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SELF-CONFIDENCE, HUMILITY, AND EFFECTIVENESS AMONG SEMINARY  
LEADERS: A STUDY OF PERCEPTIONS

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By  
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## CHAPTER 1

### INTRODUCTION

This research investigated faculty perceptions of humility and confidence in relation to leader effectiveness among seminary leaders. Participants were asked to rate seminary leaders' self-confidence, humility, and leader effectiveness. The research question asked, "To what extent do humility and self-confidence contribute to leadership effectiveness?" The research tested the theory that humility and self-confidence are vital components of leadership effectiveness. Twenty-eight institutions were invited to participate in the study. Institutions were selected because they were tagged as a Baptist affiliate on the website, baptistlife.com. The findings should enable organizations to better understand the roles of humility and self-confidence in leadership effectiveness. Leaders will potentially gain insights into the effects of humility and self-confidence as contributors to leadership effectiveness. Chapter one will feature the research question, research background, problem statement, research purpose, and research significance.

#### Research Background

Jesus Christ exemplified a unique combination of humility and self-confidence, as the greatest spiritual leader of all. Moreover, Paul challenged the Philippians, "Let this mind be in you which was also in Christ Jesus, who, being in the form of God, did not consider it robbery to be equal with God, but made Himself of no reputation, taking the form of a bondservant, *and* coming in the likeness of men. And being found in appearance as a man, He humbled Himself and became obedient to *the point of* death, even the death of the cross (Philippians 2:5-8 NKJV)." As a man, Jesus had a unique ability to put the needs of others before his own, displaying an unfathomable depth of

humility; yet, he spoke with such authority and confidence, causing his opponents to fear him (Matthew 7:28-29; 13:54; 22:33, Mark 1:22; 6:2; 11:18, and Luke 4:32). Jesus' perfect combination of humility and confidence and the effect of those qualities on His leadership drove this research. Flamming supported the model of Christ's leadership and concluded leaders following his model have a common thread of love for people.<sup>1</sup>

### Problem Statement

Professor Edwin Hollander of Baruch College<sup>2</sup> is a major figure in social psychology and leadership research. Over several decades, Hollander has made lasting contributions to the leadership field. Moreover, Hollander's persistent focus on understanding "followership" in terms of leadership has influenced some of his more recent studies.<sup>3</sup> The problem is, some leaders become so removed from followers' perceptions and needs they cease to be aware of the effect of their actions on the organization or team.<sup>4</sup> The separation is dangerous for followers and their colleagues because being a leader allows one more influence and power over others and their

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<sup>1</sup> Peter James Flamming, "Incarnational Leadership for Ministry," *The Theological Educator* 52 (Fall 1995): 11-12.

<sup>2</sup> E. Hollander. <http://www.baruch.cuny.edu/wsas/academics/psychology/ehollander.htm>, (Available online July 12, 2012).

<sup>3</sup> Edwin Hollander, *Inclusive Leadership: The Essential Leader-Follower Relationship* (New York: Taylor & Francis Group, 2009).

<sup>4</sup> Edwin P. Hollander, "Ethical Challenges in the Leader-Follower Relationship," *Business Ethics Quarterly* 5, no. 1 (1995): 53.

outcomes, and the leader who is power-oriented, exploitative, and self-serving often leaves his or her followers paying the greater price for his or her failures.<sup>5</sup>

Brown concluded that anyone who has followed the wave of corporate scandals, such as Enron Corporation (2001), in the last generation recognizes Ken Lay, John Rigas, and Bernie Ebbers. These men are but a few of the high profile leaders who fell from their corporate thrones because of scandals.<sup>6</sup> One of the root causes of failure, according to Brown, is that individuals are not accurate self-perceivers. He noted that people have a tendency to rate themselves higher than average on many dimensions such as honesty and competence, and Brown concluded that self-ratings were almost always higher than ratings obtained from others. His conclusion was based upon the fact that self-perceptions are biased, and the fact that it is improbable that a majority of people can be better than average.<sup>7</sup> In order for a leader to accept the evaluations of followers, he or she must be humble. Failing to see oneself through the perceptions of others and instead relying on one's own personal evaluations can lead well-intentioned leaders to lapses in judgment, resulting in ineffective leadership.<sup>8</sup>

Some leaders, however, see humility as a negative leadership trait. According to Ou, the negativity is due to defining humility as a characteristic, such as self-abasement.<sup>9</sup>

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<sup>5</sup> Ibid, 56.

<sup>6</sup> Michael E. Brown, "Misconceptions of Ethical Leadership: How to Avoid Potential Pitfalls," *Organizational Dynamics* 36, no. 2 (2007): 140.

<sup>7</sup> Ibid, 142.

<sup>8</sup> Ibid, 143.

<sup>9</sup> Yi Ou, "CEO Humility and Its Relationship with Middle Manager Behaviors and Performance: Examining the CEO-Middle Manager Interface," (PhD Dissertation, Arizona State University, 2011).

Moreover, Weiss and Knight also denoted humility as a negative trait by, equating humility with low self-esteem, which implies a lack of confidence.<sup>10</sup>

The opposite of humility is arrogance or hubris. Kouzes and Posner described hubris as the most insidious of potential problems for leaders saying, “All evil leaders have been infected with the disease of hubris, becoming bloated with an exaggerated sense of self and pursuing their own sinister ends.”<sup>11</sup> Lencioni’s list of five temptations for CEOs included two that pointed to hubris: (1) Choosing status over results, and (2) Choosing popularity over accountability.<sup>12</sup> Egocentricity often leads to biased judgments. Some leaders have a basic tendency to protect their own egos and interests. Furthermore, most leaders do not realize their judgments are tainted with self-interest.<sup>13</sup>

According to Northouse, arrogance and self-serving interests differ from self-confidence, a characteristic some consider necessary for effective leadership. Individuals possessing self-confidence who became leaders are evidence that this is a necessary trait for becoming leaders of particular groups.<sup>14</sup> In early leadership trait studies, many authors reporting on the relationship of self-confidence to leadership were uniform in the positive

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<sup>10</sup> Weiss, H. M., and P. A. Knight, "The utility of humility: self-esteem, information search, and problem-solving efficiency," *Organizational Behavior and Human Performance* 25, no. 2 (1980): 216-223.

<sup>11</sup>James M. Kouzes, and Barry Z Posner, *The Leadership Challenge*. 4<sup>th</sup> ed. (San Francisco: Jossey-Bass, 2007), 347.

<sup>12</sup> Patrick Lencioni, *The Five Temptations of the CEO: A Leadership Fable* 1998, (San Francisco: Jossey-Bass, 1998).

<sup>13</sup> Leigh Thompson, Janice Nadler, and Robert B. Lount, Jr, "Judgmental Biases in Conflict Resolution and How to Overcome Them." In *The Handbook of Conflict Resolution*, by Morton Deutsch, Peter T. Coleman and Eric C. Marcus, 243-267, (San Francisco: Jossey-Bass, 2006).

<sup>14</sup>Peter G. Northouse, *Leadership: Theory and Practice*, (Thousand Oaks: Sage, 2007), 16-18.

direction of their theories. For instance, Drake showed leadership and self-assurance associated, reporting a correlation coefficient of .59.<sup>15</sup> Bellingrath's findings were similar, reporting a correlation coefficient of .58.<sup>16</sup> Furthermore, McCormick posited one of the most frequently reported findings in leadership literature was the relationship between self-efficacy and leadership success.<sup>17</sup> Drake, Bellingrath, McCormick, Bass and others considered self-confidence critical for exemplary leadership performance.<sup>18</sup>

Jesus Christ displayed an unfathomable depth of self-confidence. Ultimately, His confidence was in the Father, the Creator, from whom He had all power and authority (Matthew 28:18). One could easily see the authority of Christ and his confidence through the amazement of those who witnessed his teaching (Matthew 7:29; Mark 1:22, et. al.). According to Oates' research, faith and suffering are led by confidence and ultimately driven by the indwelling Spirit of God in the Christian leader.<sup>19</sup> The authority of Jesus demonstrated his confidence level; His ability to resist temptation and to always know what was right and do it (faith) contributed greatly to his self-confidence (1 Peter 2:22).

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<sup>15</sup> R. M. Drake, "A Study of Leadership," *Character & Personality*, (1944): 285-289.

<sup>16</sup> George C. Bellingrath, "Qualities associated with leadership in the extra-curricular activities of the high school," Teachers College, Columbia University, 1930.

<sup>17</sup> Michael J. McCormick, "Self-efficacy and leadership effectiveness: Applying social cognitive theory to leadership," *Journal of Leadership Studies*, (2001): 22-33.

<sup>18</sup> Bernard M. Bass, *Bass & Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications*. 3rd ed. (New York: The Free Press, 1990), 69.

<sup>19</sup> Wayne E. Oates, "The Marks of a Christian Leader," *Southwestern Journal of Theology* Vol. 29, no. no. 2 (Spring 1987): 19-22.

Arrogance and hubris were thought to be negative leader traits,<sup>20</sup> which discredit the trust that is essential for leadership effectiveness<sup>21</sup> and often lead to derailment.<sup>22</sup> However, Kouzes and Posner noted the importance of self-confidence and saw it as a positive trait. They wrote that confidence enables one to adequately cope with events, situations, and people, and it puts one in a position to exercise leadership.<sup>23</sup>

What is the difference between confident leaders and arrogant leaders? Oyer supported the idea that the difference is humility.<sup>24</sup> Humility was theorized essential for leader effectiveness; Kouzes and Posner theorized in *The Leadership Challenge* that exemplary leaders realized that “you can’t do it alone.” The implication of their conclusions is that one could avoid hubris and grandiose views of self, if one recognized one’s futility and the need for others. Moreover, Kouzes and Posner argued that when leaders recognized the importance of others, they acted accordingly, and they also suggested that humble leaders achieved higher levels of performance.<sup>25</sup>

Spiritual leaders must understand their position in reference to God’s sovereignty. Leaders are ultimately in place, as leaders, as long as God wills; the prophet Daniel

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<sup>20</sup> M. N. Ruderman, K. Hannum, J. B. Leslie, and J. L. Steed, "Making the connection: Leadership skills and emotional intelligence," *Leadership in Action* Vol 21, no. 5 (2001): 3-7.

<sup>21</sup> Kouzes and Posner, 2007.

<sup>22</sup> Jean Leslie, "Leadership Skills & Emotional Intelligence," Research report, Center for Creative Leadership, 2003.

<sup>23</sup> Kouzes and Posner, 2007, 265.

<sup>24</sup> Brenda J. Oyer, *The Relationship Between Principals' Confidence, Humility, and Effectiveness: A study of Teacher Perceptions*, (Ed D Dissertation, Bowling Green State University, 2011), 3.

<sup>25</sup> Kouzes and Posner, 2007, 347.

stated, “Blessed be the name of God forever and ever, For wisdom and might are His. And He changes the times and the seasons; He removes kings and raises up kings; He gives wisdom to the wise And knowledge to those who have understanding” (Daniel 2:20-21 NKJV). Furthermore, MacArthur wrote, “All leaders are at best clay pots.”<sup>26</sup> Even the bold and courageous Apostle Paul was content to be a clay pot in the service of the Lord, not seeking the approval of men but of God.<sup>27</sup> Leaders must remember they are not perfect, but instead fallen and sinful with many flaws and shortcomings. Kouzes and Posner gave great advice to aspiring leaders, “Remain humble and unassuming—to always remain open and full of wonder.”<sup>28</sup>

### Research Purpose

This research analyzed the relationship between leader humility and self-confidence, as contributors to the effectiveness of leaders. The findings will potentially enable organizations to better predict leader performance based on the level of humility and self-confidence possessed by a leader. The leader will better understand perceived strengths and weaknesses in reference to humility and self-confidence, as contributors to effectiveness. Leadership research was driven largely by the challenge for organizational leaders to understand how to influence people more effectively.<sup>29</sup>

Peters, Rowat, and Johnson suggested that arrogance and selfishness affected relationships negatively, while a high level of humility enhanced relationships

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<sup>26</sup> John MacArthur, *The Book on Leadership*, (Nashville: Thomas Nelson, Inc., 2004), 109.

<sup>27</sup> Ibid, 111.

<sup>28</sup> Kouzes and Posner, 2007, 348.

<sup>29</sup> Oyer, 2011, 4.

positively.<sup>30</sup> Furthermore, Oyer stated that adequate research has been performed in the study of confidence and its effects upon leadership, while research involving the effects of humility was lacking.<sup>31</sup> Tangney wrote just over a decade ago, “Humility is a neglected virtue in the social and psychological sciences. Virtually no empirical research has addressed a long-revered construct.”<sup>32</sup>

One goal for this research was to add to the overall data available in leadership literature by examining the correlation between follower perceptions of leader self-confidence, leader humility, and leader effectiveness. Another goal for the research was to enable churches, schools, and other institutions to better predict performance based on the humility and self-confidence of a leader.

#### Research Delimitations and Limitations

This study limited itself to seminary or divinity school leaders of schools that exist inside the United States as listed on the website [baptistlife.com](http://baptistlife.com). Other websites such as [univsource.com/theology.htm](http://univsource.com/theology.htm)<sup>33</sup> list more than 150 similar schools in the United States, which would provide a similar population sample. The research was limited in its scope to institutions affiliated with Baptists because of the personal interest of the researcher and the convenience provided by the website.

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<sup>30</sup> Annette Peters, Wade C. Rowat, and Megan K. Johnson, "Associations between Dispositional Humility and Social Relationship Quality," *Psychology*,(2011): 155-161.

<sup>31</sup> Oyer, 2011, 4-6.

<sup>32</sup> June Price Tangney, "Humility: Theoretical Perspectives, Empirical Findings and Directions for Future Research," *Journal of Social and Clinical Psychology*: 19, no. 1 (2000): 70-82.

<sup>33</sup> <http://www.univsource.com/theology.htm>. Available online May 11, 2012.

The research was also limited in its scope by inviting only faculty to participate rather than also including staff. This limitation was exercised out of convenience. Most institutions included contact information such as e-mails for most of the faculty on websites, but many of them did not include similar information for staff.

### Research Significance

This research is significant because it adds insight to the overall knowledge base of effective leadership. The research is important because it can help pastors, religious workers, and educators understand leadership effectiveness in ministry and in religious and secular education. The research analyzed the effects of perceived humility and self-confidence upon perceived leader effectiveness in ministry and educational roles. It was the goal of this research to help leaders, especially those in ministry roles, appreciate the importance of humility and confidence in the work God has prepared for them, thereby helping them to be effective servants of Jesus Christ.

### Research Hypotheses

Six hypotheses were developed to analyze (a) the relationship among Confidence scale values, Humility scale values, and Leadership effectiveness values, (b) the relationship among selected subscale values, and (c) significant differences among Confidence, Humility, and Leadership Effectiveness scale values, when broken down by demographic categories.

Hypothesis 1 ( $H_{a1}$ ) There is a significant correlation between the Confidence scale means and the Leader Effectiveness scale means among all respondents.

Hypothesis 2 ( $H_{a2}$ ) There is a significant correlation between Humility scale means and the Leader Effectiveness scale means among all respondents.

Hypothesis 3 (H<sub>a3</sub>) There is a significant correlation between Leader Effectiveness scale means and Leader Efficacy /Task Confidence subscale means among all respondents.

Hypothesis 4 (H<sub>a4</sub>) There is a significant correlation between Leader Effectiveness scale means and Teachability subscale means/Appreciation subscale means/Self-Awareness subscale means among all respondents.

Hypothesis 5 (H<sub>a5</sub>) There is a significant correlation between Confidence scale means and Transformational Leadership subscale means/Outcomes of Leadership subscale means.

Hypothesis 6 (H<sub>a6</sub>) There is a significant correlation between Humility scale means and Transformational Leadership subscale means/Outcomes of Leadership subscale means.

#### Research Definitions

All respondents—For the purpose of this study “all respondents” refers to every faculty member from the participating institutions who chose to participate and complete the survey.

Appreciation subscale means—“Appreciation subscale means” is included in this research as a subscale of Owens Humility Scale used in the survey instrument. It is the mean score of all respondents for the questions comprising the Appreciation subscale (2, 5, 6).<sup>34</sup>

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<sup>34</sup> B. P. Owens, "The utility of humility in organizations: Establishing construct, nomological, and predictive validity," *The Academy of Management Proceedings*, 2009.

Confidence scale means—Self-confidence is the ability to be certain about one’s competencies and skills. It includes a sense of self-esteem and self-assurance and faith that one can make a difference. It is a faith in one’s ability to influence others appropriately and rightly.<sup>35</sup> Leader self-confidence and leader self-efficacy are conceptually similar. Leadership self-efficacy is the leader’s perception of his or her ability to execute all the functions in the leadership role effectively.<sup>36</sup> Because the definition of self-confidence is conceptually similar to the definition of self-efficacy,<sup>37</sup> the definition of leader self-confidence used for this study is based on the concept of leadership self-efficacy. In this study leader self-confidence is defined as follower perceptions of the extent to which the leader demonstrates that he or she feels capable to perform functions necessary to accomplish his or her leadership role effectively. In this research the operational definition of leader self-confidence is defined as the mean score on the modified Oyer Confidence Instrument.<sup>38</sup>

Different number of years as a seminary/divinity school leader—For the purpose of this research, “number of years as a seminary/divinity school leader” refers to the demographic data question in the survey pertaining to the number of years the

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<sup>35</sup> Northouse, 2007, 19-20.

<sup>36</sup> K. Y. Ng, S. Ang, and K. Y. Chan, "Personality and Leader Effectiveness: A moderated mediation model of leadership self-efficacy, job demands, and job autonomy." *Journal of Applied Psychology* Volume 93, no. 4 (2008): 733-743.

<sup>37</sup> McCormick, 2001.

<sup>38</sup> Oyer, 2011.

seminary leader referred to in the survey by the respondent has worked as a seminary/divinity school leader.

Humility scale means—While a great deal of disagreement and a lack of clear understanding about the precise behaviors of humility exist, a general consensus defines humility as a willing ability to view oneself objectively and accurately, and to view others more appreciatively, and to consider new information and ideas more openly.<sup>39</sup> For the purpose of this study, leader humility is defined as follower perceptions of the leader's willing ability to view himself or herself objectively and accurately. In this research the operational definition of leader humility is defined as the mean score on the Owens Humility Scale.<sup>40</sup>

Leader Effectiveness scale means—Northouse, in summarizing situational leadership, wrote that effective leadership occurs when the leader can accurately diagnose the development of subordinates in a task and then is able to utilize a leadership style that matches the situation.<sup>41</sup> Since this research focused upon follower perceptions of the leader, leader effectiveness is defined by the frequency in which he or she engages in behaviors that influence others to engage in activities resulting in successfully achieving mutual goals. In this research the operational definition of leader effectiveness is to be defined as the mean score of all items from the *Multifactor Leadership Questionnaire (MLQ) 5x-Short survey* which includes a

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<sup>39</sup> B. P. Owens, M. D. Johnson, and T. R. Mitchell, "Humility in Organizations: Implications for performance, teams, and leadership," *Organization Science (forthcoming)*, 2012.

<sup>40</sup> Owens, 2009, 67-68.

<sup>41</sup> Northouse, 2007, 110.

13-item Transformational Leadership subscale and a 30-item Outcomes of Leadership subscale.

Leader Efficacy subscales means—The Leader Efficacy is a subscale included as a part of the Leader Confidence instrument developed by Oyer. With her permission, this survey used this instrument as modified for seminary leaders as opposed to K-12 leaders. This subscale used 8 items designed to measure perceptions of leaders' confidence. For this research Leader Efficacy subscale means is the mean score of all respondents.<sup>42</sup>

Leader racial groups—For the purpose of this research, “racial groups” refers to the demographic data question in the survey pertaining to the race of the seminary/divinity school leader referred to in the survey by the respondent.

Levels of president's education— For the purpose of this research, “president's education level” refers to the demographic data question in the survey pertaining to the level of education (Masters, Ed D, Ph D, other) obtained by the institutional leader referred to in the survey by the respondent.

Men and women leaders—For the purpose of this research, “men and women leaders” refers to the demographic data question in the survey pertaining to the gender of the institutional leader referred to in the survey by the respondent.

Men and women respondents—For the purpose of this research, “men and women respondents” refers to the demographic data question in the survey pertaining to the gender of the respondent.

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<sup>42</sup> Oyer, 2011, 61.

Number of years working with leader categories—For the purpose of this research,

“number of years working with leader” refers to the actual number of years the respondent has spent working with the leader referred to in the survey.

Outcomes of Leadership subscale means—“Outcomes of Leadership subscale” is a

subscale of the Multifactor Leadership Questionnaire (MLQ 5x-Short) ©. It is comprised of 30 questions, and for the purpose of this research is the mean score for all respondents to those questions.<sup>43</sup>

Respondent educational levels—For the purpose of this research, “respondent education

levels” refers to the level of education obtained by the respondent (Bachelors, Masters, Doctorate, other).

Self-Awareness subscale means—This subscale is included in this research as a subscale

of Owens Humility Scale used in the survey instrument. It is the mean score of all respondents for the questions comprising the Self-Awareness subscale (4, 8, 10, 11).<sup>44</sup>

Seminary/Divinity School—Webster defines seminary as an institution for the training of

candidates for the priesthood, ministry, or rabbinate.<sup>45</sup> For the purpose of this study, the definition of Seminary and Bible College follows this definition by Webster: an institution that exists to train candidates for ministry.

