MANAGERIAL COMPETENCE IN CHURCH STEWARDSHIP

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Keywords	ABSTRACT
managerial competence, stewardship, church, leader, pastor	The problem of mismanagement in church stewardship is caused by church leaders not being standardized in their managerial competencies which causes them to be unable to carry out their management functions, namely: planning, organizing, actuating, and controlling. This study addresses a notable gap in existing literature by providing a framework that links these competencies to the successful achievement of a church's vision, mission, and goals. The author proposes generic managerial competencies that must be standardized or possessed by the church leaders, such as General Ability, Willingness to do more, Creative Leadership, Goal & Objective Setting, Managerial, Emotional Quotient, Personality, human relations, work style, Loyalty, Work Potential. Finally, the research offers practical insights for church leaders enabling them to enhance their managerial skills and improve overall church governance and operational effectiveness.

INTRODUCTION

The fact that the church as the body of Christ and as a religious and spiritual institution led by God the Holy Spirit in the stewardship of its resources (people, money, movable and immovable assets, and so on) to achieve its vision, mission, goals (Soetomo SJ, 2021). The person in charge of managing church resources is generally carried out by church leaders who generally consist of the following elements: pastors, elders and other ministers. In fact, there are often mismanagement by leaders in the administration of all resources that are not professional and if left unchecked, can lead to failure to achieve the vision, mission, and goals of the church. Some examples of management errors that often occur in the church are: (1) making a work planning program without being preceded by a process of analyzing data on the internal and external environment of the church to see internal weaknesses and opportunities outside the church, (2) there is no system of organizing and coordinating work between service fields so that there are often conflicts of interest between service fields or between personal conflicts, and other conflicts, (3) there is no direction on the implementation of work programs by church leaders or administrators, (4) there is no regular coaching for the development of human resources in the church, (5) there is no evaluation of the work and performance of church leaders and administrators, (6) conflicts that are difficult to resolve during the implementation of ministry, and others

The problem of mismanagement in church stewardship is caused by church leaders not being standardized in their managerial competencies which causes them to be unable to carry out their management functions, namely: planning, organizing, actuating, and controlling (Munthe et al., 2021). The management of the church's stewardship had been built, ordained, and conveyed by God to the Prophet Moses when God commanded the Israelites to come out of the land of Egypt with the aim of reaching the promised land (Exodus 1-40). The leadership and management that Allah has established in order to manage human resources and assets that exist at that time is very clear in its orderly management in planning, organizing, implementing and supervising so that the goal is achieved to achieve the promised land.

The results of Tongam Sihol Nababan's observations delivered during the orientation and coaching of the 2019/2020 GKPI Vikar in Pematang Siantar on February 5, 2020 stated that the church

continues to face changes in various aspects in the aspect of resources (human, material, machine, methode/system, money) and must be properly and appropriately addressed with various sciences and one of them is management science (Nababan, 2020). There are many management models that can be used by the church and one of them is the POAC Planning, Organizing, Actuating, Controlling) model developed by Terry (2008).

Competencies are related to job descriptions and specifications. Competence is a basic characteristic consisting of skills, knowledge and personal attributes that need to be possessed in order for a person to carry out his duties optimally, or as a tool to predict the success of a person's work in a certain position or position. Competence must refer to and lead to the vision, mission, strategy and goals of the organization so that competence can be measured properly (Spencer Jr. & Spencer, 1993). Generic Competencies as a collection of supporting competencies and their levels required for all positions. Generic competencies are arranged to make it easier to prepare competency needs for each position which will later have some of these generic competencies. The managerial competence of church stewardship helps leaders carry out the basic functions of management, namely planning, organizing, implementing, and supervising so that they require generic competencies, namely: General Ability, Willingness to do more, Creative Leadership, Goal & Objective Setting, Managerial, Emotional Quotient, Personality, human relations, work style, Loyalty, Work Potential. Each competency will be described and made a scale level. The scale of competence can differ from one competency to another.

Based on the results of initial observations through the "Church System and Governance" of two large churches in Indonesia with the initials "GI" and "HK" churches, it is explained that the main provisions regarding ecclesiastical positions, namely "Elder" and "Pastor", are only limited to the definition of positions, general duties and special duties, requirements: commitment, character, ability and administration, other provisions. In the two books "Church Governance and Governance", there is no clear explanation of the managerial competency standards for church stewardship leaders, namely pastors, elders and other administrators in carrying out their leadership management functions.

