done and how well it is to be done (Cascio, 1992). Relative rating methods compare the performance of an employee to other employees. Absolute rating methods evaluate each employee in terms of performance standards without reference to other employees (Cascio, 1992). Other rating methods such as management by objectives¹, place emphasis on results of employee performance. The most popular rating methods are the Behaviorally Anchored Rating Scales (BARS), the forced-choice rating method, and management by objectives. All of the rating methods have strengths and weaknesses, and could be used appropriately if they meet the appraisal measurement criteria, and are user friendly.

Traditional Rating Scales

Traditional rating scales use numbers, graphic scales, or multiple-step scales. The rating options are expressed by positions, numbers, or terms. The rater circles, checks, or assigns a number to indicate an option choice.

Advantages: Rating scales are commonly used, perhaps because of being easy to create and rate. Rating scales also are useful for comparing viewpoints of several raters (Cascio, 1992). For example, a rating by the superior, a peer, and a self-rating can be easily compared to give a clear picture of performance, or to indicate areas of disagreement that need to be clarified.

Weaknesses: Rating scales have at least three weaknesses. First, the rater may be biased regarding some personal attribute of the ratee. Second, the rater may have difficulty in translating estimates of competence into a scale or number. Third, the rater may be unable to translate value judgments

¹Management by objectives is a process that stresses the importance of establishing goals and objectives for a department or a working unit. This process is enhanced at the department level when it includes collaborative participation from the manager and his/her subordinates.

into numbers or points on a scale. Also, since there is a tendency to give a negative meaning to anything that is average, there is constant pressure to rate people between average and superior, rather than along the entire scale (Cascio, 1992).

Behaviorally Anchored Rating Scales

A BARS tool consists of 5 to 10 scales in a set and has one scale for each job dimension. The job dimensions are broad groups of duties, activities, and responsibilities that make up the job. BARS' scales are vertical, with several anchor terms or descriptions supplied. Anchors are brief statements of actual worker behavior on the job. The anchors describe specific job performance.

BARS has three main advantages. First, the anchors are behavioral in nature and are stated in the rater's own terminology. Second, BARS can be used for specific feedback to the employee on strengths and areas that need improvement. Third, BARS evaluation can be a great help for a number of jobs, since one set of scales might be constructed for an entire family of jobs within an organization, such as pastor's jobs (Wexley & Yulk, 1984).

BARS, like any other rating method has some weaknesses. BARS seldom covers all aspects of a job analysis. For example, if an average of seven job dimensions are identified, the most incidents that can be included as anchors are about 49. BARS, however, can provide better results than other rating methods by reducing rate errors (Campbell, 1973). BARS have earned the reputation of being one of the best methods of employee appraisal (Carson, Cardy, & Dobbins, 1992).

Because of its technical and practical attributes, BARS is an effective method for appraising managerial work. As a result, BARS was selected as the rating scale for this study.

METHODOLOGY AND DATA ANALYSIS

The research method used in the study was a descriptive survey. Research data were obtained using a tool which contained several Likert-type scales, checklists, and open-ended questions. Data helpful in constructing the tool were derived from secondary sources such as Church Operating Manuals, Pastors Working Policy manual, and Pastors Monthly and Quarterly Report forms. Personal interviews with field pastors and church administrators were also conducted to obtain additional information on the tasks of the field pastor. The tool was submitted to a group of field pastors and church administrators pilot-testing and to review for content validity. Several changes were made in the tool as a result of the pretest. The final tool had three sections. Section A consists of questions on demographics of respondents. Section B was designed to collect information on pastoral functions. Section C has a list of pastoral functions to be rated for degree of importance.

The research tool was administered to all Central Luzon Conference church pastors, district pastors (who also manage local churches) and administrators of the Central Luzon Conference, during the Conference's Workers monthly meeting. Out of the 105 tools distributed, 79 (72%) were completed and returned to the researcher. The survey data were analyzed using SPSS for Windows, Release 6.0. Descriptive Statistics of frequencies, percentages, means and standard deviations were derived. ANOVA was used for comparing means.