Task Confidence subscale means—“Task Confidence subscale” is a subscale of Oyer’s

Confidence Instrument. It is comprised of 12 questions, and for the purpose of

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<sup>43</sup> B. J. Avolio, and B. Bass, *MLQ:Instrument (Leader and Rater Form) and Scoring Guide (Form 5x-Short)*, Menlo Park: Mind Garden, 2004.

<sup>44</sup> Owens, 2009.

<sup>45</sup> Merriam-Webster.com 2011, Accessed December 19, 2011.

this research refers to the mean score of all respondents to those questions (20-31).<sup>46</sup>

Teachability subscale means—This subscale is included in this research as a subscale of Owens Humility Scale used in the survey instrument. It is the mean score of all respondents for the questions comprising the “Teachability subscale” (1, 3, 7, 9).

Transformational Leadership subscale means—“Transformational Leadership subscale” is a subscale of the Multifactor Leadership Questionnaire (MLQ 5x-Short) ©. It is comprised of 13 questions, and for the purpose of this research is the mean score for all respondents to those questions.<sup>47</sup>

### Summary

Chapter one focused the research question, research background, research purpose, and research significance. The research question asked, “To what extent are humility and self-confidence factors in leadership effectiveness?” Jesus Christ exemplified leadership effectiveness through a supreme demonstration of humility and self-confidence that suggest an effective model leaders may follow. The findings of this research will potentially enable officers of secular and religious institutions to better predict performance levels based on the level of humility and self-confidence possessed by a leader. It was the goal of this research to help leaders, especially those in ministry roles, appreciate the importance of humility and confidence in the work to which God has called them.

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<sup>46</sup> Oyer, 2011.

<sup>47</sup> Avolio and Bass, 2004.

## CHAPTER 2

### LITERATURE REVIEW

#### Introduction

This chapter provides readers with an overview of leader effectiveness literature beginning with a review of general leadership themes in leadership research. Section two of the review of literature focuses upon leadership traits as they affect leadership effectiveness. The leadership traits reviewed include personality, emotional intelligence, humility, self-confidence, arrogance/hubris, and motivational patterns. The literature review examines leadership styles affecting leadership effectiveness as well such as spiritual leadership, transformational leadership, authentic leadership, servant leadership, ethical leadership, situational leadership and educational leadership. Furthermore, the literature review includes a focus upon leadership skills/competence with special attention to intrapersonal skills and interpersonal skills. Another section in the literature review concentrates on the effect of demographics on leader effectiveness. Attention was given to gender, experience, education of leaders and followers as well as ethnicity and organizational size. Finally, the review of the literature helps readers to understand the relationship between leader confidence and effectiveness with special attention to emotional intelligence and relationships between leaders and followers. The final section includes other research focused upon leadership effectiveness.

#### General Leadership

According to Hogan and Kaiser, a fundamental question for human affairs was, “Who shall rule?” However, they shared the new and more correct fundamental question, “Who should rule?” They proposed leadership was important because it solved the

problem of organizing a collective effort, and from a moral perspective. Furthermore, they discovered it was bad leaders who perpetrated terrible misery on their subjects.<sup>48</sup>

Bass and Stogdill's *Handbook of Leadership* serves as a guide to leadership research themes, and it provides insight to finding numerous resources.<sup>49</sup> Bass related that almost as many different definitions of leadership exist as the number of persons who have attempted to define the concept, noting Morris and Seeman (1950), Shartle (1951a, 1951b, 1956), Carter (1953), and Gibb (1954, 1969a) to name a few.<sup>50</sup> Similarly, general oversight to themes and resources was available in Northouse's *Leadership: Theory and Practice*. The general definition of leadership provided by Northouse was based on the concept of leadership; "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal."<sup>51</sup> Furthermore, Northouse's work has been an invaluable tool to clarify key directives for this research and to focus the literature review into helpful sections.<sup>52</sup>

Kouzes and Posner's *The Leadership Challenge* is a good comprehensive reference to leadership. *The Leadership Challenge* is referred to as a field guide for leaders, and it is a widely used tool for leadership professionals. *The Leadership*

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<sup>48</sup> Robert Hogan and Robert B. Kaiser, "What We Know About Leadership," *Review of General Psychology* 9, no. 2 (2005): 169-180.

<sup>49</sup> Bass, 1990.

<sup>50</sup> Ibid, 11.

<sup>51</sup> P. G. Northouse, 2007, 3.

<sup>52</sup> Ibid.

*Challenge* helped define ideas and principles guiding the study, and it was solidly based in research, making it evidence-based and reliable.<sup>53</sup>

## Leadership Traits

### *Personality*

In a recent review, Avolio and others revealed close ties between leaders and followers. They concluded, “The follower is becoming an integral part of the leadership dynamic system.”<sup>54</sup> Leaders, by definition, must have followers, and when one identifies both leaders and followers, one also identifies a relationship. As stated in the literature review section on leadership effectiveness, Burke and others noted that a key component in leaders’ effectiveness was the degree to which followers trusted their leaders.<sup>55</sup> Trust of leaders necessitated the need for good relationships in leadership. Furthermore, a clear definition of personality was crucial in aiding the understanding of how leaders affect organizational performance.<sup>56</sup>

Kouzes and Posner saw leadership as a relationship, and that relationship was between those who aspire to lead and those who chose to follow.<sup>57</sup> Since leadership involves people, it is inextricably linked to relationships between individuals with diverse

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<sup>53</sup> Kouzes and Posner, 2007.

<sup>54</sup> B. J. Avolio, F. O. Walumbwa, and T. J. Weber, "Leadership: Current Theories, Research, and Future Directions," *Annual Review of Psychology* Vol. 60 (2009): 442.

<sup>55</sup> C. S. Burke, D. E. Sims, E. H. Lazzaro, and E. Salas, "Trust in leadership: A multi-level review and integration," *The Leadership Quarterly* Vol. 18 (2007): 606-632.

<sup>56</sup> Robert Hogan and Robert B. Kaiser, *The Dark Side of Discretion: Leader Personality and Organizational Decline*, Research Report, Hogan Assessment Systems Inc., 2006, 6.

<sup>57</sup> Kouzes and Posner, 2007, 24.

personalities. Moreover, according to Hogan and Kaiser, relationships are affected by personality, which is understood from two perspectives: (a) how a person thinks about himself or herself and (b) how others think about that person.<sup>58</sup>

### *Emotional Intelligence*

Emotional Intelligence is not only indicative of management competence, but it is also a standard revealing the need for competence in leaders' personal relationships. Ruderman, Hannum, and others pointed out that often people refer to emotional intelligence with more practical terms such as "people skills." They found that those people skills often play an important role in separating the average from first-rate performers. They also discovered clear and basic connections between the higher ranges of emotional intelligence and the possession of skills and abilities associated with leadership excellence.<sup>59</sup>

In 1972, Fiedler's research, based on the contingency model of leadership effectiveness, postulated that group performance depended on the match between situational favorableness. The empirical data revealed that the leader's control and influence, and leadership motivation (as measured by the Least Preferred Coworker scale) increased as the level of experience and training of the leader increased.<sup>60</sup> This information helps readers to understand the relationships with followers and their perceptions of the leader over time and experience may affect the actual leader effectiveness.

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<sup>58</sup> R. Hogan and R. B. Kaiser, 2005, 171.

<sup>59</sup> Ruderman, et al. 2001.

<sup>60</sup> F. E. Fiedler, "How do you make leaders more effective? New answers to an old puzzle,"

*Organizational Dynamics* Vol. 1, no. 2 (1972): 2-18.

Relationships are built on trust, and authentic leaders must be trustworthy. Willems contended in his findings that followers who built trust in their leaders were more likely to reciprocate in terms of their in-role and extra-role performance. The conclusion showed a positive relationship between follower trust in the leader and performance, thus affecting the effectiveness of the entire organization, and it supported emotional intelligence as a relevant factor.<sup>61</sup>

### *Humility*

A significant test of ministry is that of willing, humble service. Jesus asked his ambitious disciples, “Are you able to drink the cup I drink?” (Mark 10:38). He then warned them by saying, “The rulers of the Gentiles lord it over them . . . and exercise authority over them. Not so with you ... Whoever wants to be first must be servant of all; for even the Son of Man did not come to be served, but to serve, and to give his life a ransom for many” (Mark 10:42-45).

If leadership is ultimately an expression of faith in God, then leadership is also an expression of trust in the congregation of faith and must express some distrust in one’s own partial and flawed personal perceptions, according to Michael Jenkins. In Jenkins’ theological reflection for congregational leadership, he included the characteristic of humility as an integral piece of leadership integrity.<sup>62</sup>

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<sup>61</sup> Vincent Willems, "An Authentic Approach to Leadership and Performance: The Mediating Role of Follower Trust," (Master Thesis, School of Business and Economics, Maastricht University, 2011).

<sup>62</sup> Michael Jenkins, "The Integrity of Ministry: Communicative Theology and Leadership of Congregations," *Journal of Religious Leadership* Vol. 8, no. No. 1 (Spring 2009): 1-26.

Tangney defines humility as the ability to acknowledge mistakes and limitations, accept openness to new ideas, and by keeping one's own accomplishments and abilities in the right perspective.<sup>63</sup> Furthermore, Owen's research indicated humility in organizations affects overall performance.<sup>64</sup>

Wilkes', *Jesus on Leadership*, provided insight of humility as an admirable trait of a servant leader. His study followed the life of Jesus Christ as a model of humility in leadership.<sup>65</sup> Ashton and Lee wrote several articles describing humility as a personality trait<sup>66</sup> linked with honesty.<sup>67</sup> Multiple authors contributed to information on relational humility, understanding humility, and measuring humility as a personality judgment.<sup>68</sup>

While some research has contributed to the positive influence of humility as a leadership trait, Ou conducted dissertation research and concluded the current strategic literature has little understanding defining humility.<sup>69</sup> She pointed out that there are three common negative attitudes towards humility that collectively served in driving positive attention away from humility.<sup>70</sup> The first negative attitude towards humility was when it

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<sup>63</sup> Tangney, 2000.

<sup>64</sup> Owens, Johnson and Mitchell, 2012.

<sup>65</sup> C. Gene Wilkes, *Jesus on Leadership* (Carol Stream: Tyndale House Publishers, Inc., 1998).

<sup>66</sup> Michael C. Ashton and Kibeom Lee, "A Hierarchical Analysis of 1,710 English Personality-Descriptive Adjectives," *Journal of Personality and Social Psychology* Vol. 87, no. No.5 (2004): 707-721.

<sup>67</sup> M. Ashton and K. Lee, "The personality bases of socio-political attitudes: The role of Honesty-Humility and Openness to Experience," *Journal of Research In Personality* Vol. 44, no. 1 (2011): 115-119.

<sup>68</sup> Don E. Davis. et al. "Relational humility: Conceptualizing and measuring humility as a personality judgment," *Journal of Personality Assessment* Vol. 93, no. No.3 (2011): 225-234.

<sup>69</sup> Ou, i.

<sup>70</sup> Ibid, 10.

is viewed as a characteristic of self-abasement. Klein primarily viewed humility as an effect upon a person by action taken by others to humiliate the individual.<sup>71</sup> Furthermore, Weiss and Knight equated humility with low self-esteem in research on problem solving efficiency.<sup>72</sup>

Another negative attitude towards humility was when it is viewed as a characteristic of deception, pretending to be inferior and only claiming to be humble.<sup>73</sup> Moreover, Goffman saw humility as a presentation of oneself, an intentional impression but not the true self beneath an exterior presentation.<sup>74</sup> Schneider concluded people tend to represent themselves positively to get approval from others and termed it defensive self-esteem.<sup>75</sup> Schneider's understanding was similar to the conclusions of Stires and Jones who concluded people often ingratiate themselves for their own personal gain.<sup>76</sup>

The third negative attitude towards humility was when it was viewed as an admirable trait that only can be found in saints and has nothing to do with commoners.<sup>77</sup> Carol Bonomo suggested true humility is difficult to find any place, and using Benedict's

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<sup>71</sup> D. C. Klein, "Managing humiliation," *Journal of Primary Prevention* 12, no. 3 (1992): 255-268.

<sup>72</sup> Weiss and Knight, 1980.

<sup>73</sup> Ou, 2011, 11.

<sup>74</sup> Erving Goffman, *Presentation of Self in Everyday Life*, (Garden City: Doubleday Anchor Books, 1959).

<sup>75</sup> D. J. Schneider, "Tactical self-presentation after success and failure," *Journal of Personality and Social Psychology* 13 (1969): 262-268.

<sup>76</sup> L. K. Stires and E. E. Jones, "Modesty versus self-enhancement as alternative forms of ingratiation," *Journal of Experimental Social Psychology* 5, no. 2 (1969): 172-188.

<sup>77</sup> Ou, 2011, 11.

ladder of twelve rungs as a guideline, concluded only those most committed, obedient saints can really attain humility.<sup>78</sup>

### *Self-Confidence*

Self-confidence is a perceived attributing factor to leadership effectiveness. Oyer researched the effects of humility and confidence upon the leadership of principals in elementary schools in Ohio, and she developed and utilized a survey instrument for confidence.<sup>79</sup> Her study was well-developed and extremely thorough, adding valuable information to the leadership field of study, especially in understanding the value of humility and confidence and the relationship of each upon leader effectiveness.

In spite of what one may naturally consider, a leader with low self-confidence may actually tend to be less humble than one with higher self-confidence. De Cremer and Van Knippenberg's research examined how self-sacrificial leadership predicts leadership effectiveness as a function of a leader's display of self-confidence.<sup>80</sup>

Self-confidence played a role in a leader's interpretation of vision. Depending on the amount of self-confidence, a leader's goals, plans, and map to success varied. Bandura postulated and researched self-efficacy, which is closely related to self-confidence. Bandura found behavior was affected by efficacy expectations, thus affecting the expectations of the outcome and thus the outcome itself. Moreover, Tschannen-

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<sup>78</sup> Carol Bonomo, *Humble pie: St. Benedict's ladder of humility* (Harrisburg: Morehouse Publishing, 2004).

<sup>79</sup> Oyer, 2011.

<sup>80</sup> D. De Cremer and D. Van Knippenberg, "Leader self-sacrifice and leadership effectiveness: The moderating role of leader self-confidence," *Organizational Behavior and Human Decision Processes* Vol. 95 (2004): 140-155.

Moran and Gareis' research on principals' sense of efficacy postulated that self-efficacy beliefs were excellent predictors of individual behavior.<sup>81</sup> To summarize, when leaders did not believe they could lead their organization to reach goals effectively, they often lowered expectations and vision to a more acceptable level.<sup>82</sup>

### *Arrogance and Hubris*

An attitude of arrogance often produces inefficient leaders. D. A. Ready cited a poor capacity for listening as one of the major factors leading to a derailment (i.e. being either demoted or fired) in leadership among major businesses.<sup>83</sup> Nelson and Hogan revealed characteristics that can degrade executive effectiveness, the "dark side" of personality and found that derailment is often attributed to troubled personality defects rather than simply failed technical skills. One of the attributing dysfunctional schemas they discovered was "High Bold individuals who believe they are unique or exceptional in some way."<sup>84</sup> The implication here was that at least one of the reasons these leaders failed was because of arrogance.

Burke's research further contributed support to the idea of arrogance as an attributing factor to leader failure, identifying common causes of failure and possible

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<sup>81</sup> Megan Tschannen-Moran and Christopher R. Gareis, "Principals' sense of efficacy: Assessing a promising construct." *Journal of Educational Administration* (Emerald Group Publishing Limited) 42, no. 5 (2004), 574.

<sup>82</sup> A. Bandura, "Self-efficacy: Toward a unifying theory of behavioral change," *Psychological Review* Vol. 84. (1977): 191-215.

<sup>83</sup> D. A. Ready, "Is your company failing its leaders?" *Business Strategy Review* 16, no. 4 (Winter 2005), 22.

<sup>84</sup> Eric Nelson and Robert Hogan, "Coaching on the Dark Side," *International Coaching Psychology Review* (The British Psychological Society) 4, no. 1 (March 2009): 7-19.

remedial actions. Burke discovered leaders that fail behaved in ways reflective of their personality that limited or derailed their careers. These flaws included arrogance, aloofness, perfectionism, insensitivity, selfishness and betraying the trust of others.<sup>85</sup>

Hogan and Hogan also argued arrogance was one of several dysfunctional traits of failing leaders and managers.<sup>86</sup> In a study by Shipper and Dillard, the results indicated that leaders who have derailed overestimated their skills in comparison to successful managers at all career stages.<sup>87</sup> Morf and Rhodewalt also noted the narcissists, who by definition are arrogant, were often counterproductive and ultimately prevented the positive feedback they craved. Rather than accepting honest and helpful feedback, they preferred relationships with people who offered them potential inflation of self-image regardless of the consequences, which were often destructive.<sup>88</sup>

### *Motivational Patterns*

Gilley and colleagues revealed the importance of a leader's ability to persuade and influence others to work in a common direction as a talent to motivate. The ability to motivate was seen as the ability to influence, and motivation was an essential leadership

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<sup>85</sup> R. J. Burke, "Why leaders fail: exploring the dark side," *International Journal of Manpower* 27 (2006): 91-100.

<sup>86</sup> R.Hogan and J. Hogan, "Assessing leadership: a view of the dark side," *International Journal of Selection and Assessment* 9 (2001): 40-51.

<sup>87</sup> F.Shipper and J. Dillard, "A study of impending derailment and recovery of middle managers across career stages," *Human Resource Management* (39), 2000: 331-347.

<sup>88</sup> Carolyn C.Morf and Frederick Rhodewalt, "Unraveling the Paradoxes of Narcissism: A Dynamic Self-Regulatory Processing Model," *Psychological Inquiry* 12, no. 4 (2001): 177-196.

trait relevant to task versus relationship.<sup>89</sup> Moreover, Steers and colleagues noted that definitions for motivation are concerned with three common denominators—events that energize, channel, and sustain human behavior over time.<sup>90</sup> Maslow pointed out that all humans have needs, and in order to function effectively those needs must be met—some of which are emotional and relationship based.<sup>91</sup>

Recent research showed a few motivational patterns and causes for motivation of technical visionaries. Hebda and colleagues discovered that extrinsic factors such as company structure and culture are not necessarily the most effective motivators. However, how they are managed was an important factor, especially trust with freedom, flexibility, and time to do their work. Moreover, other motivation was reinforced by awards, rewards, and recognition. They concluded technical visionaries are intrinsically motivated to solve other people's problems.<sup>92</sup>

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<sup>89</sup> Ann Gilley, Heather S. McMillan, and Jerry W. Gilley, "Organizational Change and Characteristics of Leadership Effectiveness," *Journal of Leadership & Organizational Studies* 16, no. 1 (August 2009): 38-47.

<sup>90</sup> Richard A. Steers, Richard T. Mowday, and Debra L. Shapiro, "Introduction to Special Topic Forum: The Future of Work Motivation Theory," *Academy of Management Review* 29, no. 3 (2004): 379-387.

<sup>91</sup> Abraham H. Maslow, *Motivation and Personality 3rd. Ed.* (New York: Harper & Row Publishers, 1987).

<sup>92</sup> John M. Hebda, Bruce A. Vojak, Abbie Griffin, and Raymond L. Price, "Motivating Technical Visionaries in Large Companies," *IEEE Transactions on Engineering Management* 54, no. 3 (2007): 433-444.

## Leadership Styles

### *Spiritual Leadership*

A key characteristic of leadership in ministry is a willingness to serve others. The Apostle Paul knew he was called of God and appointed to preach the gospel and establish churches, but he did not yield to the temptation to lord over God's people. To the church at Corinth he wrote, "We do not preach ourselves but Jesus Christ as Lord and ourselves as your servants for Jesus' sake" (2 Corinthians 4:5). Spirituality reflected the presence of a relationship with God that affects the way a leader operates in the world.<sup>93</sup>

Leadership in ministry and/or religious or spiritual roles differs in context because the field of study is in its infancy and was marked as much by differences in definitions and other basic characteristics. Dent and others provide insight into definitions, distinctions, and assumptions about spiritual leadership. In their qualitative study, they found eight distinctions and/or differences: (1) definition, (2) connected to religion, (3) marked by epiphany, (4) teachable, (5) individual development, (6) measurable, (7) profitable/productive, and (8) nature of the phenomenon.<sup>94</sup>

Fry presented a theory for spiritual leadership based on a model with intrinsic motivation that incorporated vision, hope/faith, and altruistic love, which ultimately fostered higher levels of organizational commitment and productivity. He defined spiritual leadership as comprising the values, attitudes, and behaviors necessary to

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<sup>93</sup> L. W. Fry, "Toward a theory of spiritual leadership," *The Leadership Quarterly* Vol. 14 (2003), 705.

<sup>94</sup> Eric B. Dent, M. Eileen Higgins, and Deborah M. Wharff, "Spirituality and leadership: An empirical review of definitions, distinctions, and embedded assumptions," *The Leadership Quarterly* Vol. 16 (2005): 625-653.

intrinsically motivate one's self and others to sense of a spiritual survival through calling and membership. Fry also created a visual of the causal model of spiritual leadership. (see fig. 1)<sup>95</sup>



Figure 1. Fry's Causal Model of Spiritual Leadership.