Previous research on management competence in church ministry has been reviewed from various aspects. Yunita Sombolayuk et al., in their writings stated that "the managerial competence of the pastor of the congregation is needed to achieve the vision of the church" (Sombolayuk et al., 2024). Greg Soetomo, SJ in his book "Management Peter F Drucker On Church" believes that "the Church is a "heavenly" community, the work of God Himself, and the Holy Spirit who organizes the life of His Church, needs management in managing its activities" (Soetomo SJ, 2021). Gilbert Markus Nisahpih in his book "ISO 9001 Standard Church Management" explains the importance of building a standardized church management system so that it is easy to measure (Nisahpih, 2021). Sirait (2021) found that there was an urgency for program management in achieving the goals of church service. Parhusip (2020) stated that in the development of church services, there needs to be good management that will have a good impact in the world of service. Napitupulu & Tobing (2022) wrote that a shepherd must have good managerial skills.

Yuniati (2009) writes that generic competence reflects professional qualities, namely the values and attitudes that a position must have. The preparation of generic competencies uses the model from Spencer Jr. & Spencer (1993). Astadipura et al. (2016) wrote that in the process of compiling a competency dictionary, generic competencies based on the Spencer & Spencer mode are needed. Abdullah (2018) wrote that in the leadership development program, you must have managerial competence for its success. Beaumont (2009) wrote the importance of the core competencies of church leaders, namely: public communication, strategy and vision, willingness to engage conflict, decision making, spiritual maturity, initiative, ego strength, personal resilience.

Based on the results of the scientific study mentioned above, it turns out that there is still a gap or there is no explanation of the formulation of managerial competence in carrying out the function of church stewardship management for church leaders. Through descriptive research formulated in the form of research questions, namely: whether a church leader must have managerial competence, what are the managerial competencies for church stewardship leaders, and how the impact of managerial competence ownership for church stewardship leaders, the results of this research will find a novelty, namely managerial competence of church stewardship for church stewardship leaders to achieve the vision, mission and goals of the church. The research contributes to the field of church management by identifying and defining the specific managerial competencies necessary for effective church stewardship leadership. It addresses a notable gap in existing literature by providing a framework that links these competencies to the successful achievement of a church's vision, mission, and goals.

Additionally, the study offers practical insights for church leaders, enabling them to enhance their managerial skills and improve overall stewardship practices. By establishing a foundational understanding of managerial competence in this context, the research lays the groundwork for future studies and policy recommendations aimed at strengthening church governance and operational effectiveness.

METHODS

This study employed a literature study research method with a qualitative descriptive approach, where the author explored data sourced from literature related to managerial competence. In addition, the author utilized parallel and related texts from books and journals that supported the topic to obtain descriptive information about the importance of managerial competence in church stewardship. The references used included journal articles as primary sources, as well as books, Bibles, and other relevant primary sources that aligned with the topic according to the principles of literature review.

RESULTS

The church as the body of Christ and as a religious and spiritual institution that is directly led by the Holy Spirit in the stewardship of church resources in the form of people, money, movable and immovable assets, and so on through church leaders who are responsible for achieving the vision, mission, and goals. Every church stewardship leader must have good Christian spirituality, understand standardized work management, and have managerial generic competencies to carry out work management functions.

Management Model and Function

The word Management comes from the ancient French ménagement, which means "the art of executing and organizing". The term management comes from the word management (English), derived from the word "to manage" which means to take care of or governance. So that management can be interpreted as how to regulate, guide and lead all the people who are subordinates so that the business being done can achieve the goals that have been set previously.

Table 1. History of Management Development Rokhayati (2014)

Time Period	Management	Character
1771-1871	Early Theory	Robbert Owen & Babage
1870-1930	Scientific Management Stream	Frederick W Taylor, Herrington Emerson, Henry L Gantt, Frank & Lilian Gilbert,
1900-1940	Classical Organizational Theory Stream	Henry Fayol, James D. Money, Max Weber, Merry Parker Follet, Herbert Simon, Chester I. Bernard.
1930-1940	Human Relationships Stream	Hugo Masterberg, Hawthorne Studies, Elton Mayo, Fritz Roethlisberger
1940-Present	Modern Management Stream	Abraham Maslow, Chris Argyris, D.MC. Gregor, D.MC, Cleland, Ernes Dale, Peter F Drucker, George R Terry, Luther Gullick, Ricky W. Griffin, James AF Stoner

Below are some definitions of management according to management experts from various management schools that are the author's reference in explaining the concept and function of management for leaders (Baskara, 2013), including:
1) Robert Owen (1771-1758) as an early figure in management science. Owen is a successful businessman who contributes a lot of profits from his business to improve the lives of his employees. Owen was a man who opposed the practice of employing 5- or 6-year-olds and the standard 13-hour work day. He is called the "Father of Modem Personal Management". In addition, Owen pays more attention to workers, because according to him, an important investment for managers is human resources. In addition to improving working conditions, he also made procedures to increase productivity, such as work assessment procedures and compete openly.