Demographic data (Table 1) of the participants revealed that more than one third were between the ages of 21 to 30. Furthermore, the overwhelming majority of the respondents were district pastors (Table 2) and had between 1-5 years of experience as a church pastor (Table 3).

The 24 pastoral functions were rated for importance by the 79 church pastors, district pastors, and administrators. The respondents perceived "visitation" ($\bar{M} = 4.53$) and "family devotion" ($\bar{M} =$

4.75) as extremely high in importance. Two pastoral functions were perceived as being of moderate importance; "community welfare outreach" ($M = 3.42$) and "medical outreach" ($M = 3.34$). The remaining 20 functions were rated as high in importance.

Data analysis identified nine critical pastoral functions. These functions were sermon preparation and preaching, visitation, pastoral counseling, administration, training, evangelism, public relations, communication, and continuing education.

CONCLUSIONS AND RECOMMENDATIONS

This study obtained the perceptions of pastors and their organizational administrators to determine the pastoral function that were deemed to be most important. The results indicated that there were nine critical activities. The nine critical pastoral functions were developed into an appraisal instrument using the Behaviorally Anchored Rating Scales. The performance appraisal instrument, which emphasized specific behaviors that should be demonstrated on the job, was recommended for use by the Central Luzon Conference. Instructions for administering the performance appraisal tool were also recommended (see appendix).

The demographic data revealed that 38% of those participating in this study were between the ages of 21 and 30, about 68% were district rather than church pastors, and almost 65% of the participants did not respond to the question dealing with their experience as a church pastor. For future research, we suggest that the population include a larger percentage of church pastors who have substantial experience in that position.

The performance appraisal instrument developed as a result of this study, may be modified to suit the needs of a specific pastoral work situation. However, before using the instrument in any other pastoral work environment, church administrators should give local church pastors the opportunity to study the instrument and recommend modifications where needed.

Table 1
Age Distribution of the Pastors and Administrators

Age Category	<u>n</u>	%
21 – 30 years	30	38.0
31 – 40 years	21	26.6
41 – 50 years	18	22.8
> 50 years	5	6.3
No response	5	6.3
Totals	79	100.0
<u>M</u> = 35.28	<u>SD</u> = 9.57	Range = 22 – 59 years

Table 2
Position category of Respondents

Position category	f	%
Church Pastors	19	24.0
District Pastors	54	68.4
Conference Administrators	6	7.6
Totals	79	100.0

Table 3
Years of Experience as a Church Pastor

Years of Experience	n	%
< 1	3	3.8
1 – 5	23	29.0
6 – 10	1	1.3
> 10	1	1.3
No Response	51	64.6
Totals	79	100.0

$\bar{M} = .80$ $SD = 1.90$ Range = none to 14 years

APPENDIX

Performance Appraisal Instrument for a Church District/Pastor Using a Behaviorally Anchored Rating Scale (BARS)

(Basis for evaluation is the Technical and Practical Skills Required for Effective Shepherding)

A. SERMON PREPARATION AND PREACHING

Required Technical and Practical Skills By Rank Order:

This Pastor—

1. prepares and preaches Christ-centered sermons.
2. prepares and preaches Biblical sermons.
3. prepares and preaches doctrinally sound sermons.
4. prepares and preaches timely sermons that meet the spiritual needs of his/her congregations.
5. does not use the pulpit to settle his personal grudge with individuals in a congregation.
6. is organized in sermon content and deliver.
7. delivers sermons that touch the hearts of his audience.
8. spends at least 2 hours every week preparing new sermons.
9. preaches at least 1 sermon every week.
10. is interesting yet serious in sermon delivery.

Rating Scale:

- | | | |
|---|---------------|--|
| 5 | EXCELLENT | This pastor has all the technical and practical skills required for effective sermon preparation and preaching. |
| 4 | GOOD | This pastor has the first 8 technical and practical skills required for effective sermon preparation and preaching. |
| 3 | AVERAGE | This pastor has the first 6 technical and practical skills required for effective sermon preparation and preaching. |
| 2 | BELOW AVERAGE | This pastor has the first 5 technical and practical skills required for effective sermon preparation and preaching. |
| 1 | POOR | This pastor does not have the first 5 technical and practical skills required in a sermon preparation and preaching. |

B. VISITATION

Required Technical and Practical Skills By Rank Order:

This Pastor—

1. develops plans to visit all his/her church members in a 6 month period.
2. shares spiritual thoughts, builds up faith, and prays with members during visitations.
3. plans and visits the backsliders.
4. visits at least 2 families daily.
5. takes his wife with him during visitations
4. encourages active church members to visit spiritually weak or backsliding members.
7. takes a church elder or deacon with him during visitations.
8. averages 10 hours a week in visitation.