Fry and Cohen supported the idea of value in spiritual leadership because of the intrinsic motivation it provided to those in many different organizations. They found that operationally, spiritual leadership draws from an inner life or spiritual practice to develop the values, attitudes and behaviors necessary to intrinsically motivate individuals. Ultimately, this entailed creating a vision wherein leaders and followers sense a calling with meaning and purpose—where they feel they are making a difference. It also involved establishing an organizational culture based on values of altruistic love where leaders and followers sense belonging, feel understood and appreciated, and have a genuine concern for others.<sup>96</sup>

<sup>95</sup> Fry, 2003.

<sup>96</sup> Louis W. Fry and Melanie P. Cohen, "Spiritual Leadership s a Paradigm for Organizational Transformation and Recovery from Extended Work Hours Cultures," *Journal of Business Ethics*, 2009: 265-278.

Kyle Small's findings involving pastoral leadership gave insight concerning expectations of ministry leaders by followers. (1) Organizational leadership was a necessity. The ability to cast a vision, to develop strategic plans, and to impart clear expectations and concrete steps for change in the ministry was seen as an important trait for followers to recognize in leaders. (2) Public leadership was seen as another important factor. Leaders in ministry were expected to possess an ability to interact with the non-congregational community and provide community leadership as well as congregational leadership. (3) Collaborative and Connected leadership was expressed to be an integral part of leadership in ministry. Leaders are expected to connect with peers and mentors for support, guidance, and partnerships. (4) Reconciling leadership was counted as an important attribute of pastoral leaders in that this leadership characteristic included the ability to successfully resolve conflict and to aid reconciliation between opposing parties. (5) Resourced leadership was also a needed characteristic of ministry leaders and included the followers' understanding of the leader's competence in all the necessary functions of a ministry leader, teaching, understanding of history, personal experience, planning and more. (6) Learning leadership was also included because of the importance of ministry leaders to be willing to subject themselves to continual preparation and education. Strong self-awareness and the ability to accept feedback from followers and other social networks was deemed important.<sup>97</sup>

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<sup>97</sup> Kyle Small, "Successful Leadership in the Early Years of Ministry: Reflections for Leadership Formation in Theological Education," *Journal of Religious Leadership* Vol. 10, no. No. 1 (Spring 2011): 51-80.

Incarnational Leadership modeling Christ was a key to ministry leadership according to Peter James Flamming. Flamming found the key response to modeling the leadership style of Christ followed the model found in Philippians 2:6-7.<sup>98</sup> Speaking of Jesus, this text read, “who, being in the form of God, did not consider it robbery to be equal with God, but made Himself of no reputation, taking the form of a bondservant, *and* coming in the likeness of men,” (NKJV). The following verse speaks of the character of humility. Flamming called it “emptying” following the popular translation from the biblical text describing “made Himself of no reputation.”<sup>99</sup>

Flamming further described the importance of humility in pastoral leadership with a second response to the incarnational leadership approach, modeling Christ. He described it as “entering.” This approach is to enter the lives and hearts of the church members, the followers, which also requires humility, but mostly love of others. Moreover, Flamming concluded effective ministers, in his personal experience, all have a common thread; they love their people.<sup>100</sup> Jesus certainly did (Romans 5:8).

Wayne Oates discovered four marks of an effective Christian leader: (1) Credibility, (2) Answerability, (3) Teachability, and (4) The Risks of Total Commitment. The capacity to listen, to hear, and to see was a prerequisite to teachability. The incapacity to be taught came under the judgment of God who sends His message to those who listen. Teachability was seen as a trait of humility. The willingness to take risks was seen as an expression of faith in God by a willingness to suffer for His sake in the place

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<sup>98</sup> Flamming, 1995.

<sup>99</sup> Ibid, 10.

<sup>100</sup> Ibid, 11-12.

where God leads us. Faith and suffering was led by confidence, ultimately driven by the indwelling Spirit of God in the Christian leader.<sup>101</sup>

Kouzes and Posner's view of leadership supported leader credibility as essential, which is the case in ministry leadership. They concluded that the characteristics and values followers admire in the leader are essential to motivating followers to perform and satisfy the basic human need for calling and pursuit in a shared vision. Furthermore, when they perceived their leaders to have high credibility, they were significantly more likely to be committed and productive.<sup>102</sup>

Fry and Kriger proposed five levels as being the context for effective leadership. Level one was the physical world and beyond that included images and imaginations, the soul, the Spirit, and the non-dual level. The reason for their development is due to the recent number of authors who found leadership was also product of subtle inner feelings, states and intuitions. Fry and Kriger argued images, values, and visions were integral to effective leadership rather than just visible behavior.<sup>103</sup> They found important values for spiritual leadership such as; trust, forgiveness, integrity, honesty, courage, humility, kindness, compassion, patience, excellence, and happiness.<sup>104</sup>

### *Transformational Leadership*

A Judge and Bono study linked traits from the 5-factor model of personality (the Big 5) to transformational leadership behavior. Neuroticism, Extraversion, Openness to

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<sup>101</sup> Oates, 1987.

<sup>102</sup> Kouzes and Posner, 2007.

<sup>103</sup> Louis Fry and Mark Kriger, "Towards a theory of being-centered leadership: Multiple levels of being as context for effective leadership," *Human Relations* 62, no. 11 (2009), 1668.

<sup>104</sup> Ibid, 1681.

Experience, and Agreeableness were hypothesized to predict transformational leadership. They found specific facets of the Big 5 traits predicted transformational leadership less well than the general constructs. Finally, transformational leadership behavior predicted a number of outcomes reflecting leader effectiveness, controlling for the effect of transactional leadership.<sup>105</sup>

Bono and Judge also conducted a meta-analysis of the relationship between direct measures of the Big 5 traits and transformational leadership. They found extraversion to be the strongest correlate of ratings in the transformational leadership behavior, and they also discovered that transformational leadership behaviors can be learned and developed.<sup>106</sup>

Authors Judge and Piccolo provided a wide-ranging analysis of transformational, transactional, and laissez-faire leadership. The meta-analysis allowed them to develop grounded conclusions about leadership styles. The study related each leadership behavior to follower leader satisfaction, follower job satisfaction, follower motivation, rated leader effectiveness, leader job performance, and group or organization performance. Their results showed transformational leadership had the highest overall validity.<sup>107</sup> Moreover, Judge and Bono added one implication from their research was the suggestion that

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<sup>105</sup> T. A. Judge and J. E. Bono, "Five-factor model of personality and transformational leadership," *Journal of Applied Psychology* Vol. 85 (2000): 751-765.

<sup>106</sup> T. A. Judge and J. E. Bono, "Personality and Transformational and Transactional Leadership: A Meta-Analysis," *Journal of Applied Psychology* Vol. 89, no. No. 5 (2004): 901-910.

<sup>107</sup>T. A. Judge and Ronald F. Piccolo, "Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity," *Journal of Applied Psychology*, 2004: 755-768.

organizations might benefit from selecting leaders with some basis on personality traits.<sup>108</sup>

### *Authentic Leadership*

Authentic leadership has become the new construct in the leadership field.<sup>109</sup> One of the reasons for its appearance was recent challenging and turbulent times for leaders,<sup>110</sup> and the corporate scandals and management scandals.<sup>111</sup> The idea of authentic leadership was developed by Michael Kernis. He argued authenticity might be important in delineating the adaptive features of optimal self-esteem. His research focused on distinguishing features of self-esteem such as high and low levels of self-esteem and the ability to recognize and report self-esteem, which is a strong indicator of authenticity.<sup>112</sup> The leader must be honest and trustworthy to be effective. He must be authentic. Bass also noted that trust in the leader has been argued to be an essential component of a leader's effectiveness.<sup>113</sup>

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<sup>108</sup> Judge and Bono, 763.

<sup>109</sup> Nada Endrissat, Werner R. Muller, and Stephanie Kaudela-Baum, "En Route to an Empirically-Based Understanding of Authentic Leadership," *European Management Journal* Vol. 25, no. No. 3 (2007): 207-220.

<sup>110</sup> Bruce J. Avolio and William L. Gardner, "Authentic leadership development: Getting to the root of positive forms of leadership," *The Leadership Quarterly* Vol. 16 (2005): 315-338.

<sup>111</sup> C. D. Cooper, T. A. Scandura, and C. A. Schriesheim, "Looking forward but learning from our past: Potential challenges to developing authentic leadership theory and authentic leaders," *The Leadership Quarterly* Vol. 16 (2005): 475-493.

<sup>112</sup> Michael H. Kernis, "Toward a conceptualization of optimal self-esteem," *Psychological Inquiry* (Psychological Inquiry) Vol. 14 (2003): 1-26.

<sup>113</sup> Bass, 1990.

Shamir and Eilat focused research on recent search and development of authentic leaders. They posited the following four characteristics of authentic leaders: (1) Authentic leaders do not fake their leadership; (2) Authentic leaders do not engage in leadership activities for personal gain or rewards; (3) Authentic leaders are originals, not copies; (4) Authentic leaders act according to their own personal values and convictions.<sup>114</sup>

Avolio and Gardner also concluded that authentic leadership can make a fundamental difference in organizations by helping workers find meaning and connection through a greater self-awareness, restoring and building optimism, confidence, and hope, and by promoting transparent relationships and decision-making that builds trust and commitment among followers. They surmised this was all possible through authentic leadership.<sup>115</sup> In another work, Gardner and others stated authentic leader-follower relationships were characterized by transparency, openness, and trust.<sup>116</sup>

### *Servant Leadership*

Servant leadership was a concept developed by Greenleaf in 1970. Greenleaf's concept of servant leadership was based on the premise that a successful leader must be willing to primarily and principally serve the interests and needs of his or her followers.<sup>117</sup> Smith identified central tenets of the servant leadership framework: (1)

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<sup>114</sup> Boas Shamir and Galit Eilat, "What's your story?" A life-stories approach to authentic leadership development," *The Leadership Quarterly* Vol. 16 (2005), 396-397.

<sup>115</sup> Avolio and Gardner, 2005, 331.

<sup>116</sup> W. L. Gardner, B. J. Avolio, F. Luthans, D. R. May, and F. O. Walumbwa, "Can you see the real me?" A self-based model of authentic leader and follower development," *The Leadership Quarterly* Vol. 16 (2005): 343-372.

<sup>117</sup> R. K. Greenleaf, *The servant as leader* (Indianapolis: Robert Greenleaf Center, 1970).

Service to others; (2) Holistic approach to work; (3) Promoting a sense of community; and (4) Sharing power in decision making.<sup>118</sup>

Northouse was originally somewhat critical of servant leadership because of its lack of support from “published, well-designed, empirical research and its reliance on examples that are mostly anecdotal in nature,”<sup>119</sup> but he appears to be more supportive of servant leadership in the most recent revision of his work, because of new empirical research.<sup>120</sup> While the idea of servant leadership is a relatively recent research topic, it has received considerable attention in empirical research and writing in recent years (Blanchard, 2000; Buchen, 1998; Drury, 2005; Graham, 1991; Quay, 1997; Spears, 1998).

Akuchie explored the biblical roots of servant leadership and explored the religious and spiritual expressions of the construct. However, this work failed to identify a clear framework for understanding servant leadership that distinguished it from other forms of leadership.<sup>121</sup>

Drury discovered when college students described their most effective professors in informal conversations, they more often mentioned the behavior of the professor in motivating them to grow as a better person rather than describing exciting lectures or earning good grades. Drury noted this description’s similarity to Robert Greenleaf’s

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<sup>118</sup> Carol Smith, *Servant Leadership: The Leadership Theory of Robert K. Greenleaf*, Info 640 -- Mgmt. of info. orgs., 2005.

<sup>119</sup> P. G. Northouse, *Leadership: Theory and Practice* (Thousand Oaks: Sage, 1997), 245.

<sup>120</sup> Northouse, 2007.

<sup>121</sup> N. D. Akuchie, "The servants and the superstars: An examination of servant leadership in light of Matthew 20:20-28," *The Christian Education Journal* 16 (1993): 39-43.

description of a servant leader.<sup>122</sup> Bierly, Kessler, and Christenson described servant leaders as categorically wise, and their decision processes and service orientations appear to be vehicles for invoking organizational wisdom, described as the meshing of applied knowledge and informed experience to make both optimal and altruistic choices.<sup>123</sup>

Barbuto and Wheeler found that servant leadership was a better predictor of leader-member exchange (LMX) than was transformational leadership. Their findings supported the premise that servant leaders created serving relationships with their followers. This contrasted with transformational leaders, who tended towards organizational goals over followers' goals.<sup>124</sup>

Melchar and Bosco researched high-performing organizations whose employees were expected to perform at high levels. They found the servant-leader model offered a positive alternative to other leadership theories, moving the concept of leadership to one that encompasses behaviors that are effective, while also providing a supportive environment for human development.<sup>125</sup>

Ultimately servant leadership was modeled perfectly by Jesus Christ using a variety of leadership styles and exhibiting the virtues described as servant leadership.

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<sup>122</sup> S. Drury, "Teacher as servant leader: A faculty mode for effectiveness with students," Paper presented at Regent University's Servant Leadership Research Roundtable, Virginia Beach, VA, 2005, 1.

<sup>123</sup> P. E. Bierly, E. H. Kessler, and E. W. Christensen, "Organizational learning, knowledge and wisdom," *Journal of Organizational Change Management* 13 (2000): 595-618.

<sup>124</sup> Barbuto, John E., and Daniel W. Wheeler, "Scale Development and Construct Clarification of Servant Leadership," *Group & Organization Management* 31, no. 3 (June 2006), 319.

<sup>125</sup> David E. Melchar and Susan M. Bosco, "Achieving High Organization Performance through Servant Leadership," *The Journal of Business Inquiry* 9, no. 1 (2010): 74-88.

Leaders can learn the importance of servant leadership by heeding the words of Jesus to his disciples in Matthew 20:25-26, “You know that the rulers of the Gentiles lord it over them, and those who are great exercise authority over them. Yet it shall not be so among you; but whoever desires to become great among you, let him be your servant” (NKJV).

### *Ethical Leadership*

Brown argued the importance of perceived ethical leadership was critical because, by definition, leaders rely on others to get tasks accomplished. For this reason it was important for leaders to understand how followers perceive their leadership. He also concluded that leadership researchers know employees’ ratings of leaders are better predictors of important outcomes compared to leaders’ self ratings.<sup>126</sup>

Avolio and Gardner argued that authentic leadership has an ethical element.<sup>127</sup> However, authentic leadership does not demand ethical leadership. The relationship between followers and leaders demanded ethics. Mihelic and others defined leadership as the art of persuading a follower to want to do activities that the leader set as goals. Since the relationship affects followers’ behaviors, ethical questions surface.<sup>128</sup> According to these authors, being ethical was about playing fair, being concerned about the welfare of others, and considering consequences of actions. Ethical leaders were guided by an imperative to do what is right.<sup>129</sup>

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<sup>126</sup> Brown, 2007, 142.

<sup>127</sup> Avolio and Gardner, 2005.

<sup>128</sup> Katarina K. Mihelic, Bogdan Lipicnik, and Metka Tekavcic, "Ethical Leadership," *International Journal of Management & Information Systems* 14, no. 5 (2010), 32.

<sup>129</sup> Ibid, 33.

Brown and colleagues defined ethical leadership as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making.”<sup>130</sup> They also suggested that followers of ethical leaders often reciprocate leaders who they perceive to have their best interests at heart by improving task performance.<sup>131</sup> Walumbwa and colleagues conducted research that highlighted the importance of leader member exchange (LMX). (see fig 2) They found ethical leadership was effective in enhancing employee performance and also had a positive relationship to self-efficacy as a social learning process.<sup>132</sup>

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<sup>130</sup> Michael E. Brown, Linda K. Trevino, and David A. Harrison, "Ethical leadership: A social learning perspective for construct development and testing," *Organizational Behavior and Human Decision Processes* 97 (2005), 120.

<sup>131</sup> Ibid.

<sup>132</sup> Fred O. Walumbwa, David M. Mayer, Peng Wang, Hui Wang, Kristina Workman, and Amanda L. Christensen, "Linking ethical leadership to employee performance: The roles of leader-member exchange, self-efficacy, and organizational identification," *Organizational Behavior and Human Decision Processes* 115 (2011): 204-213.

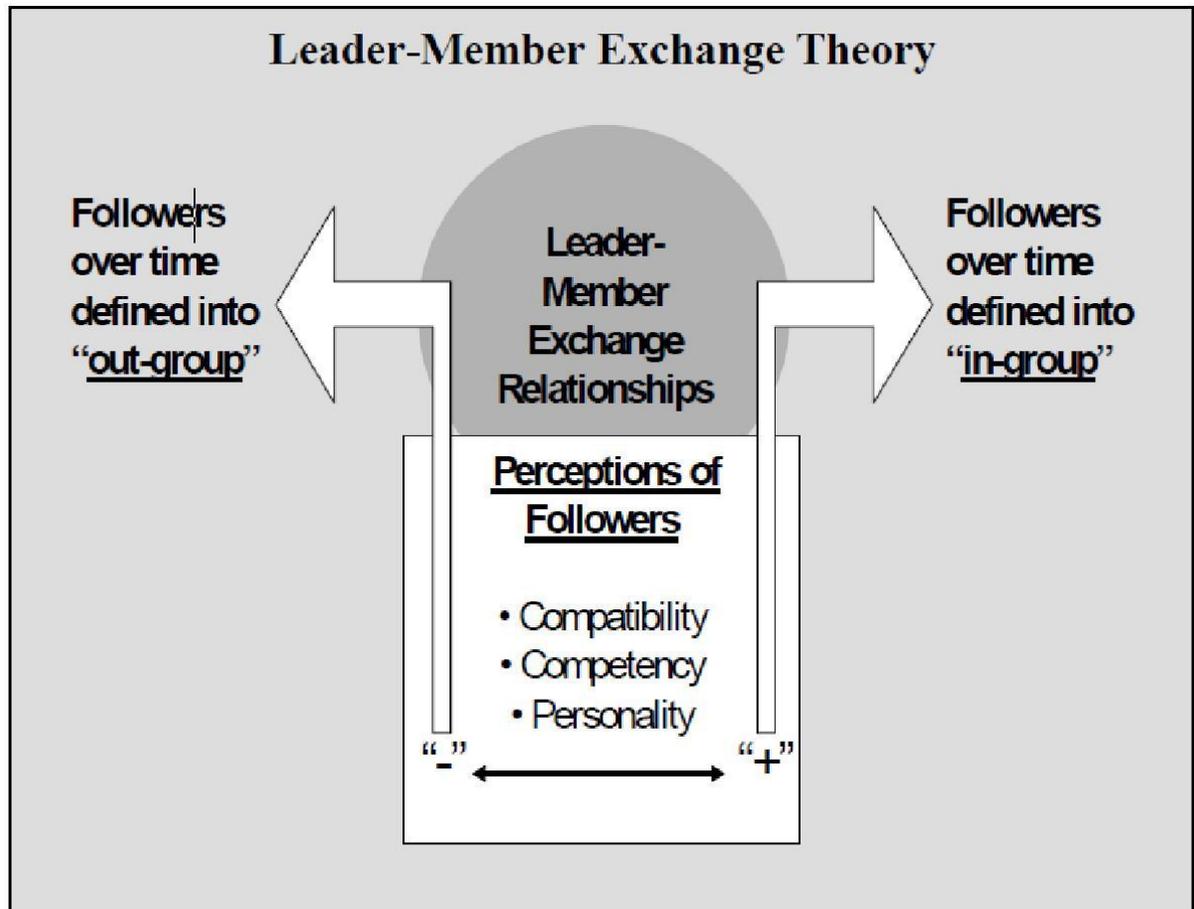


Figure 2. Leader-Member Exchange Theory.

Brown stated “ethical leadership seems easy in theory,” reasoning that if every leader and follower were honest and treated others with respect and without greed, there would be no leadership scandals.<sup>133</sup> In essence, Brown implied if leaders observed and obeyed the “Golden Rule,” scandalous events would not occur. The Golden Rule was stated by Jesus Christ in his Sermon on the Mount, “Therefore, whatever you want men to do to you, do also to them, for this is the Law and the Prophets” (Matthew 7:12

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<sup>133</sup> Brown, 2007.

NKJV). Brown continued, however, by reminding readers that ethical leadership is more difficult in practice than it is in theory.<sup>134</sup>

### *Situational Leadership*

Northouse described situational leadership as leadership that focused on leadership according to various situations. The premise was that different situations demand different kinds of leadership approaches, leaving the effective leader with the ability to adapt his or her style to the demands of each situation.<sup>135</sup> Yukl, similarly concluded that effective leaders must have traits and skills relevant for flexible leadership—the ability to adapt to various leadership situations one may find himself or herself facing.<sup>136</sup>

Blanchard and Hersey characterized leadership style in the terms of the amount of direction a leader gave to his or her followers. They also created a helpful figure for understanding situational leadership (see fig 3). Moreover, Blanchard and Hersey's leadership behavior was described by four different actions; (1) Telling/Directing, (2) Selling/Coaching, (3) Participating/Supporting, and (4) Delegating.<sup>137</sup>

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<sup>134</sup> Ibid, 140.

<sup>135</sup> Northouse, 2007, 91.

<sup>136</sup> Gary Yukl, "The Importance of Flexible Leadership," *The Importance, Assessment, and Development of Flexible Leadership*, San Francisco: practitioner forum presented at the 23rd annual conference for the Society for Industrial-Organizational Psychology, 2008. 7.