2) Federick Winslow Taylor (1856 - 1915) as a pioneer figure in the discovery of scientific management. management is a serious experiment to deal with every problem that arises in the leadership of a company (and other organizations) or every system of human cooperation with the attitude and soul of a scholar and by using the tools of formulation.

3) Henry Fayol (1841-1925) as a classic organizational management figure. Fayol wrote the book "General and Industrial Management" in 1916, with the name of the classical management theory, namely the Flow that pays attention to the productivity of factories and workers. Fayol believes that the success of managers is not only determined by their personal quality, but also because of the use of the right management methods. Fayol's greatest contribution is his view that management is not just a personal intelligence, but rather a skill that can be taught and understood based on the basic principles and general theories that have been formulated. Henry Fayol mentioned the management function, namely planning, organizing, commanding, coordinating, controlling. Mary Parker Follet (1868-1933) as a classic organizational management figure, gave the meaning that management is the art of completing work through people lain. ini means that a leader is in charge of organizing and directing others to achieve organizational goals.

4) George Elton Mayo (1880 – 1949) was a management figure of the human relations school. Mayo's management theory states that employees are more motivated by relational factors such as attention and friendship than by monetary rewards or environmental factors, such as lighting, humidity, and more. Mayo's theory identifies "norms" through the extent to which a group encourages positive or negative behavior. This is usually disclosed through an employee handbook or workplace policy and can include formal or informal regulations. Group cohesiveness is how a group works together, which is defined as the overall friendship or level of teamwork.

Figures of the modern management school include: Luther Gullick (1937) mentioned the functions of management, namely planning, organizing, staffing, directing, coordinating, reporting, budgeting. Luther Gulick defined management as a field of science that systematically seeks to find out why and how humans work together to achieve goals and make this system of cooperation more beneficial to humanity. Ricky W. Griffin (1990) defines management as a process of planning, organizing, coordinating, and controlling resources to achieve goals effectively and efficiently. James A. F. Stoner (1935-1992), gave the definition of management is the process of planning, organizing, controlling and leading various efforts of the members of the organization and using all the resources of the organization to achieve the goal. William H. Newman: management is a function that deals with obtaining certain results through others. Lyndak F. Urwick (1891-1983) Management is Forecasting, Planning. Organizing, Commanding, Coordinating and Controlling. Koontz and O'donnel (1991) management functions are organizing, staffing, directing, planning, controlling. George R Terry (2006) in his book entitled "Principles of Management" gives a definition: "Management is a process that distinguishes planning, organizing, implementing and supervising, by utilizing both science and art, in order to be able to complete pre-set goals" (Planning, Organizing, Actuating, Controlling). The POAC model management is more focused on results or objectives or more objective so it is sometimes called management by objective (MBO), so it is interesting to observe the management model system that can be established in the organization it leads.

Based on the explanation of the definition of management above, it can be concluded that the definition of management is an art, science and process in carrying out its activities, planning, organizing, implementing and supervising in order to utilize and manage organizational resources to achieve the goals that have been set.

The author considers and chooses the POAC (Planning, Organizing, Actuating, Controlling) management model developed by Terry (2008) to be used as a standard management function model in the church with easy access to these management books considering that they are most widely taught in universities in Indonesia and are also implemented in national and international private companies and government institutions. The management function is the basis for choosing the managerial competence of church stewardship

Planning Management Function

Planning involves setting goals and figuring out how to achieve those goals. Planning has been considered the primary function of management and includes everything that church leaders do. In

planning, the church leader or administrator looks to the future, saying "This is what we want to achieve and how we are going to do it". Planning is thinking about what to do with the resources you have. Planning is done to determine the company's overall goals and the best way to meet those goals. Church leaders evaluate various alternative plans before taking action and then see if the chosen plan is suitable and can be used to meet the church's vision, mission, and goals. Planning is the most important process of all management functions because without planning, other functions cannot run. Making decisions is usually part of planning because each choice is made based on the completion process of each plan. Planning is important because it plays a lot of role in driving other management functions. For example, each Church Leader must create an effective work plan within the organization's staffing.