Rating Scale:

- | | | |
|---|---------------|--|
| 5 | EXCELLENT | This pastor has all the technical and practical skills required for effective pastoral visitation. |
| 4 | GOOD | This pastor has the first 6 technical and practical skills required for effective pastoral visitation. |
| 3 | AVERAGE | This pastor has the first 5 technical and practical skills required for effective pastoral visitation. |
| 2 | BELOW AVERAGE | This pastor has the first 4 technical and practical skills required for effective pastoral visitation. |
| 1 | POOR | This pastor does not have the first 4 technical and practical skills required for effective pastoral visitation. |

C. PASTORAL COUNSELING

Required Technical and Practical Skills By Rank Order

This Pastor—

1. prepares an ideal place for counseling.
2. keeps counseling information strictly confidential.
3. listens to the counselee most of the time.
4. speaks only to help the counselee to see and to solve his/her own problem.
5. uses the Bible as the source for solving problems and encouraging members.
6. maintains up-to-date private counseling records.
7. schedules at least 6 hours a week for counseling.

Rating Scale:

- | | | |
|---|---------------|--|
| 5 | EXCELLENT | This pastor has all the technical and practical skills required for effective pastoral counseling. |
| 4 | GOOD | This pastor has the first 6 technical and practical skills required for effective pastoral counseling. |
| 3 | AVERAGE | This pastor has the first 5 technical and practical skills required for effective pastoral counseling. |
| 2 | BELOW AVERAGE | This pastor has the first 4 technical and practical skills required for effective pastoral counseling. |
| 1 | POOR | This pastor does not have the first 4 technical and practical skills required for effective pastoral counseling. |

D. ADMINISTRATION

Required Technical and Practical Skills By Rank Order:

This Pastor—

1. develops a comprehensive church plans and programs through committee meetings.
2. documents well church plans and programs.
3. obtains required approval for plans and programs.
4. delegates the plans and programs to relevant persons.
5. sets reasonable standards for activities.
6. attends necessary administrative meetings of the church, and either personally or by delegation follow-through with actions taken.

7. attends necessary administrative meetings of church schools, and either personally or by delegation follow-through with actions taken.
8. does accept other people's ideas.
9. evaluates the effectiveness of church program with the help of church elders/officers.
10. Holds office hours (1 to 4 hours a week) to serve church officers and members.

Rating Scale:

- | | | |
|---|---------------|---|
| 5 | EXCELLENT | This pastors has all the technical and practical skills required for effective church administration. |
| 4 | GOOD | This pastor has the first 8 technical and practical skills required for effective church administration. |
| 3 | AVERAGE | This pastor has the first 6 technical and practical skills required for effective church administration. |
| 2 | BELOW AVERAGE | This pastor has the first 5 technical and practical skills required for effective church administration. |
| 1 | POOR | This pastor does not have the first 5 technical and practical skills for effective church administration. |

E. TRAINING

Required Technical and Practical Skills By Rank Order:

This Pastor—

1. develops a comprehensive plan for training new church officers.
2. develops a comprehensive plan to study church doctrines with church members.
3. conducts church seminars on how to preach Biblically.
4. conducts stewardship guidance programs.
5. conducts Sabbath school or Bible-class seminars.
6. conducts church officers training seminars.
7. shows how to evangelize and make visitations by personal examples.