<sup>137</sup> *12manage.com*. [http://www.12manage.com/methods\\_blanchard\\_situational\\_leadership.html](http://www.12manage.com/methods_blanchard_situational_leadership.html) (accessed April 17, 2012).

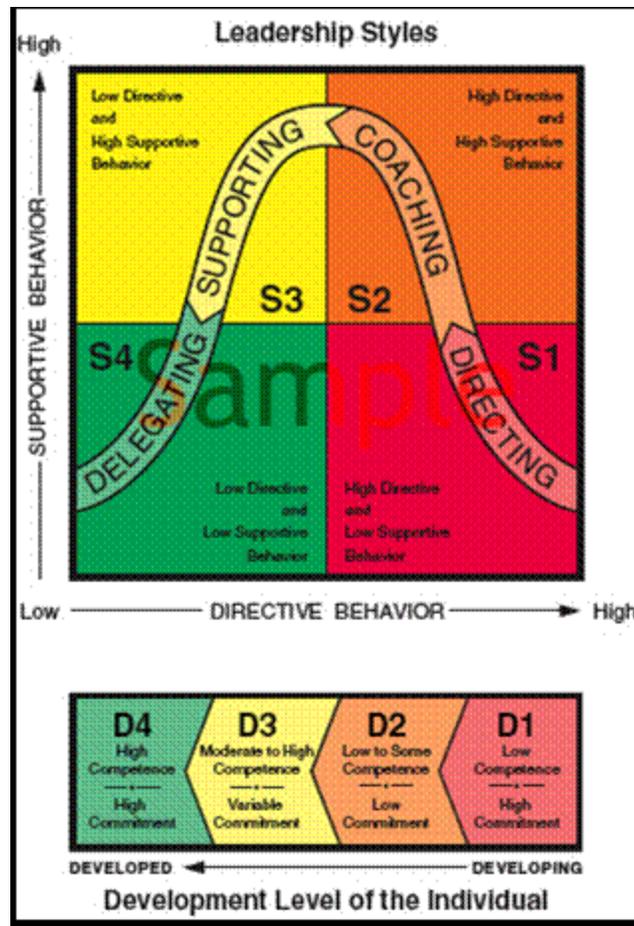


Figure 3. Situational Leadership.

However, Blanchard and Hersey's theory was not without critics. Graeff's critical review<sup>138</sup> concluded the situational leadership theory made minor contributions to leadership literature. He proposed problems with the LEAD instrument. Graeff also concluded the concept of task-relevant maturity was ambiguous,<sup>139</sup> and he also decried

<sup>138</sup> P. Hersey, K. H. Blanchard, and D. E. Johnson, *Management of organizational behavior*, 8th Ed. Upper Saddle River, NJ: Prentice Hall, 2001.

<sup>139</sup> Graeff, Claude L, "Situational Leadership Theory: A Critical View," *Academy of Management Review* 8, no. 2 (1983): 285-291.

the consistency problems that plague all versions of Situational Leadership in another published critical review years later.<sup>140</sup>

### *Educational Leadership*

Leithwood and Jantzi provided a resource contributing to multiple factors for this research, providing a better understanding of how leaders' self-efficacy or self-confidence impacts leader effectiveness in an educational setting.<sup>141</sup> Furthermore, Sharon Drury's research for educational leaders revealed effectiveness in a servant leader model. She discovered students more often mention the behavior of their most effective professors as motivating them to grow as a better person more than exciting lectures or doling out good grades. Her research gave credibility to the effectiveness of servant-leadership for faculty members who teach.<sup>142</sup>

Drury further discovered in the traditional faculty model that teaching for many faculty members had a faculty-knowledge focus for them, instead of a student-learning focus. To them, covering the content is their goal, and learning is the student's job, not a shared responsibility.<sup>143</sup> Moreover, according to Shahmandi and colleagues, effective academic leaders such as Deans and Heads of Departments in research universities were most effective when using various leadership styles related to the situational model.<sup>144</sup>

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<sup>140</sup> Graeff, Claude L, "Evolution of Situational Leadership Theory: A Critical Review," *Leadership Quarterly* 8, no. 2 (1997): 153-170.

<sup>141</sup>K. Leithwood, and D. Jantzi, "Linking Leadership to Student Learning: The Contributions of Leader Efficacy," *Educational Administration Quarterly* Vol. 44 (2008): 496-528.

<sup>142</sup> Drury, 2005.

<sup>143</sup> Drury, 2005, 2.

## Leadership Skills/Competence

Northouse described leadership skills as a focus shift from personality characteristics to an emphasis on skill and abilities that can be learned and developed.<sup>145</sup> Shahmandi and colleagues defined competencies as personal traits, behaviors, skills, values, knowledge and many other frameworks.<sup>146</sup> Furthermore, Hogan and Kaiser stated leadership competence was an important part of the framework for leadership.<sup>147</sup>

### *Intrapersonal skills*

According to Hogan and Warrenfeltz, one key to competency is intrapersonal skills. These are skills that develop early and affect development into adulthood. Intrapersonal skills, they concluded, are made up of relevant components to this research. The first component is core self-esteem, which drives self-confidence. Leaders with self-esteem and self-confidence have emotional security and a strong resilience needed for competency and leadership effectiveness. Another component Hogan and Warrenfeltz concluded necessary for intrapersonal skills is a proper attitude toward authority.<sup>148</sup> This denoted attitude is also a characteristic of humility, according to Ashton,<sup>149</sup> and Davis.<sup>150</sup>

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<sup>144</sup> Elham Shahmandi, Abu D. Silong, Ismi A. Ismail, Bahaman Bin Abu Samah, and Jamilah Othman, "Competencies, Roles and Effective Academic Leadership in World Class University," *International Journal of Business Administration* 2, no. 1 (February 2011), 51.

<sup>145</sup> Northouse, 2007, 39.

<sup>146</sup> Shahmandi, et al. 2011, 49.

<sup>147</sup> Hogan and Kaiser, 2005.

<sup>148</sup> Hogan, Robert, and Rodney Warrenfeltz, "Educating the Modern Manager," *Academy of Management Learning and Education* 2, no. 1 (2003), 78.

<sup>149</sup> M. Ashton and K. Lee, "The personality bases of socio-political attitudes: The role of Honesty-Humility and Openness to Experience," *Journal of Research In Personality* Vol. 44, no. 1 (2011): 115-119.

### *Interpersonal Skills*

Hogan and Warrenfeltz also showed interpersonal skills are necessary leadership skills for competency and effectiveness. The first component of interpersonal skills they listed is the ability to put oneself in the place of another person. Interpersonal skills also involve the ability to anticipate the actions and expectations of others, and they concern initiating, building, and maintaining relationships.<sup>151</sup> Furthermore, research revealed the importance of interpersonal skills in successfully implementing change, especially the ability to motivate constituents. Those leaders who possessed these interpersonal skills were perceived as more effective in executing change.<sup>152</sup>

Barbuto and Wheeler identified eleven characteristics that capture the major tenets of servant leadership, which included a few important leadership skills providing competence and effectiveness such as the ability to listen to the ideas, opinions, and suggestions of followers. Moreover, they included empathy—the ability to put themselves in the place of their followers, and healing—a skill that helps followers to recover from disappointment and failure.<sup>153</sup>

### Leadership Demographics

#### *Gender*

Gender was found to be a variable in many leadership studies and was also a variable in this research. Research generalized that most individuals possess assumptions

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<sup>150</sup> Davis, et al. 2011.

<sup>151</sup> Hogan and Warrenfeltz, 2003.

<sup>152</sup> Gilley, McMillan and Gilley, 2009.

<sup>153</sup> Barbuto and Wheeler, 2006.

that are biased by gender specific stereotypes.<sup>154</sup> Nichols and Cottrell found influence and experience of leaders affecting followers was often strongest upon those of the same gender.<sup>155</sup>

Barbuto and Gifford examined gender differences in servant leadership in a 2010 study in which they contested prevailing gender role stereotypes in leadership. Barbuto and Gifford found that both male and female servant leaders displayed equal levels of both communal and agentic servant leadership behaviors. This meant males and females were equally capable of utilizing both leadership behaviors.<sup>156</sup> Their results contradicted many previous findings on leadership gender roles, which have reported that men utilized more agentic leadership behaviors, and women utilized more communal leadership behaviors.<sup>157</sup>

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<sup>154</sup> Ely, R. J, "The power in demography: Women's social constructions of gender identity at work," *Academy of Management Journal* Vol. 38 (1995): 589-634.

<sup>155</sup> Austin Lee Nichols and Catherine A. Cottrell, "Does Leadership Experience Affect the Characteristics Valued in Other Leaders?" *Society for Industrial and Organizational Psychology (SIOP) Conference*, 2010.

<sup>156</sup> John E. Barbuto, Jr. and Gregory T. Gifford, "Examining Gender Differences of Servant Leadership: An Analysis of Agentic and Communal Properties of the Servant Leadership Questionnaire," *Journal of Leadership Education* Vol. 9, no. 2 (Summer 2010): 4-22.

<sup>157</sup> A. H. Eagly, M. G. Makhijani, and B. G. Klonsky, "Gender and the evaluation of leaders: A meta-analysis," *Psychological Bulletin* Vol. 111 (1992): 3-22.

## *Experience*

Experience refers to the extent to which leaders amassed various levels of roles and responsibilities as leaders.<sup>158</sup> Avery and colleagues informed that previous research failed to demonstrate a consistent relationship between a leader's prior experience and his or her effectiveness. Consequently, they conducted research giving some new insights supporting the use of multiple measures of experience as a criterion for leader selection, implying anticipated effectiveness,<sup>159</sup> and admitting that previous claims that leader experience was not related to leader effectiveness may be invalid.<sup>160</sup>

Nichols and Cottrell conducted research on the effects of leadership experience upon value of other leaders. They found the more leadership experience people have related to more value of cooperative leadership traits. Consequently, those effects were strongest when considering leaders of the same gender. Furthermore, the amount of experience may have affected selection of leaders, which strongly suggests experience as a positive trait determining the expected efficiency of a leader.<sup>161</sup> Moreover, Dragoni and

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<sup>158</sup> Lisa Dragoni, In-Sue Oh, Paul Vankatwyk, and Paul E. Tesluk, "Developing Executive Leaders: The Relative Contribution of Cognitive Ability, Personality, and the Accumulation of Work Experience in Predicting Strategic Thinking Competency," *Personnel Psychology*, 2011, 829.

<sup>159</sup> Derek R. Avery, Scott Tonidandel, Kristin H. Griffith, and Miguel A. Quinones, "The impact of multiple measures of leader experience on leader effectiveness: New insights for leader selection," *Journal of Business Research*, 2003: 673-679.

<sup>160</sup> *Ibid*, 679.

<sup>161</sup> Nichols and Cottrell, 2010.

colleagues discovered the accumulation of work experience was positively related to strategic thinking competency in executives.<sup>162</sup>

### *Education*

A comparative study of educational systems in Finland, Ontario, and Singapore revealed a high value of education upon expected effectiveness of educators. Often graduate degrees were required, and continuing education was encouraged, assisted, and rewarded.<sup>163</sup> Bryman suggested a lack of research on the effects of levels of education upon leader effectiveness, especially in institutions of higher education.<sup>164</sup>

## Leadership Context

### *Follower Perceptions*

Hollander concluded that follower perceptions were a key to effective leader performance and reported that some leaders have become so removed from followers' perceptions and needs they cease to have any awareness of the effects upon the organization and team they are trying to lead.<sup>165</sup> Furthermore, Ciulla included Hollander's ideas in arguing critical ethics of leadership which involves humility and

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<sup>162</sup> Dragoni, et al. 2011.

<sup>163</sup> Linda Darling-Hammond and Robert Rothman, *Teacher and Leader Effectiveness in High-Performing Education Systems* (Washington, DC: Alliance for Excellent Education and Stanford, CA: Stanford Center for Opportunity Policy in Education, 2011).

<sup>164</sup> Alan Bryman, *Research and Development Series: Effective Leadership in Higher Education, a Summary of Findings*, Research Findings, London: Leadership Foundation for Higher Education, 2007, 60.

<sup>165</sup> Hollander, 1995.

follower respect.<sup>166</sup> Moreover, according to Kouzes and Posner, follower perceptions of leaders were far more likely to accurately reflect the effectiveness of the leader than the leader's own perceptions. In fact, "perceptions of followers" (called observer ratings) was included as a significant part of their Leadership Practices Inventory (LPI)<sup>167</sup> Kouzes and Posner concluded the only way a leader can know whether his or her leadership is consistent is to elicit feedback from followers. The purpose of the feedback was to examine one's own perceptions to see if they matched that of the followers, allowing a determination to be made as to whether the leader accurately understands his capacity to lead effectively.<sup>168</sup>

Michael Brown also concluded it was important for leaders to understand what followers think and feel about their leadership. He argued that leadership researchers understand that followers' ratings of leaders are better predictors of outcomes when compared with leaders' self ratings. His argument was that leadership is understood best through the eyes of those being led.<sup>169</sup> Brown summarized, "Biases in self-perception can cloud a leader's ability to accurately evaluate his or her own ethical leadership," and he concluded that ignoring others' perceptions can lead otherwise well-intentioned leaders to failure.<sup>170</sup>

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<sup>166</sup> Joanne B. Ciulla, editor, *Ethics, The Heart of Leadership* (Westport, CT: Quorum Books, 1998).

<sup>167</sup> James M. Kouzes, and Barry Z. Posner, *Leadership Practices Inventory* (San Francisco: Jossey-Bass/Pfeiffer, 2001).

<sup>168</sup> Ibid, 7.

<sup>169</sup> Brown, 2007, 142.

<sup>170</sup> Ibid, 143.

### *Follower Gender and Ethnicity*

As previously mentioned in the leadership gender sub-section, Nichols and Cottrell found influence and experience of leaders affecting followers was often strongest upon those of the same gender, showing that some bias exists based on gender.<sup>171</sup> In recent research, Ayman and colleagues found that male constituents of transformational leaders evaluated the performance of female leaders significantly less positive than female leaders with female constituents. However, when male leaders were evaluated, no significant difference could be determined between the ratings of either male or female constituents.<sup>172</sup> Eagly and Karau also advocated a role congruity theory with the premise that prejudice existed towards female leaders because of perceived notions about women and leadership effectiveness.<sup>173</sup>

Research also revealed some bias and prejudices based upon ethnicity. Madsen conducted exploratory research among African American leaders and found that ethnic and cultural differences contributed to multiple sources of intergroup conflict, ultimately influencing their leadership decisions.<sup>174</sup> Moreover, Darlene Brown's dissertation research discovered that race influenced leadership credibility of the African-American

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<sup>171</sup> Nichols and Cottrell, 2010.

<sup>172</sup> R. Ayman, K. Korabik, and S. Morris, "Is transformational leadership always perceived as effective? Male subordinates' devaluation of female transformational leaders," *Journal of Applied Social Psychology* 39 (2009): 852-879.

<sup>173</sup> Alice H. Eagly and Steven J. Karau, "Role Congruity Theory of Prejudice Toward Female Leaders," *Psychological Review* 109, no. 3 (2002): 573-598.

<sup>174</sup> Jean A. Madsen, "African American Leaders' Perceptions of Intergroup Conflict," *Peabody Journal of Education* 77, no. 1 (2002): 35-58.

principal. However, she found no significant difference from teachers' perceptions based on gender either of the principal or of the teacher.<sup>175</sup>

*Follower Education, Experience, Maturity, and Ability*

Recent research showed a correlation of education upon expected effectiveness of educators,<sup>176</sup> and in their research, Judge and Bono found education positively predicted leader effectiveness.<sup>177</sup> While a plethora of research is lacking in follower education effects on leader effectiveness, Oyer pointed out that the level of follower education may affect perceptions of and definitions of leader effectiveness. Followers' expectations of leaders may be different based on their own education.<sup>178</sup>

Brown's research revealed that teachers' perceptions of principals' leadership effectiveness increased positively with the number of years of experience working with the principal.<sup>179</sup> Furthermore, Hersey proposed that effective leadership depends upon the followers' maturity and "readiness." The followers' abilities were based upon education, experience, knowledge and skills used to accomplish tasks.<sup>180</sup> Even more, Graen and

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<sup>175</sup> Brown, 2005.

<sup>176</sup> Darling-Hammond and Rothman, 2011.

<sup>177</sup> Judge, T. A., and J. E. Bono, "Five-factor model of personality and transformational leadership," *Journal of Applied Psychology* Vol. 85 (2000): 751-765.

<sup>178</sup> Oyer, 2011, 51.

<sup>179</sup> Brown, 2005.

<sup>180</sup> Hersey, Blanchard and Johnson, 2001.

Uhl-Bien examined leadership as relationship and found that leader effectiveness often depended upon the maturity of the relationship with followers.<sup>181</sup>

#### *Follower Motivation*

Motivation, communication, and team building skills were all complementary, inextricably linked together, forming a recipe for effective leadership.<sup>182</sup> Judge and Bono measured work motivation of subordinates' willingness to exert extra effort as a result of the leader's influence utilizing the MLQ.<sup>183</sup> Questions asked were similar to, "My leader increases my willingness to try harder," which indicated the followers' propensity to be motivated by the leader.<sup>184</sup>

#### *Follower/Leader Organization Size*

Organizational characteristics affected leadership self-efficacy and student learning in research conducted by Leithwood and Jantzi. They found school size was a significant moderator of the relationship between efficacy and student achievement.<sup>185</sup>

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<sup>181</sup> George B. Graen and Mary Uhl-Bien, "Relationship-Based Approach to Leadership: Development of Leader-Member Exchange (LMX) Theory of Leadership over 25 Years: Applying a Multi-Level Multi-Domain Perspective," *Leadership Quarterly* 6, no. 2 (1995): 219-247.

<sup>182</sup> Aamir Khan and Wisal Ahmad, "Leader's Interpersonal Skills and Its Effectiveness at different Levels of Management," *International Journal of Business and Social Science* 3, no. 4 (February 2012): 296-305.

<sup>183</sup> (Avolio and Bass, MLQ:Instrument (Leader and Rater Form) and Scoring Guide (Form 5x-Short) 1995).

<sup>184</sup> Judge and Bono, 756.

<sup>185</sup> K. Leithwood and D. Jantzi, "Linking Leadership to Student Learning: The Contributions of Leader Efficacy," *Educational Administration Quarterly* Vol. 44 (2008): 496-528.

## Leadership Effectiveness

Leadership effectiveness refers to a leader's performance in influencing and guiding the activities of his or her unit toward achievement of its goals, according to Stogdill.<sup>186</sup> In practice, however, according to Judge and others, assessments of leadership effectiveness most commonly consists of ratings made by the leader's supervisor, peer, or subordinate (or some combination of these three). Ultimately, they concluded effectiveness refers to a leader's ability to influence his or her subordinates.<sup>187</sup> A key component in leaders' effectiveness is the degree to which followers trust their leaders,<sup>188</sup> and furthermore, trust in the leader has been argued to be an essential component of a leader's effectiveness.<sup>189</sup>

McCormick concluded one of the most frequently reported findings in leadership literature is the relationship between a leader's self-confidence and successful leadership.<sup>190</sup> Another significant work conducted by teams of college students and led by Kane examined group leadership showing self-efficacy and expected outcomes are significant.<sup>191</sup> Hogan, Curphy, and Hogan provided insight in defining leadership by

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<sup>186</sup> R. M. Stogdill, "Leadership, membership and organization," *Psychological Bulletin* 47 (1950): 1-14.

<sup>187</sup> T. A. Judge, J. E. Bono, R. Ilies, and M. W. Gerhardt, "Personality and leadership: A qualitative and quantitative review," *Journal of Applied Psychology* 87 (2002): 767.

<sup>188</sup> Burke, et al. 2007.

<sup>189</sup> Bass, 1990.

<sup>190</sup> McCormick, 2001.

<sup>191</sup> Thomas D. Kane, Stephen J. Zaccaro, Jr., Trueman R. Tremble, and Aline D. Masuda, "An Examination of the Leader's Regulation of Groups," *Small Group Research* Vol. 33 (2002): 65-120.

answering questions about practical decisions such as appointment, evaluation and termination—all which are important to judgments of effectiveness.<sup>192</sup>

Avolio and Bass concluded transformational leadership and outcomes of leadership are contributing factors to understanding and measuring leaders' effectiveness. They developed the research materials needed to measure participants' perceptions of leader effectiveness using the Transformational Leadership subscale and the Outcomes of Leadership subscale from the Multifactor Leadership Questionnaire (MLQ) 5x-Short survey. They also developed additional survey questions (which were not used in this research) to allow leaders to answer questions pertaining to their own perceptions of leadership effectiveness.<sup>193</sup>

Research was conducted by Sarah Strang and Karl Kuhnert, which investigated predictors of leader performance (effectiveness) as it related to personality and Leadership Developmental Levels. The research participants were business leaders, management executives in the Atlanta, GA area. Strang and Kuhnert sought to identify and understand developmental and personality factors as they affect leadership. Personality variables in the study included conscientiousness, neuroticism, openness to experience, extraversion, and agreeableness. Other descriptive variables included gender, job type, and age.<sup>194</sup>

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<sup>192</sup> R. Hogan, G. J. Curphy and J. Hogan, "What we know about leadership: Effectiveness and personality," *American Psychologist* Vol. 49 (1994): 493-504.