In general, planning management activities that can be applied in the church are: determining goals, determining benchmarks, understanding the situation, understanding obstacles, determining resources, determining activities, determining priorities. This planning management activity is the basic information in creating managerial generic competencies.

Organizing Management Function

Organizing is a group of two or more people who work together in a structured way to achieve a specific goal or a set of goals. Organizing is the process of ensuring the human and physical needs of each resource are available to carry out the plan and achieve the goals related to the organization. Organizing also includes assigning each activity, dividing work into specific tasks, and determining who has the right to do some tasks. Another key aspect of organizing is the grouping of activities into departments or several other subdivisions. For example, staffing, to ensure that human resources are needed to achieve organizational goals. Organizing is carried out with the aim of dividing a large activity into smaller activities. Organizing makes it easier for leaders to supervise and determine the people needed to carry out the tasks that have been divided. Organizing can be done by determining what tasks should be done, who should do it, how the tasks should be grouped, who is responsible for the tasks, and at what level decisions should be taken.

In general, organizational management activities that can be applied in the church are: dividing work, understanding dependencies, understanding responsibilities, building cooperation, making SOPs, taking into account efficiency. This organizing management activity is the basic information in creating managerial generic competencies

Directing/Coordinating/Actuating Management

Actuating is the role of a manager to direct workers in accordance with organizational goals. Actuating is the implementation of a plan, different from planning and organizing. Actuating makes the sequence of plans into action in the organizational world. So that without real action, plans will become imaginations or dreams that never come true. Directing or Commanding is a management function that is related to the effort to provide guidance, suggestions, orders or instructions to subordinates or group members in carrying out their respective duties, so that the task can be carried out properly and is really aimed at the goals that have been originally set in accordance with managerial and business planning. Actuating is an action to try to make all members of the group strive to achieve goals in accordance with managerial planning and organizational efforts. So actuating means to move people to want to work on their own or be fully aware together to achieve the desired goal effectively. In this case, what is needed is leadership.

In general, actuating management activities that can be applied in the church are: giving instructions/targets, giving direction, giving motivation, monitoring implementation, solving problems, making decisions, reward-punishing, looking for alternative actions. This actuating management activity is the basic information in creating generic managerial competencies.

Controlling & reporting

Controlling or supervision, often also called control is one of the management functions in the form of conducting assessments, if necessary to make corrections so that what the subordinates do can be directed to the right path with the intention of the goals that have been originally outlined. Controlling, ensuring that the performance is as planned. This compares actual performance with predetermined standards. If there is a significant discrepancy between actual and expected performance, the manager must take corrective action. For example, increasing advertising to increase sales. The function of controlling is to determine whether the initial plan needs to be revised, looking at

the results of the performance so far. If it is felt that there needs to be a change, then a Church Leader and Administrator will return to the planning process. Where he will plan something new, based on the results of the controlling. Reporting is one of the management functions in the form of conveying developments or results of activities or providing information about all matters related to duties and functions to higher officials both verbally and in writing so that in receiving reports can get an overview of the implementation of the duties of the person who gives the report.

In general, supervisory management activities that can be applied in the church are: work performance monitoring, work audits & analysis, evaluation & feedback, improvement & improvement, reporting & documentation. This *Supervision and Reporting* management activity is basic information in creating generic managerial competencies.

Competence

Competencies are related to job descriptions and specifications. Competence is a basic characteristic consisting of skills, knowledge and personal attributes that need to be possessed in order for a person to carry out his duties optimally, or as a tool to predict the success of a person's work in a certain position or position. Competence must refer to and lead to the vision, mission, strategy and goals of the organization so that competence can be measured properly (Spencer Jr. & Spencer, 1993). Competencies consist of motive, trait, self concept, skill, knowledge have a cause-and-effect relationship with a person's performance.

Competency is the basic characteristic of an individual that allows him to provide optimal performance in a particular job, role or situation (Shermon, 2004). The benefits of building a competency system as a reference for a person's initial success in work – determining the knowledge, skills and personal attributes necessary for success in a job, competencies as the basis for recruitment, assessment and development, performance assessment and compensation, determination of training and development needs (Spencer Jr. & Spencer, 1993).

