LEADERSHIP STYLES AND INTENTION TO QUIT

AMONG SOUTHERN BAPTIST PASTORS

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James C. Robertson

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APPROVED:

COMMITTEE CHAIR: Lori Robertson, Ed.D.

COMMITTEE MEMBERS: Steve Echols, Ph.D.

                                Larry Standridge, Ph.D.

DIRECTOR OF PhD IN LEADERSHIP PROGRAM:

                                Howard Owens Ph.D.

ABSTRACT

The findings of this research revealed the relationship between leadership styles and the intention to quit among pastors of District 9 Baptist Association of the Southern Baptist Association of North Carolina. Data was collected from 31 pastors using the Leadership Practices Inventory, the Anticipated Turnover Scale, and a demographic questionnaire. Full-time and bi-vocational pastors participated in the research, rating their leadership styles and their intention to quit the ministry. The research indicated no significant relationship between leadership styles and intention to quit. Upon further investigation, the research indicated that full-time pastors were a lower risk of intention to quit than bi-vocational pastors. Education and age were factors in the intention to quit among pastors. This research presented information that can be applied for further research relating to bi-vocational leadership training and education. Colleges, seminaries, and associations should consider mentoring programs and educational opportunities for the bi-vocational pastor for leadership development based upon a higher risk of intention to quit.

DEDICATION

This dissertation is dedicated to my beautiful wife, Angie,

who is not only my best friend but also an encourager and pillar of strength to me,

who has stood beside me, supported me and helped me,

who has been patient and understanding in all things,

who is a great mother to our children,

who is a wonderful help mate.

It is no wonder the Bible declares that "Whoso findeth a wife findeth a good thing, and obtaineth

favour of the LORD" (Proverbs 18:22 King James Version).

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I am thankful for my family and their unwavering support, encouragement, and prayers during my educational journey. Most of all, I am thankful to my wife and children, who have sacrificed the most. Their faith in me has helped carry me this far.

The highest thanks and praise goes to my Lord and Savior, Jesus Christ. I am thankful and humbled that He has shown His grace and mercy toward me the way He has. It is my desire this work will bring honor and glory to His precious and Holy name.

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CHAPTER 1

RESEARCH INTRODUCTION

This research explored leadership styles and the relationship between Intention to Quit (ITQ) and Leadership Practices Inventory (LPI) values among selected pastors of Southern Baptist Churches in North Carolina. A statement of the problem, the research questions, and the hypotheses are presented in this chapter. A significance of the study, overview of methodology, and definitions are also presented.

Research Background

There have been several studies over the years by various researchers and scholars (Ali, 2009; Batra & Tan, 2003; Hughes, Avey, & Nixon, 2010) that focused on transformational leadership and the intention to quit, which have shown that leadership styles have had a significant impact on intention to quit. Intention to quit can have a negative influence on organizational goals and objectives as well as have long term consequences (Long, Thean, Ismail, & Jusoh, 2012). Leadership is an important factor in employee development and loyalty (Aydin & Ceylan, 2009; Piccolo, Greenbaum, & Eissa, 2012) and helps to achieve objectives for an organization (Gill, Fitzgerald, Bhutani, & Mand, 2010). Most of the research on intention to quit focused on areas of healthcare (Mosadeghrad, Ferlie, & Rosenberg, 2011; Wu, Fox, Stokes, & Adam, 2012) and education (Klassen & Chiu, 2011; Høigaard, Giske, & Sundsli, 2012).

Over the years, there have been studies regarding ministry professionals and retention (Foss, 2001; Knierim, 2001; Miraz, 2006; Rugenstein, 2004; Sewell, 2002; Weaver, Larson, Flannelly, Stapleton, & Koenig, 2002) that focused on intention to quit, compensation, education, congregation size, support of others and health related issues; however, there has been

limited research on leadership styles and intention to quit among pastors, especially pastors of Southern Baptist churches.

Ministry professionals often face burnout, which leads to emotional exhaustion and discouragement (Barnard & Curry, 2012). Losing pastors, who experience burnout, can be costly to churches. Pastors experience family problems and breakdown in relationships (Miner, Sterland, & Dowson, 2010), which can lead pastors to think about quitting or leaving the ministry. O'Connell and Kung (2007) stated that staffing, vacancy, and training were three components that were negatively linked to the cost of turnover. Grobler, Warnich, Carrell, Elbert, and Hatfield (2005) believed that turnover created instability, increased costs, and rendered an organization ineffective. Wells and Peachey (2011) discovered a negative relationship between transformational leadership behaviors and intention to quit. This research specifically examines the relationship between intention to quit and leadership styles of pastors of Southern Baptist Churches in North Carolina based upon the Model the Way Leadership characteristics of Kouzes and Posner (2007).