<sup>193</sup> Avolio and Bass, 1995.

<sup>194</sup> S. E. Strang and K. W. Kuhnert, "Personality and Leadership Developmental Levels as predictors of leader performance," *The Leadership Quarterly*, 2009.

On personality evaluations and predictive performance, R. Hogan, J. Hogan, and B. W. Roberts found that during job analysis interviews, when incumbents were asked what was required for effective performance, they typically described characteristics such as “being a team player,” “remaining calm under pressure,” “being responsive to the client’s needs,” “being persistent,” and “taking initiative” as crucial for their jobs. These characteristics were precisely what well-constructed measures of normal personality assess.<sup>195</sup> Furthermore, when incumbents completed structured job analysis questionnaires, they again described characteristics such as self-control, stress tolerance, leadership, and willingness to listen as essential for job performance.<sup>196</sup> Personality measurement was appropriate for most pre-employment decisions. However, it should always be used in conjunction with other information, particularly in regards to the applicant’s technical skills, job experience, and ability to learn. The findings of Hogan, Hogan, Roberts, and Stark, pointed to personality as a major factor in predicting performance.<sup>197</sup>

In a study by Rosete and Ciarrochi, regression analyses indicated medium to large relationships between ability emotional intelligence scales and achieving business outcomes. The results were consistent even after controlling for reasoning ability, self-

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<sup>195</sup> R. Hogan, J. Hogan, and B. W. Roberts, "Personality measurement and employment decisions: Questions and answers," *American Psychologist* Vol. 51 (1996), 5.

<sup>196</sup> J. Hogan and D. Stark, "Using personality measures to select firefighters," *Paper presented at the 16th Annual Meeting of the International Personnel Management Association Assessment Council, Baltimore, June 1992: (1992, June).*

<sup>197</sup> Hogan, Hogan and Roberts, 1996.

reported emotional intelligence and self-reported personality. Self-reported emotional intelligence was also linked to business outcomes, but was not significant when controlling for personality.<sup>198</sup>

Palmer, Walls, Burgess, and Stough conducted a self-report emotional intelligence measure for managers, which evaluated the link between emotional intelligence and leadership style. They found significant correlations with several components of the transformational leadership model. Their study showed a self-reported ability, in these leaders, to monitor and manage emotions.<sup>199</sup>

### Summary

The literature review began with an overview of general leadership themes and defined leadership. The review also examined the effects of leadership traits upon leadership effectiveness, especially humility and self-confidence. The researcher also investigated the effects of leadership styles upon leadership effectiveness. Furthermore, the researcher studied literature which considered the effects of leadership skills and demographics upon leadership effectiveness. Finally, the researcher examined research literature which focused upon leadership effectiveness.

A recurring theme in the literature pointed to the importance of relationships between leaders and their followers. Relationships are built upon trust, humility,

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<sup>198</sup> D. Rosete and J. Ciarrochi, "Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness," *Leadership & Organization Development Journal* Vol. 26 (2005): 388-399.

<sup>199</sup> B. Palmer, M. Walls, Z. Burgess, and C. Stough, "Emotional intelligence and effective leadership," *Leadership & Organization Development Journal* Vol. 22, no. 1 (2001), 6-7.

compatible personalities, and often shared vision. Noticing the value of humility and trust in building and maintaining relationships, one finds support for this research, which investigates the influence of humility and self-confidence upon leader effectiveness.

## CHAPTER 3

### METHODOLOGY

#### Introduction

This research investigated faculty perceptions of humility and confidence in relation to leader effectiveness among seminary leaders. Participants were asked to rate seminary leaders' self-confidence, humility, and leader effectiveness. The research question asked, "To what extent do humility and self-confidence contribute to leadership effectiveness?" The research tested the theory that humility and self-confidence were vital components of leadership effectiveness. Chapter three describes the methodology used, and it includes a description of the research sample, an explanation of the research variables, the null hypotheses, and an overview of the research instrumentation.

#### Research Sample

This study researched Seminaries and Divinity Schools, examining the level of humility, self-confidence, and leadership effectiveness as perceived by the faculty of a primary institutional leader such as a president, a chancellor, or a dean. The population for this research was a census of faculty members from Seminaries in the United States as listed at <http://www.baptistlife.com/seminaries/>. The website is an introductory, online guide to selected Baptist seminaries, divinity schools, and houses of study in the U.S. and worldwide. The website was developed and maintained by Bruce T. Gourley of Manhattan, MT, executive director of *The Baptist History and Heritage Society* and the online editor of *Baptists Today*.

The sample was chosen because of the researcher's personal interests. The faculty of seminaries was chosen as a sample because of the interesting combination of ministry

and education, and because they work and report directly to seminary leaders. The website was discovered through serendipity as a random search of seminaries with Baptist ties. It became a pre-existing limited list of seminaries and divinity schools which controlled the scope and limited the sample. Furthermore, it provided convenient access to the schools with internet links.

Presidents or chief executive officers of the schools were contacted with a request for permission to include the school faculty in the research. (See Appendix C) The seminary leaders and/or their assistants were informed that the research would be conducted in a confidential manner, controlled by an internet survey host and that no effort would be made to identify and reveal the particular results of any participant, president, or institution as it pertains to the research. Twenty-eight schools, all in the United States, were contacted by telephone and/or e-mail up to three times. Some presidents or CEOs gave permission on the first contact; others gave permission after repeated contacts, and others refused permission. Some chief officers gave permission but no data was received from the school.

Participants from ten identifiable institutions completed the survey; those where presidents or chief executive officers gave direct access to faculty. Three institutions received the survey and distributed the instruments to their faculty. One of those institutions gave access only to a part of the faculty. This resulted in some participants without an identifiable institution. Eight institutions never responded to the request, and four institutions directly denied the researcher access to the faculty for the study. At most three institutions' faculty was contacted but no participants completed the survey.

When direct access was granted, faculty was contacted initially, and non-respondents were contacted two additional times at seven day interval. In those institutions approving direct contact to faculty e-mails, the researcher contacted the faculty and invited them to participate in an online survey hosted by questionpro.com. A sample of the invitation sent to those faculty members can be viewed in Appendix A—the introduction to the survey. For those institutions wishing to indirectly contact the faculty with the researcher’s request, an administrator was sent a link to the survey hosted by questionpro.com, which was forwarded to the participating faculty. Since they were not invited directly from the host survey site, the researcher could not identify the school that employed some of the participants. Some institutions allowed participation; the faculty received invitations from the survey site, but no faculty chose to participate. Participants from 10 institutions were identified, and other faculty participated that could not be identified with a particular institution.

#### Research Variables

The dependent variable in this research was leader effectiveness as perceived by followers. The independent variables in this research were primarily perceived humility and self-confidence and leader effectiveness. Other variables considered in the research included gender, level of education, leadership experience, and race/ethnicity of the leader. Furthermore the gender, level of education, experience, and race/ethnicity of the follower were considered, along with the number of years worked together, and the institutional size. The variables may be understood more fully by reading them in the context stated in the null hypotheses.

## Null Hypotheses

Six hypotheses were developed to analyze (a) the relationship among Confidence scale values, Humility scale values, and Leadership effectiveness values, (b) the relationship among selected subscale values, and (c) significant differences among Confidence, Humility, and Leadership Effectiveness scale values, when broken down by demographic categories.

Hypothesis 1 (H<sub>01</sub>) There is no significant correlation between the Confidence scale means and the Leader Effectiveness scale means among all respondents.

Hypothesis 2 (H<sub>02</sub>) There is no significant correlation between Humility scale means and the Leader Effectiveness scale means among all respondents.

Hypothesis 3 (H<sub>03</sub>) There is no significant correlation between Leader Effectiveness scale means and Leader Efficacy /Task Confidence subscale means among all respondents.

Hypothesis 4 (H<sub>04</sub>) There is no significant correlation between Leader Effectiveness scale means and Teachability subscale means/Appreciation subscale means/Self-Awareness subscale means among all respondents.

Hypothesis 5 (H<sub>05</sub>) There is no significant correlation between Confidence scale means and Transformational Leadership subscale means/Outcomes of Leadership subscale means.

Hypothesis 6 (H<sub>06</sub>) There is no significant correlation between Humility scale means and Transformational Leadership subscale means/Outcomes of Leadership subscale means.

## Research Design

This study employed a positive correlational research design to examine the relationship among three quantitative variables: leader humility, leader self-confidence, and leader effectiveness (as measured by faculty perceptions). The design displays the effects of the level of humility and confidence upon the degree of leader effectiveness. The data was analyzed using a Spearman's Rank Correlation procedure, which was applied to determine if there was significant correlation between the independent variables and the Leader Effectiveness scale means among all respondents.

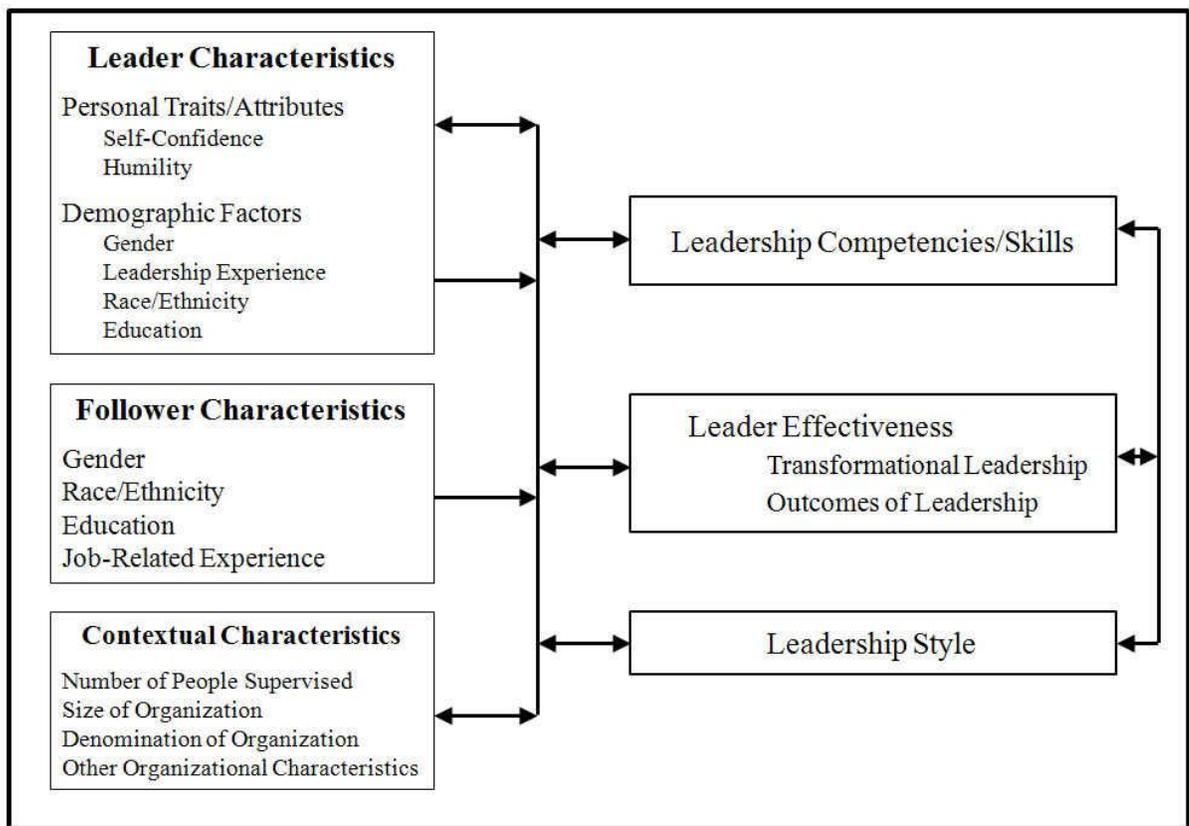


Figure 3. Conceptual Framework.

## Research Instrumentation

The data for this research was collected by utilizing a survey created by this researcher, *Perceptions of Seminary Leadership*. See Appendix A. The survey was hosted by the internet survey host questionpro.com, and it contained four primary sections of questions: a scale measuring perceptions of seminary leaders' humility, a scale measuring perceptions of seminary leaders' confidence, a scale measuring perceptions of seminary leaders' effectiveness, and a section noting demographics of participants and seminary leaders.

**Leader Humility:** This study used the Owens Humility Scale developed by B. P. Owens.<sup>200</sup> This was an eleven-item scale with a reported alpha reliability coefficient of .90.<sup>201</sup> Owens Humility Scale also contains three subscales: Teachability, Appreciation, and Self-Awareness. The survey used a Likert scale of 1 (strongly disagree) to 5 (strongly agree), asking participants to rate their level of agreement with statements about their leaders' humility-related behaviors. Examples of statements included "My leader actively seeks feedback, even if it is critical" (Teachability); "My leader takes notice of others' strengths" (Appreciation); and "My leader admits it when he or she makes mistakes" (Self-Awareness). High scores on this scale indicated high humility, while low scores indicated low humility.

**Leader Confidence:** As noted in the literature review, previous studies focused upon self-reported measures of confidence. One of the root causes of failure, according to Brown is that individuals are not accurate self-perceivers, having a tendency to rate

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<sup>200</sup> Owens, 2009.

<sup>201</sup> Owens, 2012 .

themselves higher than average on many dimensions such as honesty and competence. Brown found that self-ratings were almost always higher than ratings obtained from others.<sup>202</sup> Therefore, instead of self-reports, this study utilized a confidence scale developed by Brenda Oyer (with permission). Oyer developed a 21-item scale with two subscales: eight (8) items designed to measure follower perceptions of leaders general confidence in their leadership abilities (Leader Efficacy subscale), 12 items designed to measure follower perceptions of leaders' confidence related to specific leadership tasks (Task Confidence subscale), and one question asking participants to rate their leaders' over-all level of leadership confidence.<sup>203</sup> Oyer reported an alpha reliability coefficient of .97.<sup>204</sup> The survey utilized a Likert scale of 1 (strongly disagree) to 5 (strongly agree), and it asked participants to rate their level of agreement with statements concerning their leaders' demonstration of confident behaviors. Examples from the instrument were "My leader works hard to achieve his/her goals even when faced with adversity or obstacles;" and "My leader Displays certainty that he/she can make his/her plans work" (Leader Efficacy); and "My leader displays/demonstrates confidence that he/she can motivate staff;" and "My leader displays/demonstrates confidence that he/she can Manage interpersonal conflicts between staff" (Task Confidence). High scores on these subscales indicated high confidence while low scores indicated low confidence.

Leader Effectiveness: Avolio and Bass provided the research materials needed to measure participants' perceptions of leader effectiveness using the Transformational

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<sup>202</sup> Brown, 2007, 142.

<sup>203</sup> Oyer, 2011.

<sup>204</sup> Ibid, 77.

Leadership subscale and the Outcomes of Leadership subscale from the Multifactor Leadership Questionnaire (MLQ) (5X-Short) survey.<sup>205</sup> The MLQ (5X-Short) is a validated form of 45 items for organizational survey and research purposes, and it has been validated by both the discriminatory and confirmatory factor analysis.<sup>206</sup> The MLQ (5X-Short) contains 45 items that identify and measure key leadership and effectiveness behaviors shown in prior research to be strongly linked with both individual and organizational success. Avolio and Bass stated it has been the principal means by which they were able to reliably differentiate highly effective from ineffective leaders in their research in military, government, educational, manufacturing, high technology, church, correctional, hospital and volunteer organizations for the last 25 years.<sup>207</sup> A five point scale for rating the frequency of observed leader behaviors is used and bears a magnitude estimation based ratio of 0 (Not at all), 1 (Once in a while), 2 (Sometimes), 3 (Fairly often, and 4 (Frequently, if not always).<sup>208</sup> Participants were asked how frequently their seminary leader displayed the following behaviors; “Provides me with assistance in exchange for my efforts,” “Makes clear what one can expect to receive when performance goals are achieved,” “Gets me to do more than I expected to do,” and “Is effective in meeting organizational requirements.”

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<sup>205</sup> B. J. Avolio and B. Bass. *MLQ: Instrument (Leader and Rater Form) and Scoring Guide (Form 5x-Short)*, Menlo Park: Mind Garden, 2004.

<sup>206</sup> Ibid, 5.

<sup>207</sup> Ibid, 12.

<sup>208</sup> Ibid, 14.

## Operational Definitions

All respondents—For the purpose of this study “all respondents” refers to every faculty member from the participating institutions who chose to participate in and completed the survey.

Appreciation subscale means—“Appreciation subscale means” is included in this research as a subscale of Owens Humility Scale used in the survey instrument. It is the mean score of all respondents for the questions comprising the Appreciation subscale (2, 5, 6).<sup>209</sup>

Confidence scale means—Self-confidence is the ability to be certain about one’s competencies and skills. It includes a sense of self-esteem and self-assurance and faith that one can make a difference. It is a faith in one’s ability to influence others appropriately and rightly.<sup>210</sup> Leader self-confidence and leader self-efficacy are conceptually similar. Leadership self-efficacy is the leader’s perception of his or her ability to execute all the functions in the leadership role effectively.<sup>211</sup> Because the definition of self-confidence is conceptually similar to the definition of self-efficacy,<sup>212</sup> the definition of leader self-confidence used for this study is based on the concept of leadership self-efficacy. In this study leader self-confidence is defined as follower perceptions of the extent to which the leader

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<sup>209</sup> Owens, 2009.

<sup>210</sup> Northouse, 2007, 19-20.

<sup>211</sup> K. Y. Ng, S. Ang, and K. Y. Chan, "Personality and Leader Effectiveness: A moderated mediation model of leadership self-efficacy, job demands, and job autonomy," *Journal of Applied Psychology* Volume 93, no. 4 (2008): 733-743.

<sup>212</sup> McCormick, 2001.

demonstrates that he or she feels capable to perform functions necessary to accomplish his or her leadership role effectively. In this research the operational definition of leader self-confidence is defined as the mean score on the modified Oyer Confidence Instrument.<sup>213</sup>

Humility scale means—While a great deal of disagreement and a lack of clear understanding about the precise behaviors of humility exist, a general consensus defines humility as a willing ability to view oneself objectively and accurately, and to view others more appreciatively, and to consider new information and ideas more openly.<sup>214</sup> For the purpose of this study, leader humility is defined as follower perceptions of the leader's willing ability to view himself or herself objectively and accurately. In this research the operational definition of leader humility is defined as the mean score on the Owens Humility Scale.<sup>215</sup>

Leader Effectiveness scale means—Northouse wrote that effective leadership occurs when the leader can accurately diagnose the development of subordinates in a task and then exhibit the prescribed leadership style that matches the situation.<sup>216</sup> Since this research will focus upon follower perceptions of the leader, leader effectiveness will be defined by the frequency in which he or she engages in behaviors that influence others to engage in activities resulting in successfully achieving mutual goals. In this research the operational definition of leader

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<sup>213</sup> Oyer, 2011.

<sup>214</sup> B. P. Owens, M. D. Johnson, and T. R. Mitchell, "Humility in Organizations: Implications for performance, teams, and leadership," *Organization Science (forthcoming)*, 2012.

<sup>215</sup> Owens, 2009, 67-68.

<sup>216</sup> Northouse, 2007, 110.

effectiveness is to be defined as the mean score of all items from the *Multifactor Leadership Questionnaire (MLQ) 5x-Short survey* which includes a 13-item Transformational Leadership subscale and a 30-item Outcomes of Leadership subscale.

Leader Efficacy subscales means—The Leader Efficacy was a subscale included as a part of the Leader Confidence instrument developed by Oyer. With her permission, this survey used this instrument as modified for seminary leaders as opposed to K-12 leaders. This subscale used 8 items designed to measure perceptions of leaders' confidence. For this research Leader Efficacy subscale means is the mean score of all respondents.<sup>217</sup>

Outcomes of Leadership subscale means—“Outcomes of Leadership subscale” is a subscale of the Multifactor Leadership Questionnaire (MLQ 5x-Short) ©. It is comprised of 30 questions, and for the purpose of this research is the mean score for all respondents to those questions.<sup>218</sup>

Self-Awareness subscale means—This subscale is included in this research as a subscale of Owens Humility Scale used in the survey instrument. It is the mean score of all respondents for the questions comprising the Self-Awareness subscale (4, 8, 10, 11).<sup>219</sup>

Task Confidence subscale means—“Task Confidence subscale” is a subscale of Oyer's Confidence Instrument. It is comprised of 12 questions, and for the purpose of

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<sup>217</sup> Oyer, 2011, 61.

<sup>218</sup> Avolio and Bass, 2004.

<sup>219</sup> Owens, 2009.

this research refers to the mean score of all respondents to those questions (20-31).<sup>220</sup>

Teachability subscale means—This subscale is included in this research as a subscale of Owens Humility Scale used in the survey instrument. It is the mean score of all respondents for the questions comprising the “Teachability subscale” (1, 3, 7, 9).

Transformational Leadership subscale means—“Transformational Leadership subscale” is a subscale of the Multifactor Leadership Questionnaire (MLQ 5x-Short) ©. It is comprised of 13 questions, and for the purpose of this research is the mean score for all respondents to those questions.<sup>221</sup>

### Relevance of the Study

This research is important because it adds information to the overall research knowledge of effective leadership. It is also important because it will help researchers better understand leadership effectiveness in ministry and education. It will help because the research revealed the effects of one’s perceived humility and perceived self-confidence upon one’s perceived effectiveness as a leader, serving in ministry and education roles. It is the goal of this researcher to help leaders, especially those in ministry roles, understand the importance of humility and confidence in the work God has prepared for them, thereby helping them to be examples of Christ.