The level of competence is divided into three parts, namely: (1) Organizational Competencies, as a factor that makes the company competitive and superior to competitors. Organizational competencies are grouped as core competencies, (2) Job/Role Competencies, related to two functions, namely (a) Behavioral Competency (Soft Competency): Competencies related to the ability to manage work and develop positive interactions with others. Usually not specific to industry, process or field of work; are general. Example: problem solving, leadership, communication, (b) Technical Competency (Hard Competency): Competencies related to the functional ability of the job. Related to technical matters of work. Examples: accounting skills, psychodiagnostics, marketing research, (3) Personal Competencies, which is the competence that a person has.

Spencer & Spencer groups competencies into six clusters and each cluster consists of two to four competencies, each of which has a narrative definition plus three to six specific behavioral indicators or behaviors demonstrated in the work related to the competency. The six competency clusters include: (1) Achievement & Action, (2) Helping & Human Service, (3) Impact & Influence, (4) Managerial, (5) Cognitive, (6) Personal Effectiveness.

Competency cluster "Achievement & Action". The essence of this group is action towards prasikap, which is directed more towards the achievement of a task than its impact on others. However, the act of influencing or leading others to increase productivity or get more results is included in achievement competencies as well as impact and influence competencies. The Achievement & Action Cluster consists of four competencies, namely: Achievement Orientation, Concern for Order, Quality & Accuracy, Initiative, Information Seeking.

The "Helping & Human Service" competency cluster includes the intention to meet the needs of others; adjusting to the affairs, interests, and needs of others (Interpersonal Understanding) and working to meet those needs (Customer Service Orientation). This competency group concerns a strong basic need to relate to other competency groups (clusters). The "Helping & Human Service" competency cluster consists of two competencies, namely: Interpersonal Understanding, Customer Orientation.

The "Impact & Influence" competency cluster reflects an individual's basic abilities with their impact on others, known as the need for strengths/abilities. The forces that can motivate effective behavior are generally influenced by good consideration for the company or others. The "Impact & Influence" competency cluster consists of three competencies, namely: Impact & Influence, Organizational Awareness. Relationship Building.

The "Managerial" competency cluster is a special competency that is part of the Impact and Influence competency group, which aims to get a definite specific impact. These specific goals (to develop others, lead others, improve teamwork, and collaboration) are important for a manager. The "Managerial" competency cluster consists of four competencies, namely: Developing Others, Directiveness, Teamwork & Cooperation, Team Leadership.

The "Cognitive" competency cluster serves as an intellectual version of the initiative competency: an individual works to understand a situation, task, problem, opportunity, or knowledge. The "Cognitive" competency cluster consists of two competencies, namely: Analytical Thinking, Conceptual Thinking.

The "Personal Effectiveness" competency cluster has more general characteristics compared to other competency groups. This group of competencies entirely reflects some aspect of an individual's maturity in relation to others or in work. This group of competencies regulates the effectiveness of an individual's performance when dealing with pressure and adversity. The "Personal Effectiveness" competency cluster consists of four competencies, namely: Self Control, Self Confidence, Flexibility, Organizational Commitment

In table-2 below, the definition of each competency from each competency cluster group is explained and the behavioral indicators of each competency are also explained so that they are easy to understand when implementing them (Puspitasari, 2009).

Table 2. Definition of Competency (Spencer Jr. & Spencer, 1993)

No.	Competence	Definition	Behavioral Indicators
Cluster Achievement & Action			
1	Achievement Orientation	Motivation to work as best as possible or achieve the highest possible work results beyond the set standards; results-oriented; willing to make changes, innovative; loves a challenge. Another meaning is also the level of concern for a person in his work so that he is encouraged to try to work better or above the standard.	1. Work according to the set standards; can achieve the set targets. 2. Showing results that continue to improve; There is progress made. 3. Courage to accept and be willing to try higher job challenges/targets 4. Work efficiently with optimal results. 5. Focusing on achieving maximum profits, by striving to optimize the resources owned and minimize possible risks.
2	Concern for the quality	Consistency of accuracy/quality of work results in all situations/conditions; without depending on the changing situation of oneself and the environment; Ability to understand quality standards and always apply them in all aspects of work.	1. Showing work results that meet the expected quality standards. 2. Control and check the work or information received, without reducing the speed of work 3. Demonstrate consistency of work results over time. 4. Insisting on clarity of roles and functions
3	Initiative	The willingness to take action; doing something more than expected; doing something unsolicited, which will improve or encourage the end result or prevent a problem from occurring, or find/open up new opportunities.	1. Persistent, not easy to give up when faced with difficulties or rejection; trying to find new ways to succeed. 2. Willing to do something without waiting for instructions.