According to the Baylor Institute for Studies of Religion, 80% of Americans identify themselves with Christianity (Aliprandini & Wagner, 2009). While this percentage includes various denominations, over 16 million people belong to the Southern Baptist Convention (PRWeb Newswire, 2010). Psychologists have found that people, who attend church, can be influenced in spiritual development which can have a positive impact on health and well-being, as well as a personal relationship with Christ (Hill & Pargament, 2008). Reave (2005) reviewed over 150 studies and discovered that spiritual influences are dependent upon effective church leadership. Carter (2009) found that pastors, who displayed transformational leadership styles, contributed to effective pastoral leadership.

As overseer of the flock, a pastor has similar responsibilities to a leader of business organizations. Past leadership studies in ministry include significant findings from psychology, business administration, and organizational research (Chhokar, Brodbeck, & House, 2012; Kelloway & Barling, 2010; Voegtlin, Patzer, & Scherer, 2012). Pastoral leadership is an important task included in the administrative function. Pastors, who are effective in the administrative function, have to be sound and effective in management procedures in order to do their job competently (Nathan, 2001). Thompson (2011) believed that the Judeo-Christian concept constituted business quality, responsibility, and integrity in relation to faith and management; however, according to McKenna, Yost, and Boyd (2007a), "Little research exists on leadership development in pastors" (p. 190).

Almost a century ago, Agar (1926) commented that seminaries needed to develop clinical, intellectual, leadership, and organizational courses to help better equip pastors for ministry. Over half of a century ago it was widely believed that in the selection of qualified candidates for the ministry a different combination of abilities and personality traits were required (Maehr, 1962).

The Scriptures expound upon leadership and personality in different biblical books. In the Old Testament, Moses adapted a delegated leadership style that empowered others to make decisions in leading the children of Israel (Exodus 18:1-27). Friedman and Friedman (2012) concluded that the book of *Esther* viewed various leadership styles and that a prescription for effective leadership could be applied. The New Testament taught servant leadership. The Apostle Paul stated, "Not because we have not power, but to make ourselves an ensample unto you to follow us" (2 Thessalonians 3:9). Wilson (2010) stated John 21 showed that Jesus demonstrated charismatic, transformational, and servant leadership styles toward His disciples that guided and

changed their lives. Manz (2011) believed that Jesus' teachings offered practical guidance and ethical direction for an effective practice in leadership. Other Bible characters, such as Abraham, Joshua, David, and Peter possessed and showed leadership ability through their personalities. Jesus is the great example of leadership as other scholars have mentioned in their respective writings (Black, 2010; Blanchard, 2006; Sendjaya & Sorros, 2002).

The pastor must make decisions that affect the entire congregation, which sometimes causes a conflict in church goals and objectives. Personality conflicts cause clashes between the pastor and one or more members of a church, board, and/or staff (Russell, 2012). Based upon the Dynamic Conflict Model (Amason & Schweiger, 1997), conflicts are differentiated into two categories; cognitive conflict and affective conflict. A cognitive conflict example might be a disagreement between a pastor, the church board, or deacons over a mission project. An affective conflict example might be a pastor facing opposition because of disciplinary action taken within the congregation.

Various types of personality can have a direct impact on relational and leadership styles. Research indicates that personality has a significant impact on stress and showed two ways people deal with conflict resolution. First, personality predisposes a person to use coping mechanisms, when dealing with stressors. Second, while people decide how they respond to stress, personality impacts the stressors themselves (Bolger & Zuckerman, 1995). Research has shown that personality measures can impact conflict resolution styles in mediation and negotiation circumstances (Wood & Bell, 2008). Displaying self-control is important when a conflict arises. Managing and reducing stress helps generate possible solutions to a conflict (Deutch, Coleman, & Marcus, 2006).