### Summary

This research investigated and analyzed six hypotheses: (a) the relationship among Confidence scale values, Humility scale values, and Leadership effectiveness values, (b) the relationship among significant subscale values, and (c) significant

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<sup>220</sup> Oyer, 2011.

<sup>221</sup> Avolio and Bass, 2004.

differences among Confidence, Humility, and Leadership effectiveness scale values against reported demographic values.

Chapter three included the operational definitions of significant terms used in the research describing variables such as subscales for Appreciation and Leader Efficacy. It also included definitions for each scale means; Humility, Confidence, and Leader Effectiveness. Definitions were included describing demographic terms and words used to describe the research context.

The research employed a correlational design examining the relationship between three main quantitative variables: leader humility, leader self-confidence, and leader effectiveness. The quantitative results displayed the follower perceptions of the leaders. The sample included seminary and/or divinity school faculty members as followers, and their perceptions of one particular leader in their school—a president, a dean, or a chancellor. The sample was taken from a list of such institutions listed as affiliated with a Baptist denomination on the website [baptistlife.com](http://baptistlife.com).

The anticipated hypothesis expected a correlation between humility and/or self-confidence, and leader effectiveness. As the values of humility and/or self-confidence increased, the expectation was that the values of leader effectiveness would also increase. Likewise, as humility and/or self-confidence decreased, the expectation was that the values of leader effectiveness would also decrease.

This research utilized valid and reliable instruments, which have been used in previous research. It utilized the Owens Humility Scale, the Oyer Confidence Scale, and for leader effectiveness, the MLQ 5x-Short Survey.

## CHAPTER 4

### RESULTS

This research investigated faculty perceptions of humility and confidence in relation to leader effectiveness among seminary leaders through the application of a confidential internet survey. Respondents were asked to rate seminary leaders' self-confidence, humility, and leader effectiveness. The research question asked, "To what extent does humility and self-confidence contribute to leadership effectiveness?" The research tested the theory that humility and self-confidence were vital components of leadership effectiveness among seminary leaders.

#### Data Collection

The data was collected between March 7, 2012 and April 12, 2012. Sixty-two respondents completed the information requested in the instruments, which was 40% of those who viewed the instruments and 62% of those who started the instruments. The population for this research was a census of faculty members from Seminaries and Divinity Schools in the United States as listed at <http://www.baptistlife.com/seminaries/>. The website is an introductory, online guide to selected Baptist seminaries, divinity schools, and houses of study in the U.S. and worldwide. The website was developed and maintained by Bruce T. Gourley of Manhattan, MT, executive director of *The Baptist History and Heritage Society* and the online editor of *Baptists Today*.

Data was collected through the application of four instruments including the *Owens Humility Scale*, the *Oyer Confidence Scale*, two subscales from *Multifactor*

*Leadership Questionnaire (MLQ) 5x-Short Survey*©,<sup>222</sup> and a demographic questionnaire developed especially for this research. The *Owens Humility Scale*<sup>223</sup> is an 11-item scale; the scale contains three subscales including Teachability, Appreciation, and Self-Awareness. Respondents were asked to rate their level of agreement with statements about their leaders' humility-related behaviors. Using a Likert scale, humility values were rated from 1, strongly disagree, to 5, strongly agree. High values on the scale indicated a high level of humility; low values indicated a low level of humility.

The *Oyer Confidence Scale* was applied for measuring perceptions of leader self-confidence subsequently referenced as Leader Efficacy and leader confidence related to specific leadership tasks, referenced as Task Confidence. The *Oyer Leader Effectiveness Scale* contains 21-items with two subscales and one additional item: (a) the *Leader Efficacy subscale* is eight items designed to measure perceptions of leader general confidence in their leadership abilities, (b) the *Task Confidence* subscale is 12 items designed to measure perceptions of leader confidence related to specific tasks, and (c) one item asked respondents to rate their leader's over-all level of self-confidence. The Leader Efficacy subscale sought to measure effort expenditures and persistence, goal-setting, activity selection, emotional stability, and general leadership capabilities. The Task Confidence subscale sought to measure tasks common to leadership across a broad spectrum of organizational types.

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<sup>222</sup> B. J. Avolio and B. Bass, *MLQ:Instrument (Leader and Rater Form) and Scoring Guide (Form 5x-Short)*. Menlo Park: Mind Garden, 1995.

<sup>223</sup> Owens, 2012, 67.

A third instrument for measuring leader effectiveness employed two subscales of the *Multifactor Leadership Questionnaire (MLQ) 5x-Short Survey*©. The Transformational Leadership subscale contains 20 items and the Outcomes of Leadership subscale contains nine items. The Transformational Leadership subscale is comprised of subscales for Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

The *Multifactor Leadership Questionnaire (MLQ) 5x-Short Survey*© includes subscales for Transactional Leadership and Passive/Avoidance Leadership, which were not used for this research. Applying the two subscales reduced the time required to complete the survey and addressed specifically the research hypotheses.

Presidents or chief executive officers of the schools were contacted with a request for permission to include the school faculty in the research. Twenty-eight schools were contacted by telephone and/or e-mail up to three times. Some presidents or CEOs gave permission on the first contact; others gave permission after repeated contacts, and others refused permission. Some chief officers gave permission but no data was received from the school.

Some presidents or chief executive officers gave direct access to faculty; others received the survey and distributed the instruments to their faculty. When direct access was granted, faculty was contacted initially and non-respondents were contact two additional times at seven day intervals.

#### Descriptive Analysis

Ten institutions were identified in the research; information was inadequate to identify four institutions. The largest number of respondents, 15, came from Institution

10; nine respondents were from Institution 11. Three institutions were represented by two respondents each, Institutions 4, 6, and 9. (see Table 1)

Table 1. Institutional Respondents in Research

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Institution	# of Respondents
1	4
2	4
3	4
4	2
5	8
6	2
7	8
9	2
10	15
11	9
Unknown	4
Total Responses	62

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A questionnaire requesting demographic information was developed for this research. Included in the online inquiry was a request for respondent gender, respondent educational level, respondent race/ethnicity, respondent employment, respondent occupation, respondent years of experience with leader, leader gender, leader highest level of education, leader race/ethnicity, and leader years of experience as leader.

Most of the respondents indicated that they had earned a doctorate; 53 men and six women had earned doctorates. One respondent indicated that she had a masters degree. Fifty-two of the respondents were Caucasian; one was African-American; three were Hispanic, and three indicated other ethnicity. (see Table 2)

Table 2. Respondent Educational Level and Ethnicity Summary

Educational Level	Men		Women		No Response
	Frequency	%	Frequency	%	0
Bachelors Degree	0	0	0	0	0
Masters Degree	0	0	1	14.3	0
Doctorate	53	100	6	85.7	0
Other	0	0	0	0	2
Total	53	100	7	100	2
Ethnicity					
Caucasian	47	90.4	5	71.4	0
African American	1	2.0	0	0	0
Hispanic/Latino	2	3.8	1	14.3	0
Other	2	3.8	1	14.3	3
Total	52	100	7	100	3

Among the men respondents 10 were department heads, four were Deans, 38 were professors, and one held another position. Among women respondents one was a department head and six were professors. (see Table 3)

Twenty-eight respondents had between six and 10 years experience with their leader. Sixteen respondents had between three and five years experience with their leader. Eight respondents had two years or less, and three had more than 16 years experience with their leader. (see Table 3)

Table 3. Respondent Position and Experience with Leader Summary

Institutional Position	Men		Women		No Response
	Frequency	%	Frequency	%	Frequency
Dept. Head	10	18.8	1	14.3	0
Dean	4	7.6	0	0	0
Professor	38	71.7	6	85.7	0
Other	1	1.9	0	0	2
Total	53	100	7	100	2

Yrs. Experience with Leader	Men		Women		No Response
	Frequency	%	Frequency	%	Frequency
0-2	6	11.3	2	28.6	0
3-5	13	24.5	3	42.8	0
6-10	26	49.1	2	28.6	0
11-15	5	9.4	0	0	0
16+	3	5.7	0	0	0
Other	0	0	0	0	2
Total	53	100	7	100	2

Among the leaders who were the basis of the leadership perception, 57 were men; three were women; and no information was given for two. Fifty-eight were Caucasian; one was defined as other; and no information was given for three. (see Table 4)

Table 4. Leader Gender and Ethnicity Summary

Leader Gender	Frequency	%
Man	57	92.0
Woman	3	4.8
No Response	2	3.2
Total	62	100
Ethnicity		
Caucasian	58	93.6
African American	0	0
Hispanic/Latino	0	0
Other	1	1.6
No Response	3	4.8
Total	62	100

Forty-six leaders held a Doctor of Philosophy or Doctor of Education degree; 12 held a Doctor of Ministry degree; and one leader had a masters degree. Twenty leaders had six to 10 years of experience as a leader; 13 had more than 16 years of experience; 11 has two years experience or less; seven had between three and five years; and eight had between 11 and 15 years of experience. (see Table 5)

Table 5. Leader Educational Level and Years of Experience Summary

Leader Ed Level	Frequency	%
Masters	1	1.6
DMin	12	19.4
PhD/EdD	46	74.2
Uncertain	1	1.6
No Response	2	3.2
Total	62	100
Leader Yrs Experience		
0-2	11	17.7
3-5	7	11.3
6-10	20	32.3
11-15	8	12.9
16+	13	21.0
Uncertain	1	1.6
No Response	2	3.2
Total	62	100

Among the respondents 23 were from institutions with between 50 and 74 faculty members; fourteen had 24 or less faculty members; and four institutions had more than 100 faculty. Twenty-seven respondents were from institutions that had 2,000 or more students; twenty respondents were from institutions with from 500 to 1999 students. (see Table 6)

Table 6. Institutional Faculty and Student Body Size Summary

Institutional Faculty Number	Frequency	%
100+	4	6.5
75-99	11	17.7
50-74	23	37.1
25-49	8	12.9
24 or less	14	22.6
No Response	2	3.2
Total	62	100
Institutional Student Number	Frequency	%
2,000+	27	43.5
500-1999	20	32.3
300-499	5	8.1
100-299	8	12.9
99 or less	0	0
No Response	2	3.2
Total	62	100

### Statistical Analysis

Hypothesis 1 ( $H_{01}$ ) There is no significant correlation between the Confidence scale means and the Leader Effectiveness scale means among all respondents.

A Spearman's Rank Correlation procedure was applied to determine if there was significant correlation between the Confidence scale means and the Leader Effectiveness scale means among all respondents. The mean of the Confidence scale was 4.1596, and the standard deviation was .4070. The mean of the Leader Effectiveness scale was 3.1597, and the standard deviation was .6181. The Spearman's Rank Correlation Coefficient was .4819; the t-value was 4.260261 with 60 degrees of freedom; and the p-value was <.001. Since the p-value was less than .05, the null hypothesis was rejected. There was a significant correlation between the Confidence scale means and the Leader Effectiveness scale means. (see Table 7)

Table 7. Confidence and Leader Effectiveness Scale Means Analysis

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Correlation Coefficients

Variables used : CONF\_SCALE(N) and LDR\_EFF(N)

Number of cases used: 62

Mean(SD) CONF\_SCALE(N) = 4.1596(.4070)

Mean(SD) LDR\_EFF(N) = 3.1597(.6181)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = 0.4819

(Spearman's)  $t = 4.260261$  with 60 d.f.  $p < 0.001$

95% C.I. on Spearman's rho is (0.264, 0.653)

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Hypothesis 2 ( $H_{02}$ ) There is no significant correlation between Humility scale means and the Leader Effectiveness scale means among all respondents.

A Spearman's Rank Correlation procedure was applied to determine if there was significant correlation between the Humility scale means and the Leader Effectiveness scale means among all respondents. The mean of the Humility scale was 3.9047, and the standard deviation was .5857. The mean of the Leader Effectiveness scale was 3.0146, and the standard deviation was 1.6189. The Spearman's Rank Correlation Coefficient was .6885; the  $t$ -value was 7.352812 with 60 degrees of freedom; and the  $p$ -value was  $<.001$ . Since the  $p$ -value was less than .05, the null hypothesis was rejected. There was a significant correlation between the Humility scale means and the Leader Effectiveness scale means. (see Table 8)

Table 8. Humility and Leader Effectiveness Scale Means Analysis

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Correlation Coefficients

Variables used : LDR\_EFF(N) and HUM\_SCALE(N)

Number of cases used: 62

Mean(SD) LDR\_EFF(N) = 3.0146(1.6189)

Mean(SD) HUM\_SCALE(N) = 3.9047(.5857)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = 0.6885

(Spearman's)  $t = 7.352812$  with 60 d.f.  $p < 0.001$

95% C.I. on Spearman's rho is (0.530, 0.801)

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Hypothesis 3 ( $H_{03}$ ) There is no significant correlation between Leader Effectiveness scale means and Leader Efficacy subscale means/Task Confidence subscale means among all respondents.

Hypothesis 3.1 ( $H_{03.1}$ ) There is no significant correlation between Leader Effectiveness scale means and Leader Efficacy subscale means among all respondents.

A Spearman's Rank Correlation procedure was applied to determine if there was significant correlation between the Leader Efficacy subscale means and the Leader Effectiveness scale means among all respondents. The mean of the Leader Efficacy subscale was 4.2416, and the standard deviation was .4226. The mean of the Leader Effectiveness scale was 3.0146, and the standard deviation was 1.6189. The Spearman's Rank Correlation Coefficient was .3126; the  $t$ -value was 2.548941 with 60 degrees of freedom; and the  $p$ -value was  $<.013$ . Since the  $p$ -value was less than .05, the null

hypothesis was rejected. There was a significant correlation between the Leader Efficacy subscale means and the Leader Effectiveness scale means. (see Table 9)

Table 9. Leader Effectiveness Scale Means and Leader Efficacy

Subscale Means Analysis

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Correlation Coefficients

Variables used : LDR\_EFFICACY(N) and LDR\_EFF(N)  
Number of cases used: 62

Mean(SD) LDR\_EFFICACY(N) = 4.2416(.4226)  
Mean(SD) LDR\_EFF(N) = 3.0146(1.6189)

Spearman's Correlation (nonparametric results)  
Spearman's Rank Correlation Coefficient = 0.3126

(Spearman's)  $t = 2.548941$  with 60 d.f.  $p = 0.013$

95% C.I. on Spearman's rho is (0.068, 0.522)

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Hypothesis 3.2 ( $H_{03.2}$ ) There is no significant correlation between Leader Effectiveness scale means and Task Confidence subscale means among all respondents.

A Spearman's Rank Correlation procedure was applied to determine if there was significant correlation between the Task Confidence subscale means and the Leader Effectiveness scale means among all respondents. The mean of the Task Confidence subscale was 3.6715, and the standard deviation was 2.3852. The mean of the Leader Effectiveness scale was 3.0146, and the standard deviation was 1.6189. The Spearman's Rank Correlation Coefficient was .5534; the t-value was 4.884504 with 60 degrees of freedom; and the p-value was <.001. Since the p-value was less than .05, the null

hypothesis was rejected. There was a significant correlation between the Task Confidence subscale means and the Leader Effectiveness scale means. (see Table 10)

Table 10. Leader Effectiveness Scale Means and Task Confidence

Subscale Means Analysis

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Correlation Coefficients

Variables used : LDR\_EFF and TASK\_CONFI

Number of cases used: 62

Mean(SD) LDR\_EFF = 3.0146(1.6189)

Mean(SD) TASK\_CONFI = 3.6715(2.3852)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = 0.5334

(Spearman's)  $t = 4.884504$  with 60 d.f.  $p < 0.001$

95% C.I. on Spearman's rho is (0.327, 0.691)

---

Hypothesis 4 ( $H_{04}$ ) There is no significant correlation between Leader Effectiveness scale means and Teachability subscale means/Appreciation subscale means/Self-Awareness subscale means among all respondents.

Hypothesis 4.1 ( $H_{04.1}$ ) There is no significant correlation between Leader Effectiveness scale means and Teachability subscale means among all respondents.

A Spearman's Rank Correlation procedure was applied to determine if there was significant correlation between the Teachability subscale means and the Leader Effectiveness scale means among all respondents. The mean of the Teachability subscale was 3.4798, and the standard deviation was 1.1265. The mean of the Leader Effectiveness scale was 3.0146, and the standard deviation was 1.6189. The Spearman's

Rank Correlation Coefficient was .6136; the t-value was 6.019161 with 60 degrees of freedom; and the p-value was <.001. Since the p-value was less than .05, the null hypothesis was rejected. There was a significant correlation between the Teachability subscale means and the Leader Effectiveness scale means. (see Table 11)

Table 11. Leader Effectiveness Scale Means and Teachability Subscale Means Analysis

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Correlation Coefficients

Variables used : LDR\_EFF(N) and TEACHABILITY(N)

Number of cases used: 62

Mean(SD) LDR\_EFF(N) = 3.0146(1.6189)

Mean(SD) TEACHABILITY(N) = 3.4798(1.1265)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = 0.6136

(Spearman's)  $t = 6.019161$  with 60 d.f.  $p < 0.001$

95% C.I. on Spearman's rho is (0.430, 0.749)

---

Hypothesis 4.2 ( $H_{04.2}$ ) There is no significant correlation between Leader Effectiveness scale means and Appreciation subscale means among all respondents.

A Spearman's Rank Correlation procedure was applied to determine if there was significant correlation between the Appreciation subscale means and the Leader Effectiveness scale means among all respondents. The mean of the Appreciation subscale was 3.7743, and the standard deviation was .9129. The mean of the Leader Effectiveness scale was 3.0146, and the standard deviation was 1.6189. The Spearman's Rank Correlation Coefficient was .6170; the t-value was 6.073818 with 60 degrees of freedom;

and the p-value was <.001. Since the p-value was less than .05, the null hypothesis was rejected. There was a significant correlation between the Appreciation subscale means and the Leader Effectiveness scale means. (see Table 12)

Table 12. Leader Effectiveness Scale Means and Appreciation Subscale Means Analysis

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Correlation Coefficients
Variables used : APPRECIATION(N) and LDR_EFF(N)
Number of cases used: 62
Mean(SD) APPRECIATION(N) = 3.7743(.9129)
Mean(SD) LDR_EFF(N) = 3.0146(1.6189)
Spearman's Correlation (nonparametric results)
Spearman's Rank Correlation Coefficient = 0.6170
(Spearman's) t = 6.073818 with 60 d.f. p < 0.001
95% C.I. on Spearman's rho is (0.434, 0.751)

---

Hypothesis 4.3 (H<sub>04.3</sub>) There is no significant correlation between Leader Effectiveness scale means and Self-Awareness subscale means among all respondents.

A Spearman's Rank Correlation procedure was applied to determine if there was significant correlation between the Self-Awareness subscale means and the Leader Effectiveness scale means among all respondents. The mean of the Self-Awareness subscale was 3.6156, and the standard deviation was .9007. The mean of the Leader Effectiveness scale was 3.0146, and the standard deviation was 1.6189. The Spearman's Rank Correlation Coefficient was .7481; the t-value was 8.731468 with 60 degrees of freedom; and the p-value was <.001. Since the p-value was less than .05, the null

hypothesis was rejected. There was a significant correlation between the Self-Awareness subscale means and the Leader Effectiveness scale means. (see Table 13)

Table 13. Leader Effectiveness Scale Means and Self-Awareness Means Analysis

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Correlation Coefficients
Variables used : LDR_EFF(N) and SELF_AW(N)
Number of cases used: 62
Mean(SD) LDR_EFF(N) = 3.0146(1.6189)
Mean(SD) SELF_AW(N) = 3.6156(.9007)
Spearman's Correlation (nonparametric results)
Spearman's Rank Correlation Coefficient = 0.7481
(Spearman's) $t = 8.731468$ with 60 d.f. $p < 0.001$
95% C.I. on Spearman's rho is (0.613, 0.841)

---

Hypothesis 5 ( $H_{05}$ ) There is no significant correlation between Confidence scale means and Transformational Leadership subscale means/Outcomes of Leadership subscale means.

Hypothesis 5.1 ( $H_{05.1}$ ) There is no significant correlation between Confidence scale means and Transformational Leadership subscale means subscale means.

A Spearman's Rank Correlation procedure was applied to determine if there was significant correlation between the Confidence scale means and the Transformational Leadership subscale means among all respondents. The mean of the Confidence scale was 4.1596, and the standard deviation was .4070. The mean of the Transformational Leadership subscale was 3.0210, and the standard deviation was 1.5975. The Spearman's Rank Correlation Coefficient was .4260; the t-value was 3.646827 with 60 degrees of

freedom; and the p-value was  $<.001$ . Since the p-value was less than  $.05$ , the null hypothesis was rejected. There was a significant correlation between the Confidence scale means and the Transformational Leadership subscale means. (see Table 14)

Table 14. Confidence Scale Means and Transformational Leadership Means Analysis

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Correlation Coefficients

Variables used : CONF\_SCALE(N) and TRANS\_LDR(N)

Number of cases used: 62

Mean(SD) CONF\_SCALE(N) = 4.1596(.4070)

Mean(SD) TRANS\_LDR(N) = 3.0210(1.5975)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = 0.4260

(Spearman's)  $t = 3.646827$  with 60 d.f.  $p < 0.001$

95% C.I. on Spearman's rho is (0.197, 0.611)

---

Hypothesis 5.2 ( $H_{05.2}$ ) There is no significant correlation between Confidence scale means and Outcomes of Leadership subscale means subscale means.