			3. Willing to do something outside of the job description that should be. 4. Can see and capture opportunities 5. Being able to anticipate situations or problems, which others do not see
4	Information seeking	The desire to know more about everything; Willing to try to get information, not satisfied with only the existing information.	1. Actively seek information by asking a lot of questions to get some certainty. 2. Actively seek information by "going down to the field yourself" to get certainty of the situation you are facing. 3. Filter information that may be useful for yad time
Cluster Helping & Human Service			
1	Interpesonal Understanding	The willingness to understand others; The ability to understand others, to empathize with others.	1. Understanding the feelings of others 2. Being able to predict the reaction of others 3. Understanding the attitudes, interests, needs of others 4. Understanding the background of why a person displays an attitude, behavior or problem. 5. Can establish social relationships with anyone without causing conflicts with others.
2	Customer focus	The desire to help others; trying to recognize customer needs.	1. Seeking information about customers and their needs, to be able to provide appropriate treatment 2. Responsible for overcoming problems that arise related to the services provided. 3. Strive to provide services that can provide satisfaction to customers. 4. Willing and able to provide solutions to customer problems.
Cluster & Influence			
1	Impact & Influence	Actions, persuasion, persuasion influence others so that they want to support our plans.	1. Anticipating the effect of an action on the views of others 2. Using reason, facts, data, real examples and demonstrations. 3. Conducting political coalitions and providing information to gain certain influence

			4. Using group skills in leading a group
2	Organizational Awareness	The ability of individuals to understand the influence of relationships on organizations. The ability to identify who is an influential person in decision-making.	1. Understanding the structure of informal Organizations 2. Recognize invisible organizational boundaries 3. Recognize problems and opportunities affecting the organization
3	Building a relationship	The ability to build and develop cooperative relationships that can provide results/benefits for the interests of the company or for the achievement of work goals.	1. Able to read the situation faced and see opportunities. 2. Able to facilitate the occurrence of an agreement, which can provide added value for the Company. 3. Able to encourage/influence others or third parties to have a positive view of the company.
Cluster Managerial			
1	Developing others	Guide and direct others to be able to develop so that they can display improvements in attitudes and work results.	1. Showing positive expectations about others, although difficult, but having confidence that everyone is willing and able to learn. 2. Provide clear directions and examples. 3. Assesses a person based on his or her behavior and can provide useful feedback for his or her development. 4. Identify the necessary training/development needs. 5. Delegate tasks with the aim of developing subordinate abilities.
2	Directiveness	Ability to direct subordinates to follow the expected work standards.	1. Dare to rebuke openly and directly if there are subordinates who have problems in terms of attitude and work results. 2. Establish performance standards or quality of work that must be followed. 3. Dare to say no to deviant requests or actions. 4. Provide detailed/clear directions and assignments.
3	Teamwork & Cooperation	The desire to work together with others, to be part of a team.	1. Asking for the opinions of others to make a decision/plan. 2. Communicate all the things that team members need to know, so that they can keep up

			with every development that happens. 3. Be positive towards others. 4. Openly praise subordinates who show good performance. 5. Encourage subordinates/others so that they become more confident. 6. Support/help each other to achieve common interests. 7. Not thinking only for the dept/division itself, but willing to support between the dept/division.
4	Team Leadership		The willingness to carry out the role of leader; the desire to lead others.	1. Treat each team member objectively. 2. Improving work morale and productivity of team members, including to take action against team members who do not perform or have problems. 3. Accommodate all team members' needs. 4. Ensure that all team members understand the team/company's goals, culture and policies.
5	Planning & Organizing		Ability to build a work system/organization to ensure that work can be completed efficiently.	1. Make clear plans, targets and schedules. 2. Make work priorities. 3. Can direct yourself and others to stay focused on the work/goals you want to achieve.
Cluster Cognitive				
1	Analytical Thinking		Understanding a situation by looking at it in detail from every aspect; being able to organize parts of a problem or situation into a whole in a systematic way; looking at causal relationships; identify the sequence of events or time.	1. Setting work priorities based on their level of importance 2. Breaking down complex tasks into smaller pieces in a systematic way 3. Understand the causal relationship or understand the consequences of any action/situation. 4. Able to set anticipatory steps 5. Using several analytical techniques to identify a situation.
2	Conceptual Thinking		Understanding a situation or problem by integrating several components of existing aspects; Identify patterns or relationships between several situations where the relationship is unclear.	1. Use common sense and past experience to identify problems/situations 2. Can learn from past experience and apply the concepts to the right situations.