Rating Scale:

- | | | |
|---|---------------|--|
| 5 | EXCELLENT | This pastor has all the technical and practical skills required for effective training of church members and officers. |
| 4 | GOOD | This pastor has the first 6 technical and practical skills required for effective training of church members and officers. |
| 3 | AVERAGE | This pastor has the first 5 technical and practical skills required for effective training of church members and officers. |
| 2 | BELOW AVERAGE | This pastor has the first 4 technical and practical skills required for effective training of church members and officers. |
| 1 | POOR | This pastor does not have the 4 technical and practical skills required for effective training of church members and officers. |

F. EVANGELISM

Required Technical and Practical Skills By Rank Order

This Pastor—

1. conducts 3 or more public efforts in a year.
2. conducts 2 or more Revelation seminars.
3. has regular weekly Bible studies.
4. has regular baptismal classes.
5. reaches baptism goals set by the conference.
6. trains and involves church members in soul-winning efforts.
7. follow-up literature evangelists' interests.
8. makes plans to enter new territories.
9. makes plans to enter people groups.
10. supervises lay efforts.

Rating Scale:

- | | | |
|---|---------------|--|
| 5 | EXCELLENT | This pastor has all the technical and practical skills for effective evangelism. |
| 4 | GOOD | This pastor has the first 8 technical and practical skills for effective evangelism. |
| 3 | AVERAGE | This pastor has the first 6 technical and practical skills for effective evangelism. |
| 2 | BELOW AVERAGE | This pastor has the first 5 technical and practical skills for effective evangelism. |
| 1 | POOR | This pastor does not have the first 5 technical and practical skills for evangelism. |

G. PUBLIC RELATIONS

Required Technical and Practical Skills By Rank Order:

This Pastor—

1. keeps the appearance of the church attractive and beautiful.
2. sets a special budget for church building and yard beautification.
3. develops plans to reach all levels of people in community.
4. promotes community outreach.
5. promotes literature distribution.
6. is involved in community affairs such as community development programs, anti-drug programs, vegetarian cooking program, etc.
7. ministers to needy people in the community.
8. discovers areas of receptivity in the community.
9. discovers areas of resistance in the community.

Rating Scale:

- | | | |
|---|-----------|---|
| 5 | EXCELLENT | This pastor has all the technical and practical skills in public relations. |
| 4 | GOOD | This pastor has the first 7 technical and practical skills required for effective public relations. |

- | | | |
|---|---------------|---|
| 3 | AVERAGE | This pastor has the first 6 technical and practical skills required for effective public relations. |
| 2 | BELOW AVERAGE | This pastor has the first 5 technical and practical skills required for effective public relations. |
| 1 | POOR | This pastor does not have the first 5 technical and practical skills required for effective public relations. |

H. COMMUNICATION TO AND FROM THE CONFERENCE/MISSION OFFICE

Required Technical and Practical Skills By Rank Order:

This Pastor—

1. promotes programs prepared by the conference/mission.
2. motivates church members to fully support conference/mission programs.
3. delegates authority and responsibilities to relevant church officers.
4. communicates with the congregation through newsletters, bulletins, and verbal announcements whenever possible.
5. sends his/her worker's report regularly and on time to the conference/mission office.
6. makes sure that church reports are accurate.

Rating Scale:

- | | | |
|---|---------------|---|
| 5 | EXCELLENT | This pastor has all the technical and practical skills for effective communication. |
| 4 | GOOD | This pastor has the first 5 technical and practical skills for effective communication. |
| 3 | AVERAGE | This pastor has the first 4 technical and practical skills for effective communication. |
| 2 | BELOW AVERAGE | This pastor has the first 3 technical and practical skills for effective communication. |
| 1 | POOR | This pastor does not have the first 3 technical and practical skills for effective communication. |

I. EDUCATION

Required Technical and Practical Skills By Rank Order:

This Pastor—

1. takes at least three continuing Education units (3 credit hours) annually.
2. participates in local ministerium.
3. participates in local professional group programs.
4. Reads a minimum of 8 books in a year.
5. devotes several hours of study each month on material not specifically directed to sermon preparation.
6. reads books and other written materials for ideas that would enrich his/her sermons.