A Spearman's Rank Correlation procedure was applied to determine if there was significant correlation between the Confidence scale means and the Outcomes of Leadership subscale means among all respondents. The mean of the Confidence scale was 4.1596, and the standard deviation was .4070. The mean of the Outcomes of Leadership subscale was 3.0081, and the standard deviation was 1.6763. The Spearman's Rank Correlation Coefficient was .4410; the t-value was 3.805821 with 60 degrees of freedom; and the p-value was  $<.001$ . Since the p-value was less than  $.05$ , the null hypothesis was rejected. There was a significant correlation between the Confidence scale means and the Outcomes of Leadership subscale means. (see Table 15)

Table 15. Confidence Scale Means and Outcomes of Leadership Means Analysis

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Correlation Coefficients

Variables used : CONF\_SCALE(N) and OTCOMS\_LDR(N)

Number of cases used: 62

Mean(SD) CONF\_SCALE(N) = 4.1596(.4070)

Mean(SD) OTCOMS\_LDR(N) = 3.0081(1.6763)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = 0.4410

(Spearman's)  $t = 3.805821$  with 60 d.f.  $p < 0.001$

95% C.I. on Spearman's rho is (0.215, 0.622)

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Hypothesis 6 ( $H_{06}$ ) There is no significant correlation between Humility scale means and Transformational Leadership subscale means/Outcomes of Leadership subscale means.

Hypothesis 6.1 ( $H_{06.1}$ ) There is no significant correlation between Humility scale means and Transformational Leadership subscale means.

A Spearman's Rank Correlation procedure was applied to determine if there was significant correlation between the Humility scale means and the Transformational Leadership subscale means among all respondents. The mean of the Humility scale was 3.9047, and the standard deviation was .5857. The mean of the Transformational Leadership subscale was 3.0210, and the standard deviation was .1.5975. The Spearman's Rank Correlation Coefficient was .4500; the t-value was 3.903678 with 60 degrees of freedom; and the p-value was <.001. Since the p-value was less than .05, the null hypothesis was rejected. There was a significant correlation between the Humility scale means and the Transformational Leadership subscale means. (see Table 16)

Table 16. Humility Scale Means and Transformational Leadership Means Analysis

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Correlation Coefficients

Variables used : HUM\_SCALE(N) and TRANS\_LDR(N)

Number of cases used: 62

Mean(SD) HUM\_SCALE(N) = 3.9047(.5857)

Mean(SD) TRANS\_LDR(N) = 3.0210(1.5975)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = 0.4500

(Spearman's)  $t = 3.903678$  with 60 d.f.  $p < 0.001$

95% C.I. on Spearman's rho is (0.226, 0.629)

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Hypothesis 6.2 ( $H_{06.2}$ ) There is no significant correlation between Humility scale means and Outcomes of Leadership subscale means.

A Spearman's Rank Correlation procedure was applied to determine if there was significant correlation between the Humility scale means and the Outcomes of Leadership subscale means among all respondents. The mean of the Humility scale was 3.9047, and the standard deviation was .5857. The mean of the Outcomes of Leadership subscale was 3.0081, and the standard deviation was 1.6763. The Spearman's Rank Correlation Coefficient was .6910; the t-value was 7.404016 with 60 degrees of freedom; and the p-value was <.001. Since the p-value was less than .05, the null hypothesis was rejected. There was a significant correlation between the Humility scale means and the Outcomes of Leadership subscale means. (see Table 17)

Table 17. Humility Scale Means and Outcomes of Leadership Means Analysis

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Correlation Coefficients

Variables used : HUM\_SCALE(N) and OTCOMS\_LDR(N)

Number of cases used: 62

Mean(SD) HUM\_SCALE(N) = 3.9047(.5857)

Mean(SD) OTCOMS\_LDR(N) = 3.0081(1.6763)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = 0.6910

(Spearman's)  $t = 7.404016$  with 60 d.f.  $p < 0.001$

95% C.I. on Spearman's rho is (0.533, 0.802)

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Summary

Sixty-two respondents from 10 institutions participated in the research, 53 men, seven women, and two with no response about gender. Most of the respondents were Caucasian, 52 respondents. Fifty-nine of 62 respondents reported they had earned a doctorate. Forty-four respondents were professors, and 11 were department heads. Twenty-eight respondents had worked with their leader for six to 10 years; sixteen had worked between three and five years with their leader. Among the leaders assessed by the respondents 57 were men, three were women, and two were unreported. The majority of the leaders were Caucasian, 58 of the 62 respondents. Forty-six of the leaders had earned a Doctorate of Philosophy or a Doctorate in Education; 12 earned the Doctor of Ministry degree. Twenty of the leaders had been in leadership for six to 10 years; 13 had sixteen or more years of experience; and 11 had two or less years of experience.

The statistical analysis tested for significant correlation among the means of three scales and seven subscales among all respondents. There was significant correlation

between the Confidence scale means and the Leader Effectiveness scale means. There was significant correlation between the Humility scale means and the Leader Effectiveness scale means. There was significant correlation between Leader Effectiveness means and Task Confidence/Leader Efficacy subscale means. There was significant correlation between Leader Effectiveness means and Teachability/Appreciation/Self-Awareness subscale means. There was significant correlation between Confidence scale means and Transformational Leadership/Outcomes of Leadership subscale means. There was significant correlation between Humility scale means and Transformational Leadership/Outcomes of Leadership of subscale means.

Table 18. Statistical Analysis Summary

Hypothesis	Procedure	Coefficient	p-value	Disposition
1	Spearman's Rank	.4819	<.001	Null Rejected
2	Spearman's Rank	.6885	<.001	Null Rejected
3.1	Spearman's Rank	.3126	.013	Null Rejected
3.2	Spearman's Rank	.5334	<.001	Null Rejected
4.1	Spearman's Rank	.6136	<.001	Null Rejected
4.2	Spearman's Rank	.6170	<.001	Null Rejected
4.3	Spearman's Rank	.7481	<.001	Null Rejected
5.1	Spearman's Rank	.4260	<.001	Null Rejected
5.2	Spearman's Rank	.4410	<.001	Null Rejected
6.1	Spearman's Rank	.4500	<.001	Null Rejected
6.2	Spearman's Rank	.6910	<.001	Null Rejected

## CHAPTER 5

### DISCUSSION, RECOMMENDATIONS, AND CONCLUSION

#### Introduction

This research investigated faculty perceptions of humility and confidence in relation to leader effectiveness among seminary leaders. The methodology employed a confidential internet survey in which institutions' and respondents' identities were coded to protect confidentiality. Respondents were asked to rate their perceptions of presidents', chancellors', deans' or other seminary leaders' self-confidence, humility, and leader effectiveness. The research question asked, "To what extent do humility and self-confidence contribute to leadership effectiveness?" The research tested the theory that humility and self-confidence are vital components of leadership effectiveness among seminary leaders.

#### Research Summary

The research purpose was driven by the desire to discover the significance of leader effectiveness as influenced by the leader characteristics of humility and self-confidence. The researcher's interest in ministry and education leadership influenced the research sample, and the literature review helped shape the methodology and instrumentation by revealing the value of follower perceptions in analyzing leader effectiveness.

The research background influencing the researcher was primarily scripture, which reveals the unique combination of humility and confidence displayed by the greatest of all leaders, the Lord Jesus Christ. While Jesus Christ is a perfect example of leadership, men have a tendency to think more highly of themselves than they ought

(Romans 12:3). Brown reached this conclusion among leaders—they tend to rate themselves higher than followers and often fail to consider the perceptions of those they are trying to lead.<sup>224</sup> The limitations of the research were derived from the interests of the researcher, convenience, and an internet host discovered through serendipity. The research is significant because it adds to the overall knowledge base of effective leadership and can help pastors, ministry leaders, educators, and other leaders understand leadership effectiveness in ministry and in education. The research was conducted by investigating six hypotheses and sub-hypotheses using a correlational research design.

The literature review examined relevant angles of leadership effectiveness and their contributions effective leadership. A review of general leadership research themes provided a foundation for both the researcher and readers to build understanding for the current research. The literature review also included a focus on leadership traits and their contribution to leader effectiveness. The leadership traits reviewed included personality and emotional intelligence, which revealed the importance of leaders in establishing healthy relationships with followers. Other important traits and key variables in this research included humility and self-confidence. Arrogance/hubris was also researched to reveal its impact on leadership effectiveness. The research involving traits of leaders also delved into information pertaining to motivating followers and motivational patterns.

The researcher also gained important insight in a review of leadership styles affecting leadership effectiveness such as spiritual leadership, which provided clarity of motivation for leading. An investigation into transformational leadership also provided some insight on rated leader effectiveness, leader job performance, and group or organization performance. In fact, Judge and Piccolo produced results showing

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<sup>224</sup> M. E. Brown, 2007.

transformational leadership with a high level of validity to leader effectiveness.<sup>225</sup> The researcher also reviewed authentic leadership and servant leadership, ethical leadership, and situational leadership. All of these leadership styles stressed the importance of treating people with dignity and respect—very relational, and implies leader effectiveness requires some humility.

The literature review also included a focus upon leadership skills/competence. Furthermore the review of literature considered the effect of demographics upon leader effectiveness. Attention was given to gender, experience, education of leaders and followers as well as ethnicity and organizational size. Finally, the review of the literature also helps readers to understand the relationship between leader confidence and effectiveness with special attention to emotional intelligence and relationships between leaders and followers.

The methodology for the research involved six hypotheses which were developed to analyze (a) the relationship among Confidence scale values, Humility scale values, and Leadership effectiveness values, (b) the relationship among selected subscale values, and (c) significant differences among Confidence, Humility, and Leadership Effectiveness scale values, when broken down by demographic categories. The research sample was taken from an internet website host that included a list of seminaries and divinity schools with Baptist ties. All seminaries and divinity schools listed in the United States were contacted and requested to allow faculty to participate in an online confidential survey providing the data needed to analyze the hypotheses using reliable and valid instrumentation. This research used a positive correlational research design to examine

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<sup>225</sup> Judge and Piccolo, 2004.

the relationship among leader humility, leader self-confidence, and leader effectiveness (as measured by faculty perceptions)—three quantitative variables.

### Overview of Findings

This section discusses the findings of the research based on correlation between the variables researched in the hypotheses. The primary correlation will show the results pertaining to confidence and leader effectiveness as well as to humility and leader effectiveness. The discussion will also include the findings of all the relative subscales of each variable.

Hypothesis 1 ( $H_{01}$ ) stated there is no significant correlation between the Confidence scale means and the Leader Effectiveness scale means among all respondents. Using a Spearman's Rank Correlation procedure, the results concluded this hypothesis is rejected. A significant correlation between the Confidence scale means and Leader Effectiveness scale means exists in this research.

Hypothesis 2 ( $H_{02}$ ) stated there is no significant correlation between Humility scale means and the Leader Effectiveness scale means among all respondents. The Spearman's Rank Correlation procedure was employed, and the hypothesis is rejected. A significant correlation between the Humility scale means and the Leader Effectiveness scale means exists in this research.

Hypothesis 3 ( $H_{03}$ ) stated there is no significant correlation between Leader Efficacy subscale means/Task Confidence subscale means and Leader Effectiveness scale means among all respondents. According to the applied Spearman's Rank Correlation procedure results the hypothesis is rejected. A significant correlation between Leader Efficacy subscale means and Leader Effectiveness scales means was found in this

research. Hypothesis 3.1 ( $H_{03.1}$ ) stated there is no significant correlation between Leader Efficacy subscale means and Leader Effectiveness scale means among all respondents. The Spearman's Rank Correlation procedure was utilized, and the hypothesis is rejected. A significant correlation between Leader Efficacy and Leader Effectiveness scale means is found in this research. Hypothesis 3.2 ( $H_{03.2}$ ) stated there is no significant correlation between Task Confidence subscale means and Leader Effectiveness scale means among all respondents. The Spearman's Rank Correlation procedure was employed, and the hypothesis is rejected. A significant correlation between Task Confidence subscale (a subscale of Leader Confidence) means and Leader Effectiveness scale means is found in this research.

Hypothesis 4 ( $H_{04}$ ) stated there is no significant correlation between Leader Effectiveness scale means and Teachability subscale means/Appreciation subscale means/Self-Awareness subscale means (Humility subscales) among all respondents. Using the Spearman's Rank Correlation procedure, the hypothesis is rejected comparing Leader Effectiveness to all three subscales Teachability ( $H_{04.1}$ ) and Appreciation ( $H_{04.2}$ ) and Self-Awareness ( $H_{04.3}$ ). A significant correlation is found between Leader Effectiveness and Teachability and also between Leader Effectiveness and Appreciation as well as between Leader Effectiveness and Self-Awareness among all respondents in this research.

Hypothesis 5 ( $H_{05}$ ) stated there is no significant correlation between Confidence scale means and Transformational Leadership subscale means/Outcomes of Leadership subscale means (Leader Effectiveness subscales) among all respondents. The Findings from utilizing the Spearman's Rank Correlation procedure rejected the hypothesis when

comparing the subscales of Transformational Leadership (H<sub>05.1</sub>), and Outcomes of Leadership (H<sub>05.2</sub>) to the Confidence scale means. A significant correlation is found between Confidence and Transformational Leadership and between Confidence and Outcomes of Leadership among all respondents in this research.

Hypothesis 6 (H<sub>06</sub>) stated there is no significant correlation between Humility scale means and Transformational Leadership subscale means/Outcomes of Leadership subscale means (Leader Effectiveness subscales) among all respondents. The Spearman's Rank Correlation procedure compared the subscales of Transformational Leadership (H<sub>06.1</sub>), and Outcomes of Leadership (H<sub>06.2</sub>) to the Humility scale means, and the hypothesis is rejected. A significant correlation is found between Humility and Transformational Leadership and between Humility and Outcomes of Leadership among all respondents in this research.

While the survey included demographic questions, the researcher did not include hypotheses in this research utilizing demographic information. The data is available, but the respondents' lack of diversity may not serve well to represent an accurate measurement. Ninety-two percent of the respondents were men, while only 4.8% were women. Ninety-four percent were Caucasian, while less than 2 percent responded with another ethnicity, and 94% percent of respondents had earned doctorates. Length of service with the leader and institutional size did provide a generous portion of diversity. However, the focus of the research was upon the effects of humility and confidence upon leader effectiveness. For this reason, the hypotheses were limited to those areas.

## Consideration of Findings in Light of Existing Research

This research examined the relationship between follower perceptions of leader confidence, leader humility, and leader effectiveness. Existing research attributing confidence as a positive attribute toward leader effectiveness is numerous. However, the empirical research supporting the idea of humility as a positive attribute for leader effectiveness is not as widespread. Oyer's study of educational leaders is the only known research available examining the three primary variables of this study.<sup>226</sup>

### *Confidence and Leader Effectiveness*

Northouse concluded that self-confidence is a characteristic many consider necessary for effective leadership.<sup>227</sup> Drake<sup>228</sup> and Bellingrath,<sup>229</sup> in older research reported strong correlations between self-assurance and leader effectiveness, and McCormick reported a popularly referenced correlation between self-efficacy, which is closely related to confidence, and leadership success.<sup>230</sup> The findings in this research are consistent with the aforementioned research, and with the research of Oyer, showing positive correlations between both leader confidence and leadership effectiveness (H<sub>01</sub>) and leader efficacy and leadership effectiveness (H<sub>03</sub>).

Hogan and Warrenfelz's researched competency in leadership as it pertains to intrapersonal skills. They concluded one of the core competency skills for leaders is self-esteem, which drives self-confidence. They found that leaders with strong self-esteem

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<sup>226</sup> Oyer, 2011.

<sup>227</sup> Northouse, 2007, 16-18.

<sup>228</sup> Drake, 1944.

<sup>229</sup> Bellingrath, 1930.

<sup>230</sup> McCormick, 2001, 22-33.

and strong self-confidence were stronger emotionally and had the resilience needed to drive leadership effectiveness.<sup>231</sup> These conclusions further concur with this research, and with that of Oyer, which found a correlation between leader confidence and effectiveness (H<sub>01</sub>), and between leader efficacy and leader effectiveness (H<sub>03</sub>), and its subscales (H<sub>03.1</sub>) of efficacy and (H<sub>01</sub>) task confidence (H<sub>03.2</sub>). Moreover, McCormick reported findings in leadership literature that consistently justify a relationship between a leader's self-confidence and successful leadership.<sup>232</sup>

Oyer's research of the relationship between humility, confidence, and leader effectiveness among educational leaders found a strong positive correlation between leader confidence and leader effectiveness. Her findings resulted in high levels of confidence that were associated with high levels of leader effectiveness, while low levels of confidence were associated with low levels of leader effectiveness. Furthermore, her findings revealed that confidence significantly predicted leader effectiveness, and when demographic variables were entered into the analysis, overall confidence continued to significantly predict leader effectiveness.<sup>233</sup> Oyer's findings were similar to this research, which also found a strong correlation between leader confidence and leader effectiveness.

#### *Humility and Leader Effectiveness*

Arrogance is the opposite of humility, and according to Ready, an unwillingness to listen to others is a major factor in leadership failure, implying low levels of humility

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<sup>231</sup> Robert Hogan and Rodney Warrenfeltz, "Educating the Modern Manager," *Academy of Management Learning and Education* 2, no. 1 (2003): 74-84.

<sup>232</sup> McCormick, 2001.

<sup>233</sup> Oyer, 2011.

negatively affect leadership effectiveness.<sup>234</sup> Ready's findings support this research among seminary leaders, which found that faculty see high levels of humility among their leaders as a trait that correlates positively with their perception of leadership effectiveness (H<sub>02</sub>). Furthermore, Nelson and Hogan also concluded similarly that arrogance (the lack of humility) negatively affects leadership effectiveness,<sup>235</sup> also concurring with the research in this study. Moreover, Small discovered the value of humility for spiritual leaders' effectiveness, citing a strong self-awareness and the ability to accept feedback from followers.<sup>236</sup> In another study, Flammig concluded the importance of humility and its contribution to leadership effectiveness by appealing to a leader's love for his people, noting the example of Christ.<sup>237</sup> Again his findings are congruent with the findings of spiritual leaders in this research. Brown revealed the value of humility in leadership concerning research in ethical leadership. He concluded that the treatment of others is of utmost importance in successful leadership, citing The Golden Rule (Matthew 7:12) as an influential example of ethical leadership,<sup>238</sup> further supporting the findings of this research on the effects of humility on leadership effectiveness.

In Oyer's research of educational leaders, she found that high levels of humility were associated with high levels of leader effectiveness, while low levels of humility were associated with low levels of leader effectiveness. Furthermore, she found that

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<sup>234</sup> Ready, 2005.

<sup>235</sup> Nelson and Hogan, 2009.

<sup>236</sup> Small, 2011.

<sup>237</sup> Flammig, 1995.

<sup>238</sup> Brown, 2007.

humility significantly predicted leader effectiveness. Even when demographic variables were entered into the analysis, humility continued to significantly predict leader effectiveness.<sup>239</sup> Oyer’s research was similar to this research, and her findings among elementary school leaders are similar to the results in this research among seminary leaders, which also revealed a strong correlation between humility and leader effectiveness.

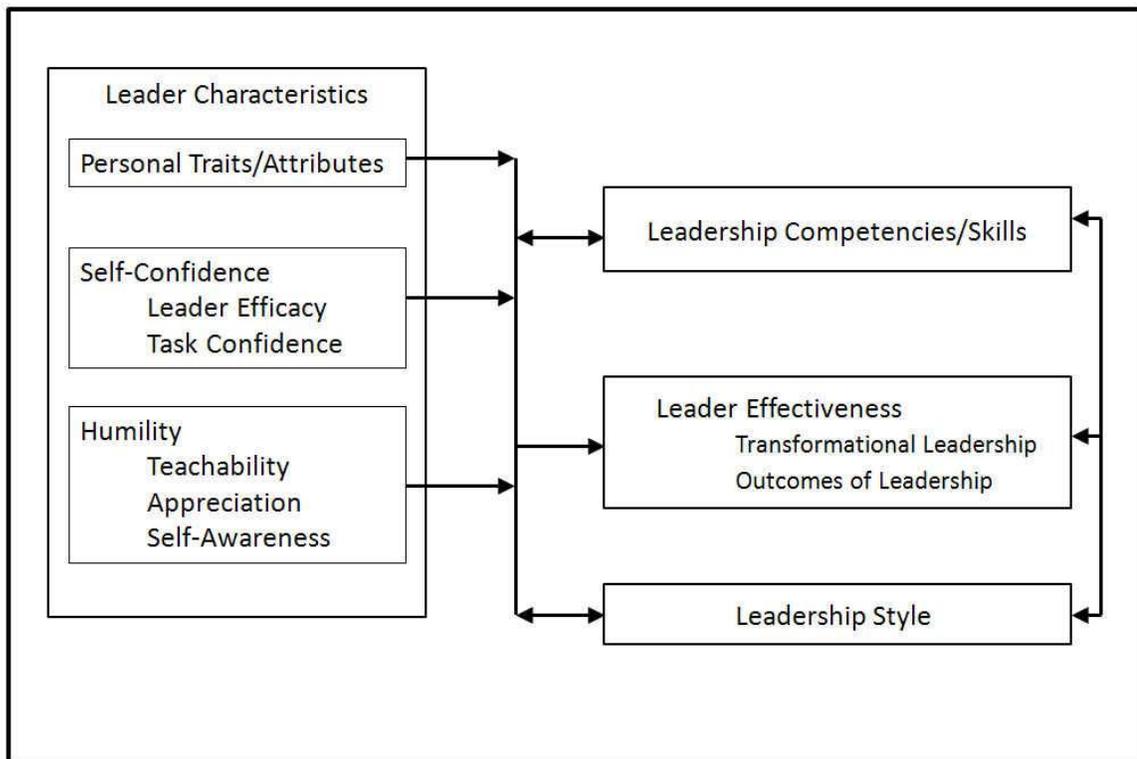


Figure 4. Revised Conceptual Framework

### Implications of the Research

The findings of this research add supporting empirical data to leadership studies revealing perceptions of leader effectiveness by followers. The followers in this research strongly consider leaders with high levels of self-confidence and high levels of humility

<sup>239</sup> Oyer, 2011, 111.

as effective leaders. Moreover, the research findings also add empirical data to support the notion that when followers perceive their leaders to have lower levels of humility and lower levels of self-confidence, they are consequently perceived as less effective leaders.