Church conflict can cause pastors to leave a congregation. Research has indicated that many pastors leave churches for diverse reasons, many times because of a lack of leadership skills (Hoge & Wenger, 2005). Lack of leadership skill and personality flaws can cause pastors to be unable to resolve church conflict and to minister effectively. When there is a lack of strong spiritual leadership, conflicts cannot be resolved effectively and leadership ineffectiveness can lead to job stress, which leads to burn out and ultimately may lead to the pastor leaving the church. Holmes and Marra (2010) explained that leadership was important, when managing conflict resolution. Zopiatis and Constanti (2010) found that individuals, who possessed transformational leadership styles, had a positive relationship with personal accomplishment; those, who did not show a passive leadership style, showed higher levels of burnout.

Cohall and Cooper (2010) studied the retention of church leaders in a national survey, but there was no compelling evidence that retention issues had been addressed among North Carolina pastors of Southern Baptist Churches. Pastors become strategic change agents by taking leadership roles in the spiritual development of others and have a profound influence on church members, when dealing with current societal problems (Warren, 1995). Rundle and Flanagan (2007) described how a leader with a variety of problem-solving styles helped bring about flexibility and adaptability. The role a pastor holds is critical to a congregation and to the larger society. It is important for pastors and other spiritual leaders among North Carolina Southern Baptists to recognize which leadership styles are appropriate in order to reduce and prevent intention to quit within the church structure. This research is especially needful in a time when nearly 42% of the churches in the Southern Baptist Convention in 2011declined in membership (Lindner, 2012). Kwon (2012) stated the Southern Baptist Convention had lost members for the

fifth straight year placing the denomination in an accelerated decline with a higher loss of members than in the previous year.

Christianity teaches that transformation is fundamental to spiritual life. One purpose of a church is to help people transform their lives to become Christ-like. Jesus, in his spiritual mission, was a transformational leader, who impacted His disciples' lives and ministries by showing charisma and mentorship (Wilson, 2010). Christ cast a vision, instilled values, and was a powerful change agent. Personality predictors indicated that a transformational leadership style is characterized by the motivation to lead and to relate to others in a prosocial way in which a leader serves as a role model and influences others (Popper, Mayseless, & Castlenovo, 2002).

Problem Statement

In the first decade of the 21st century, reports from the Southern Baptist Convention indicated that each month nearly 100 ministers were forced out of a pastorate (Rubietta, 2002). Later research revealed that the number has actually increased with an estimated 200 pastors being relieved monthly of church duties (Hicks, 2010). Research by Rainer (2001) in a survey of pastors throughout America found the average tenure of a pastor to be 3.8 years. Later research indicated that the tenure of a Southern Baptist pastor is much lower with expectancy tenure of slightly over two years (Sharp, 2011). Research indicated that evangelical clergy members are leaving the ministry in record numbers for different reasons including psychological, socio-emotional, and spiritual abuse issues (Tanner & Zvonkovic, 2011). While these findings are disturbing, there are few published studies on the relationship between leadership styles and intention to quit among Southern Baptist churches. Without this information, pastors, church members, governing boards, deacons, seminaries, and other institutions may not have all the information needed to maximize the retention of future church leaders.

Past leadership scholars, such as Greenleaf (1998), emphasized the importance of training religious leaders rather than religious scholars, which put an emphasis on the greater needs of others. Greenleaf (1996) noted that personality training processes probably do not exist but found that the personalities of people, who train others, have a profound impact long after the association has ended. In 2005 Harvard Divinity School revised its curriculum to focus more on developing effective religious leaders. Higgins (2008) suggested the leadership style of a pastor has an important and long lasting effect on individuals as well as direction and influence on a church.

Failure to retain pastors within North Carolina Southern Baptist Churches will potentially lead to a statewide church membership decline. Nationally, Southern Baptist churches declined 17.6% to 23.9% in membership between 1997 and 2007 (Rankin, 2007) and showed even a greater decline in recent years according to Lindner (2012). Kwon (2012) stated that the Southern Baptist Convention saw a decrease in worship attendance of 65 % over the last year that equivocated to around 6.16 million people within existing churches. The purpose of this research is to determine if there is a relationship between intention to quit and Model the Way Pastoral Leadership styles among Southern Baptist Churches in North Carolina.

Research Questions

1. What is the level of the five Practices of Exemplary Leadership, as measured by the Leadership Practices Inventory among North Carolina senior pastors of a Southern Baptist Church sample?