			3. Able to explain complex concepts in simple and easy-to-understand language. 4. Able to draw relationships from some existing data or information.
3	Technical / Professional / Managerial Expertise (desire to develop)	Mastery of knowledge related to one's work and the desire to use, develop and share one's knowledge with others.	1. Doing work according to the knowledge and skills they have. 2. Demonstrate a high level of curiosity about the field being addressed. 3. Willing to help others to solve technical problems. 4. Willing to learn new things, related to their work. 5. Be proactive in making changes by implementing something new.
4	Decision Making/ Problem Solving	The ability to understand a problem and take appropriate and objective action by considering data/facts, obstacles and possible consequences.	1. Analyze every information/data available. 2. Involve others. 3. Providing alternative solutions. 4. Have a commitment to take concrete action.

Cluster Personal Effectiveness

1	Self Control (Resistance to stress; Self-control)	The ability to control emotions and prevent unwanted actions from occurring, when in an emotional state, or dealing with people who are disliked/contrary to them or under stressful work situations.	1. Not easy to 'explode' 2. Can control yourself in unpleasant situations 3. Stay calm in stressful situations 4. Can find the right way to channel stress 5. Respond appropriately to stressful situations
2	Self Confidence	A person's confidence in his or her ability to perform his or her duties; in facing challenging situations, to make decisions or express opinions and in handling failures constructively.	1. Dare to take an unpopular action or decision 2. Can present themselves convincingly 3. Confident in his decisions or abilities 4. Dare to express their opinions in situations where there is a difference of opinion, especially with their superiors 5. Taking responsibility for the mistakes/failures they make
3	Flexibility	Ability to adapt and work effectively in a variety of situations, individuals or groups; the ability to understand and respect differences of opinion; the ability to adapt to change.	1. Able to understand differences of opinion/view 2. Easily adapt to changes that occur in work 3. Flexible to rules/procedures, adapted to the situation and in line with the

		company's overall objective framework 4. Able to adjust their opinions/actions according to the situation they are facing.
4	Organizational Commitment	The ability and willingness of individuals to adapt their behavior to the needs, priorities and goals of the organization; to demonstrate behavior that supports the achievement of the company's goals or in accordance with the company's needs.	1. Willing to help colleagues to complete their work. 2. Align its priorities and activities according to the company's needs. 3. Understand the importance of cooperation to achieve organizational goals. 4. Prioritizing the interests of the company rather than imposing one's own will.

Generic Competencies

Generic Competencies as a collection of supporting competencies and their levels required for all positions. Generic competencies are arranged to make it easier to prepare competency needs for each position which will later have some of these generic competencies.

Table-3 below is an example of generic competencies and behavioral indicators that must be possessed in professional or non-manager staff positions so that the goals of the position are easier to achieve

Tabel 3. Generic Competencies Technical Professional (Non Manager) (Spencer & Spencer, 1993)

No.	Generic Competencies	Behavioral Indicators
1.	Achievement Orientation	• Create performance measurements • Improve productivity • Setting challenging goals • Doing inovasI
2.	Impact & Influence	• Using direct persuasion, facts and images • Adjusting the way you communicate to convince others • Showing concern for reputation
3.	Conceptual Thinking	• Understanding problems and determining actions • Creating patterns and ways of thinking systematically
4.	Analytical Thinking	• Anticipating issues • Analyze problems systematically • Making logical conclusions • Considering the consequences or impact of an action or decision
5.	Initiative	• Raise issues unsolicited • Troubleshoot
6.	Self Confidence	• Demonstrate confidence in making judgments • Seeking challenges and demonstrating independence
7.	Interpersonal Understanding	• Understanding the needs, attitudes and interests of others
8.	Concern for Order	• Seeking role clarity and information • Check the quality of the work or information • Have good documentation
9	Information Seeking	• Actively contacting multiple sources • Reading journals, articles, etc
10.	Teamwork & Cooperation	• Consider the input of others • Respect others