### Implications for Leaders

#### *Leader Accountability*

The results in this research give current leaders another reason to elicit feedback from the followers they are trying to lead. Leaders who wish to remain or become more effective need to understand their followers' perception of their leadership. The results from this research indicate a need for leaders to evaluate themselves on their demonstration of humility and confidence in their leadership practices.

This study defines humility as a willing ability to view oneself objectively and accurately, and to view others more appreciatively, and to consider new information and ideas more openly.<sup>240</sup> Leaders must be willing to allow input from their constituents and be willing to seriously evaluate themselves for positive change based on the results. Tangney rightly suggested that effective leaders must have the ability to acknowledge mistakes and limitations, to accept openness to new ideas, and to keep one's own accomplishments and abilities in the right perspective.<sup>241</sup> In this research the Humility scale<sup>242</sup> contained three subscales: (1) Self-Awareness, (2) Appreciation, and (3) Teachability. Self-Awareness includes the ability to view oneself accurately, considering strengths and weaknesses, willingness to admit errors, and a willingness to admit a lack

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<sup>240</sup> Owens, 2012.

<sup>241</sup> Tangney, 2000.

<sup>242</sup> Owens, 2009.

of knowledge in some areas. The Appreciation subscale measured appreciation of the contributions of others, taking notice and complimenting them on their own strengths. The Teachability subscale measured a willingness to learn which implies openness to the ideas and advice of others by actively seeking feedback, even if it is critical.

While properly evaluating oneself from follower feedback can help leaders become more effective, failing to elicit feedback from followers indicates a lack of humility or perhaps laziness, which negatively affects leadership practices and could lead well-intentioned leaders to lapses in judgment, resulting in ineffective leadership.<sup>243</sup> However, leaders must consider some followers' motives in evaluation may not be without bias, thereby skewing some of the results. If a follower is disgruntled because he feels he has been overlooked for a promotion or some other benefit by the leader, his perception of the leader may be negatively biased. Conversely, leaders must also consider some followers' motives in evaluation may be biased because they did receive a promotion or some other benefit, and the evaluation could be pointedly skewed toward a more positive review.

Since leaders possess authority and often hold the power to bless or curse their followers, they also possess ability to manipulate follower perceptions. This is another reason leaders need authentic accountability. While many organizational leaders will find a few disgruntled followers as well as a few elated followers, follower feedback should be considered. Leaders should consider some of the data may not be completely accurate, but if evaluations are completed correctly and broadly, they surely contribute valuable perceptual data for self-inspection.

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<sup>243</sup> Brown, 2007, 143.

### *Leader Training*

Since this research, along with Oyer's,<sup>244</sup> reported findings supporting a high correlation between humility and effectiveness and between confidence and effectiveness among leaders, a practical implication for organizations, ministries, churches, seminaries, schools, or others, might be to provide this knowledge through leadership training. Furthermore, the literature indicated arrogance contributes to leader ineffectiveness, so leadership training programs could serve leaders in reminding them of the dangers of pride and the consequence of little humility.

Training could include case studies based on past experience or anticipated scenarios in which leaders share their actions or anticipated responses. The responses and/or potential responses then may be evaluated by their peers or an instructor. The assessment could serve as an invaluable tool in revealing humility and confidence issues needing attention among leaders. Organizations might find leadership development programs helpful in providing participants with increasing opportunities to lead and experience success and failure. Such a program may enable and encourage upcoming leaders to build confidence and humility.

Training might also include a spiritual emphasis. A right standing vertical relationship with Christ enables a right standing horizontal relationship with men (1 John 4:19-21). Leaders self-introspection concerning attitude towards others involves his/her attitude toward God. In order to be a successful Christian leader, this element must be in place.

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<sup>244</sup> Oyer, 2011.

### *Leader Selection*

Since humility as a desirable leadership trait is apparently not commonly thought to be desirable, perhaps along with confidence, organizations might commit to intentionally seeking candidates for leadership positions who display strong humility. Perhaps it is a fair assessment to say that candidates are rarely asked to share their own perceptions of self-humility and self-confidence during evaluations for potential leadership positions. Based on the findings of this research, churches, ministries, schools, and other institutions would be wise to strongly consider the level of confidence as well as the level of humility of potential new leaders. While it may not be possible to evaluate a potential leader's humility based on followers' perceptions, it is possible to question the candidates' associates, co-workers, leaders, and references about the candidates' humility and confidence.

### Limitations and Recommendations for Further Research

This section discusses the limitations of the present research and presents some suggestions for future research pertaining to the current study. The recommendations for further research are primarily derived from the limitations of the sample, context and methods used in this research.

### *The Sample*

This research focused only on faculty members and leaders of seminaries and divinity schools in the United States with Baptist ties, and it was limited to those conveniently found on the internet website: [baptistlife.com](http://baptistlife.com). The potential sample was hundreds, but the response was limited to 62. Results may have differed if the sample had been greater.

Future research could reproduce the methodology in this research and utilize the same sample. If the researcher could enlist more participants, it may result in different conclusions. Another interesting study for future research might be a similar study revealing the perceptions of staff instead of faculty for leaders in the same institutions.

Future research from samples including faculty and/or staff from other seminaries and divinity schools not included in this research could add information to the overall knowledge of leadership effectiveness as affected by humility and confidence as well. Future research focused on other seminaries and divinity schools in the United States or similar schools in other nations would contribute more data for understanding leadership effectiveness in as influenced by leader humility and effectiveness.

### *The Context*

The context of the future research could also affect the sample, but the context of leadership and institution may also add to overall leadership effectiveness data. For example, instead of research focused upon seminaries and divinity schools, similar research could be conducted examining parishioners' perceptions of pastors in churches. Other similar research could be conducted by surveying employees of virtually any other organization reporting their perceptions of their supervisors, team leaders, or managers. Organizations such as for-profit businesses, nonprofit organizations, government agencies and perhaps even families may produce different results.

For future research, another context of study may be in the way the data is gathered. In order to obtain a broad perspective and more anonymity, one may request faculty members to complete a survey who are attending an annual convention such as

The Evangelical Theological Society or any other gathering of followers of leaders or any national, state, conference, or other group of educators.

### *The Methods*

This study focused upon perceptions of followers upon leaders using Oyer's humility scale, Owen's Confidence scale, and the MLQ 5x-Short Leadership Effectiveness instrument. Future studies may employ different instrumentation and different methodology. Future studies may compare the leader's personal perceptions of his humility, confidence, and leader effectiveness to the perceptions of his followers. Other future research may focus solely on self-reported perceptions of humility, confidence, and leader effectiveness.

### Conclusion

This research added information and knowledge to leadership research for leader effectiveness. The findings in this study specifically contribute data supporting the importance of humility and confidence upon leader effectiveness. A strong correlation exists between humility and leader effectiveness. The subscales of humility also show a strong correlation with leader effectiveness—teachability, appreciation, and self-awareness. Furthermore, this study found a strong correlation exists between self-confidence and leader effectiveness, and each of the subscales of self-confidence—leader efficacy, and task confidence—both revealed strong correlation with leader effectiveness as well.

Unfortunately, in the present culture, humility is rarely seen as a desirable trait for leaders. Organizations would be well served to reconsider the value of humility as a desirable trait for leaders, and they might develop programs to encourage and develop

humility in current leaders, and they might consider screening tests to discover levels of humility in potential leaders.

Without surprise, confidence is often seen as a desirable trait for leaders. The research in this study confirms that understanding, finding self-confidence positively affects leader effectiveness. Organizations should continue to find and train competent and confident individuals for leadership positions. While confidence is to be sought, it is most effective when accompanied with a high level of humility.

Should leaders care what others think about them? Research suggests leaders focusing solely on an inner compass, ignoring the external reality of the perceptions of others, may be misguided, and that practice could be potentially hazardous to the leader and the organization.<sup>245</sup> Leaders would do well to consider the perceptions of their followers. Failing to seek input from those one is attempting to lead will likely lead to failure. Without intentional accountability a leader indicates a low level of personal humility, which will limit leader effectiveness. Furthermore, leader confidence may increase as he learns his weaknesses by continually seeking input from followers and by improving himself as a leader.

This research supports the idea that humility and confidence as leadership traits can significantly affect leadership and ultimately the success or failure of the organization. Effective leadership is inclusive, and leader-follower relationships can be enhanced through positive feedback and communication. Where accountability and communication exists, mutual goals can be sought and carried out by both leaders and

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<sup>245</sup> Brown, 142.

followers, leading to an effective effort.<sup>246</sup> Leaders serve their organizations and followers best when they strive to emulate the example of Christ, who had a unique ability to lead with a high level of humility and a high level of confidence. This research provides reliable and valid data showing that following the example of Christ (Philippians 2:5-8) can serve as a great strategy for effective leadership.

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<sup>246</sup> Edwin P. Hollander, Jaihyun Park, Brittany Boyd, Benjamin Elman, and Mary E. Ignagni, "Inclusive Leadership and Leader-Follower Relations: Concepts, Research, and Applications," *The Member Connector, International Leadership Association*, May/June 2008.

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APPENDIX A  
PERCEPTIONS OF SEMINARY LEADERSHIP  
QUESTION PRO SURVEY

SURVEY INTRODUCTION

Hello:

My name is Derek McCosh, and I'm a doctoral student in the Leadership Studies program at Tennessee Temple University in Chattanooga, TN. Your institutional leader has given me permission to invite you to participate as a voluntary respondent to a survey for my doctoral research, which is a study of seminary faculty perceptions of seminary leadership attributes and behaviors.

In this survey, a representative sample of faculty from several Seminaries/Divinity Schools will be asked to answer questions about their personal perceptions of a primary institutional leader (president, dean, chancellor). It will take approximately 15 minutes to complete the questionnaire.

Your survey responses will be strictly confidential. All data will be coded and will remain confidential. **No one will be asked to provide their name, their president's name, nor the institution name, and no effort will be made to identify any participant, president, or institution.** The focus of the research will be on the interrelationship of humility, self-confidence, and workplace effectiveness, rather than on specific institutions and leaders.

Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point.

If you have questions at any time about the survey or the procedures, you may contact the researcher, Derek McCosh at XXX-XXX-XXXX or by email at DerekMcCosh@gmail.com.

Thank you very much for your time and support.

Please complete the survey only if you are a member of the faculty, and please answer the questions concerning the institutional leader with whom you are most familiar.

If you have not already completed this survey, you may start now by clicking on the **Continue** button below.

## SURVEY SECTION INSTRUCTIONS AND QUESTIONS

Answer questions based on your overall observations and experiences when working with your president/chancellor/dean. Give your general impressions of his/her behavior related to each item. (Options were: Strongly disagree, Disagree, Neutral, Agree, Strongly agree)

### HUMILITY SECTION

1. Is willing to learn from others
2. Shows appreciation for the unique contributions of others
3. Actively seeks feedback, even if it is critical
4. Acknowledges when others have more knowledge and skills than himself/herself
5. Takes notice of others' strengths
6. Often compliments others on their strengths
7. Is open to the advice of others
8. Admits it when he or she makes mistakes
9. Is open to the ideas of others
10. Admits it when he or she doesn't know how to do something
11. Shows awareness of personal strengths and weaknesses

### CONFIDENCE SECTION

12. Sets challenging goals for himself/herself and the institution.
13. Works hard to achieve his/her goals even when faced with adversity or obstacles
14. Is willing to take on difficult tasks and situations
15. Is calm under pressure
16. Displays certainty that he/she can make his/her plans work
17. Displays confidence in his/her leadership capabilities
18. Expects to achieve his/her goals
19. Is confident that his/her way of doing things will work out for the best.

## SURVEY SECTION INSTRUCTIONS

For the next set of questions, please rate your impressions of your president's/chancellor's/dean's **confidence** related to each item, **not** your impressions of his/her **abilities**.

My leader displays/demonstrates **confidence** that he/she can . . .

20. Influence staff to pursue a desired course of action
21. Manage interpersonal conflicts between staff
22. Motivate staff
23. Generate enthusiasm for a shared vision for the institution
24. Lead change initiatives in the institution
25. Get faculty and staff to work together to achieve a common goal

26. Build consensus among faculty and staff concerning the goals and direction of the school
27. Provide helpful direction and guidance to faculty and staff
28. Promote faculty and staff development
29. Develop a positive institutional climate
30. Foster trusting, positive relationships between himself/herself and faculty/staff
31. Determine the best course of action when making decision and solving problems
32. Over all, how would you rate the level of confidence your president displays as a leader? Very low, Low, Moderate, High, Very High

#### EFFECTIVENESS SECTION (MLQ)

#### SURVEY SECTION INSTRUCTIONS

For the following questions, please rate how frequently your president/chancellor/dean displays each behavior.

**Due to copyright restrictions only 4 items can be displayed.** (Answer options: Not at all, Once in awhile, Sometimes, Fairly often, Frequently, if not always)

33. Provides me with assistance in exchange for my efforts
48. Makes clear what one can expect to receive when performance goals are achieved
71. Gets me to do more than I expected to do
75. Is effective in meeting organizational requirements

#### SURVEY DEMOGRAPHIC QUESTIONS

78. What is your gender? Female, Male
79. What is your highest level of education completed? Bachelors, Masters, Doctorate, Other
80. What is your race/ethnicity? Caucasian, African American, Hispanic/Latino, Other
81. Are you currently employed by a Seminary, Divinity School, or Bible College? Yes, No
82. What best describes your position? Department Head, Dean, Professor, Other
83. How many years of experience do you have working with this president/dean/chancellor? 0-2 years, 3-5 years, 6-10 years, 11-15 years, 16 or more years
84. What is the gender of your president/dean/chancellor? Female, Male
85. What is the highest level of education completed by your president/dean/chancellor? Masters, D. Min., Ph.D/Ed.D., Don't know, Other
86. What is the race/ethnicity of your president/dean/chancellor? Caucasian, African American, Hispanic/Latino, Don't know, Other
87. How many years of experience does your president, dean, chancellor have in a similar position, including both at your institution and others? 0-2 years, 3-5 years, 6-10 years, 11-15 years, 16 or more years, Don't know

88. Approximately how many faculty members report to your president/dean/chancellor? 100 or more, 75-99, 50-74, 25-49, Fewer than 25
89. Approximately how many students attend your institution? 2000 or more, 500-1999, 300-499, 100-299, fewer than 100

THANK YOU PAGE AFTER COMPLETING AND SUBMITTING SURVEY

Thank you so much for your participation in this survey. This research will analyze the relationship between leaders' humility and self-confidence as influences upon leadership effectiveness. The purpose of the research will be to enable organizations to better predict performance based on the humility and self-confidence of a leader. Leaders will better understand their perceived strengths and weaknesses in reference to humility and self-confidence, as contributors to perceived effectiveness.

## APPENDIX B

### Descriptions of the Transformational Leadership and Outcomes of Leadership Subscales of the MLQ 5x (Avolio & Bass, 2004)

#### **Transformational Leadership**

The IDEALIZED ATTRIBUTES scale identifies leaders who are able to BUILD TRUST in their followers. They inspire power and pride in their followers, by going beyond their own individual interests and focusing on the interests of the group and of its members. Thus, they become reference models for their followers. High scores on this scale identify leaders whom their followers attribute these special qualities. At no moment the scale suggests the objective presence of such qualities.

The IDEALIZED BEHAVIORS scale identifies leaders who ACT WITH INTEGRITY. High scores on this scale are typical for leaders who manifest positive and highly valued behaviors, like dominance, consciousness, self-control, a high moral judgment, optimism and self efficiency. They talk about their most important values and beliefs, they focus on a desirable vision and almost always consider the moral and ethical consequences of their actions. They also zero in on building a commonly shared sense of a vision or mission for the team or group.

The INSPIRATIONAL MOTIVATION scale identifies leaders who INSPIRE OTHERS. Often, inspiration can occur without the need for identification of associates with the leader. Inspirational leaders articulate, in simple ways, shared goals and mutual understanding of what is right and important. They provide visions of what is possible and how to attain them. They enhance meaning and promote positive expectations about what needs to be done. The question one must ask is, "Whom are they inspiring themselves or the greater good of their group, unit, organization, and/or community?"

The INTELLECTUAL STIMULATION scale identifies leaders who are able to ENCOURAGE INNOVATIVE THINKING. In addition to Idealized Influence and Inspirational Motivation, transformational leadership also involves the intellectual stimulation of associates' ideas and values. Through Intellectual Stimulation, transformational leaders help others to think about old problems in new ways. They are encouraged to question their own beliefs, assumptions, and values, and, when appropriate, those of the leader, which may be outdated or inappropriate for solving current problems. As a consequence, associates develop the capacity to solve future problems unforeseen by the leader. Associates learn to tackle and solve problems on their own by being creative and innovative. A key measure of a leader's effectiveness is how capable their associates are when operating without the leader's presence or direct involvement. An intellectually stimulating leader arouses in others a greater cognizance of problems, awareness of their own thoughts and imagination, and recognition of their beliefs and values.

The INDIVIDUAL CONSIDERATION scale identifies leaders who are able to COACH PEOPLE. Individualized Consideration is another aspect of transformational leadership. It means understanding and sharing in others' concerns and developmental needs and treating each individual uniquely. In addition, Individualized Consideration represents an attempt on the part of leaders to not only recognize and satisfy their associates' current needs, but also to expand and elevate those needs in an attempt to maximize and develop their full potential. This is one reason why transformational leaders set examples and assign tasks on an individual basis. Transformational leaders also provide opportunities and develop organizational cultures supportive of individual growth.

### **Outcomes of Leadership**

The EXTRA EFFORT scale identifies leaders who are able to BE GENERATE EXTRA EFFORT in their followers. Extra effort, as one of the direct effects of an effective leadership style, is defined as the wish of followers to strive for superior performance by deploying supplementary efforts, positively exceeding legitimate behavioral expectations of their leaders, their group or their organization. High scorers in this scale amplify the wish of their followers to succeed and to overstep objectives and induce positive supplementary behaviors.

The EFFECTIVENESS scale identifies leaders who are able to BE EFFECTIVE. Effective leaders satisfy the professional of their followers. They also effectively represent the group in front of the higher organizational authority, are effective in meeting organizational objectives and generally generate a higher effectiveness in all the structures they are involved with.

The SATISFACTION WITH LEADERSHIP scale identifies leaders who are able to GENERATE SATISFACTION in their followers. Satisfaction with leadership is measured in the MLQ with only two items and identifies with its higher scores leaders who generate interpersonal satisfaction in their followers and colleagues. These leaders are warm, nurturing, open, authentic, honest persons, with good interpersonal and social skills, capable of developing feelings of satisfaction in their followers.

## APPENDIX C

### REQUEST PERMISSION FOR FACULTY ACCESS

Dear Seminary Leader:

Hello, my name is Derek McCosh, and I'm a doctoral student in the Leadership Studies program at Tennessee Temple University in Chattanooga, TN. I am seeking permission to include a representative sample of faculty (approximately 25%) from your institution as respondents for my doctoral research, which is a study of seminary faculty perceptions of seminary leadership attributes and behaviors. I am asking for faculty e-mails in order to contact respondents, who will be directed to an Internet survey host ([www.questionpro.com](http://www.questionpro.com)), where they will complete a survey in complete confidentiality. The actual internet link will be provided in the invitation e-mails to faculty members.

No one will be required to complete the survey, but participation will be greatly appreciated and will indirectly affect your institution positively. This research will analyze the relationship between leaders' humility and self-confidence as influences upon leadership effectiveness. The purpose of the research will be to enable organizations to better predict performance based on the humility and self-confidence of a leader. Leaders will better understand their perceived strengths and weaknesses in reference to humility and self-confidence, as contributors to perceived effectiveness.

The survey will be completely confidential. No one will be asked to provide their name, their president's name, nor the institution name, and no effort will be made to identify any participant, president, or institution. The focus of the research will be on the interrelationship of humility, self-confidence, and workplace effectiveness, rather than on specific institutions and leaders.

Thank you for your time and consideration. I look forward to hearing from you. You may grant permission by simply replying "Yes" to this e-mail. If you have questions regarding this request, please contact me.

Sincerely,

P. Derek McCosh