Rating Scale:

- | | | |
|---|-----------|---|
| 5 | EXCELLENT | This pastor meets all the requirements in continuing education. |
| 4 | GOOD | This pastor meets the first 5 requirements in continuing education. |

- | | | |
|---|---------------|---|
| 3 | AVERAGE | This pastor meets the first 4 requirements in continuing education. |
| 2 | BELOW AVERAGE | This pastor meets the first 3 requirements in continuing education. |
| 1 | POOR | This pastor does not meet the first 3 requirements in continuing education. |

FIELD WORKER'S MONTHLY REPORT FORM

Name of Worker _____ Month of _____, 19 __
 Present Address _____ District/Area _____

SUMMARY OF ACCOMPLISHMENT	MONTHLY TOTAL	DAYS OF THE MONTH	EXPLANATION
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ADMINISTRATION

1. Church Meetings chaired/attended:
 - a. Church Boards
 - b. Business Meetings
 - c. Departmental Councils
 - d. Other Meetings
2. Office hours held

PASTORAL

3. Number of Yale University Press
4. Pastoral Visitations:
 - a. Church Families
 - b. Non-church Families
 - c. Backsliders
 - d. Other Purposes
5. Sermons Preached:
 - a. Christ-Centered sermons
 - b. Doctrinal sermons
 - c. Other Topical sermons as needed
 - d. Hours used for sermons preparation
6. Former Church members reclaimed
7. Revival Meetings

TRAINING

8. Youth Training Seminars conducted
9. Stewardship Guidance Programs
10. Sabbath School/Bible class
 Teachers Seminars conducted

- 11. Lay Preachers Training
- 12. Church Officers Training

EVANGELISM

- 13. Workers' Public Efforts conducted
- 14. Bible Studies/Personal Evangelism
- 15. Lay Efforts supervised
- 16. Voice of Youth
- 17. Revelation Seminars Conducted
- 18. Medical Outreach
- 19. Baptism this month (number of persons)
- 20. New Territories entered
- 21. People Groups contacted

ORGANIZATION

- 22. New Companies formed
- 23. New Churches organized

PUBLIC RELATIONS &
COMMUNICATIONS

- 24. Initiated Beautification of the church building/church appearance
- 25. Involved in Community Affairs
- 26. Reports to Conference/Mission sent on time
- 27. Conference/Mission programs promoted

EDUCATION

- 28. Continuing Education units taken
- 29. Books read: a. For Sermons
 b. For other purposes
- 30. Participated in Local Ministerium
- 31. Participated in Local Professional group activities

Signature _____

Remarks _____

Approved by _____

Performance Appraisal Instrument Usage Directions

1. The End Users of the PA Instrument:
 - a. The field pastor—for self-evaluation of his/her work performance.
 - b. Conference administrators—for evaluation of field pastor's work performance.
 - c. Church elders—upon request of a conference administrator or the field pastor. Church elders could be requested to evaluate the job performance of the church pastor using either the whole or selected sections of the PA instrument.
2. The Performance Appraisal Process:
 - a. All field pastors should be given the PA instrument before the evaluation takes place. Pastors should study the requirements of the PA instrument.
 - b. Field pastors should be evaluated biannually or annually. The conference/mission administrator's knowledge from observation of the field pastor's activities, and the field pastor's monthly reports should be the basis for the performance evaluation.
 - c. The evaluator should have the opportunity to study the field pastor's monthly reports, observe the pastor's work performance over a period of at least three months, both or either.
 - d. The evaluator should circle each pastoral technical or practical skill (listed under each pastoral function) that he has observed in the pastor's performance of his/her duties. All the minimum requirements for each performance level should have been fulfilled before a pastor can be rated at a particular level of performance (i.e. Excellent, Very Good, Good, Average, or Poor)
 - e. After the evaluation of the pastor's job performance, the evaluator (usually a conference/mission administrator) should have an appraisal interview with the field pastor. The administrator and field pastor should discuss, in a positive and helpful way, the strengths and areas needing strengthening in the field pastor's work. Both the evaluator and the field pastor should feel free to make suggestions on ways to improve future job performance of the field pastor. High performing pastors should be given letters of commendation.
3. File the evaluation in the pastor's personal record file.

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Antje B. Dimpudus completed her studies at AIIAS and earned an MBA degree. This paper is based upon her MBA project. At the time of the writing of this article Dr. David K. Amponsah was a Professor in the School of Graduate Studies at AIIAS and chair of the Business Department. He is currently teaching at Oakwood College in Huntsville, Alabama, USA.