No.		Behavioral Indicators
11.	Expertise	• Have adequate technical knowledge and be willing to develop it • Enjoying their work, willing to share knowledge
12.	Customer Service Orientation	• Understanding and meeting the needs of others

Table-4 below is an example of generic competencies and behavioral indicators that must be possessed in the position of leader (manager) in general so that the purpose of the position is easier to achieve

Tabel 4. Generic Competencies Managerial (Manager Level) (Spencer & Spencer, 1993)

No.	Generic Competencies	Behavioral Indicators
1.	Impact & Influence	• Using direct persuasion, facts and images • Adjusting the way you communicate to convince others • Showing concern for its reputation or credibility
2.	Achievement Orientation	• Create performance measurements • Increase work effectiveness and efficiency • Setting challenging goals • Conduct a cost & benefit analysis
3.	Teamwork & Cooperation	• Engaging others • Respect others • Empower team members • Consider the input of others
4.	Analytical Thinking	• Considering the consequences or impact of an action or decision • Anticipating issues • Analyze problems systematically • Analyze what is needed to achieve the goal
5.	Initiative	• Prepare what is needed to deal with potential problems that will occur or opportunities that will arise • Handle issues effectively • Taking action responsibly, even if it exceeds authority • Demonstrate resilience in working and achieving goals • Working outside of hours
6.	Developing Others	• Provide constructive feedback • Providing guidance (coaching) through instruction, advice, explanation or support • Provide specific assignments or training aimed at developing team members
7.	Self Confidence	• Demonstrate confidence in making judgments and making decisions • Seeking challenges and demonstrating independence • Dare to take risks on actions or decisions taken
8.	Interpersonal Understanding	• Understanding the needs, attitudes and interests of others • Understanding the motivations of others • Understand the strengths and weaknesses of others • Understand the actions of others and why they act the way they do
9.	Directiveness/Assertiveness	• Dare to say 'no' • Setting standards and demanding performance • Confronting differences of opinion in a clear and acceptable way for others

		• Reprimanding team members who are performing poorly or not up to standard
10.	Information Seeking	• Searching for a lot of information systematically • Searching for information from various sources • Conducting 'going to the field' activity
11.	Team Leadership	• Define and communicate performance standards • Representing his team in a greater degree of organization
12.	Conceptual Thinking	• Seeing patterns or relationships of information or facts • Finding something inconsistent or unclear • Quickly identify problems or actions in complex situations
13.	Organizational Awareness	It must exist, as a basis for carrying out its functions. However, it is no longer the main thing, because other competencies are more important.
14.	Concern for Order	
15	Technical Expertise	

Generic Managerial Competency Requirements for Church Ministering Leaders

Given the importance of the duties of church leaders in carrying out church stewardship in managing church resources, church leaders, namely pastors, elders and church administrators must have the ability to carry out basic management functions, namely planning, organizing, implementing, and supervising so that the vision, mission, and goals of the church are achieved.

Church leaders need managerial generic competencies to be able to carry out these management functions, and the author proposes generic competencies that must be standardized or possessed by church leaders, namely: Achievement Orientation, Concern for Order, Quality & Accuracy, Initiative, Information Seeking. Interpersonal Understanding, Customer Orientation, Impact & Influence, Organizational Awareness. Relationship Building, Developing Others, Directiveness, Teamwork & Cooperation, Team Leadership, Analytical Thinking, Conceptual Thinking, Self Control, Self Confidence, Flexibility, Organizational Commitment.

In order to fulfill the managerial competence of church stewards in terms of knowledge, skills and attitudes, church leaders must first take part in trainings related to each of these generic competencies. If church leaders have standardized their managerial competence in church stewardship, it is hoped that the vision, mission, and goals of the church will be achieved, there will be minimal mismanagement, and the number of conflicts within the church will be reduced.

CONCLUSION

Leaders in the church, including pastors, elders, and administrators, must possess managerial competence to effectively plan, organize, implement, and control church resources, thereby achieving the church's vision, mission, and goals while minimizing mismanagement. Future research could focus on identifying the specific managerial competencies that enhance stewardship by conducting qualitative studies, such as interviews with church leaders to understand their experiences and challenges. Additionally, longitudinal studies could evaluate the effectiveness of training programs aimed at improving managerial skills and their impact on resource management and church performance. Comparative studies could analyze different churches' levels of managerial competence to uncover best practices, while also investigating the role of mentoring and support systems in developing managerial skills among emerging leaders for better stewardship outcomes.

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