2. What is the level of intention to quit the ministry or current pastorate, as measured by the Anticipated Turnover Scale among senior pastors in a research sample?

3. Does the overall style of leadership, as measured by the Leadership Practices Inventory, reflect an intention to quit the ministry or the current pastorate, as measured by the Anticipated Turnover Scale?

4. Do any of the five Practices of Exemplary Leadership, as measured by the Leadership Practices Inventory, mirror an intention to quit the ministry or the current pastorate, as measured by the Anticipated Turnover Scale?

5. Do the demographic categories of years in the ministry, years in a current pastorate, full or part-time service, respondent age, or education level reflect leadership style or intention to quit?

Research Significance

Over the years, precursors of intention to quit have been conducted, but there has been limited research to discover what styles of leadership, if any, contributed to intention to quit among ministers. Chemises (1980) applied a stress model, and Maslach and Johnson (1981) conducted empirical research that produced findings about clergy. The Chemiss and Maslach and Johnson research led to the Maslach Burnout Inventory (MBI) that resulted in quantitative findings. A Southern Baptist researcher used a qualitative approach that examined unrealistic expectations and the effects of a daily routine (Faulkner, 1981) based upon experiences of those in ministry. Presbyterian researcher, Rassieur (1982), restricted the scope of research to the stress model, and Episcopalian psychoanalyst, Sanford (1982), limited research by using a synthesis of Jungian theoretical training and his personal experience. Much of the research brought attention to important aspects of ministry but was studied through qualitative methods.

Research will examine if Model the Way Leadership styles affect intention to quit within the pastorate of selected North Carolina Southern Baptist churches. If the research findings

indicate there is leadership traits that are influential in preventing pastors from leaving the pastorate, seminaries and higher learning institutions would potentially benefit from the findings. The findings could potentially guide pastors and other religious leaders to be successful in the ministry through application of transformational leadership concepts. Church governing bodies seeking to call a pastor may choose a person with a particular leadership style that would potentially increase the chances of retention.

As pastors and spiritual leaders face many challenges imposed by society, it is imperative that leaders are adequately trained in effective leadership options. The purpose and significance of this research is to determine if there is a relationship between Model the Way Leadership styles and intention to quit among pastors of North Carolina Southern Baptist churches through an application of quantitative research procedures. If certain leadership styles are found to create a lower likelihood a pastor will quit, pastors could be encouraged to adopt that leadership style to increase the longevity of a pastorate.

Methodology Overview

The population of interest was pastors of churches located in Western North Carolina in the District 9 Associations of the State Convention of Baptist in North Carolina. All pastors of Southern Baptist churches in District 9 Associations, who had an identifiable e-mail address, were invited to participate in the research. The completed research instruments collected through the use of SurveyMonkey from pastors in District 9 Baptist Associations were analyzed and constituted the findings of the research.

Three measurement instruments were administered in the research. The Anticipated Turnover Scale was administered (see Appendix B). This instrument was developed by Atwood and Hinshaw in 1978 (Jan R. Atwood, personal communication, December 9, 2010) to measure

employee intention to quit a job. The instrument was administered in a variety of settings and consisted of 12-items in a Likert-format with seven response options ranging from agree strongly to disagree strongly. The authors of the instrument published validity and reliability factors of the instrument as administered in rural hospital settings in Arizona (Hinshaw, Atwood, Gerber, & Erickson, 1985).

A second instrument of measurement, Leadership Practices Inventory (LPI), was administered to pastors to determine leadership styles among pastors within the North Carolina Baptist Association. The Leadership Practices Inventory developed by Kouzes and Posner was a 30-item behavioral assessment that identified leadership characteristics and was found to be a valid and reliable instrument (Kouzes & Posner, 2002).

A Demographic Profile administered to pastors in the District 9 Baptist Associations of the State Convention of Baptist in North Carolina included a five-item profile: years served as pastor, years served in current pastorate, whether full-time or part-time, age of pastor, and the highest educational level. In the highest education level component, respondents were asked to choose between four levels of education: high school, bachelor's degree, master's degree, and doctorate (see Appendix B).

Research Hypotheses

H_a1: There is a significant correlation between Leadership Practices Inventory scale mean values and Intention to Quit total values among a sample of pastors in North Carolina District 9 Southern Baptist Associations.

H_a2: There is a significant correlation between Model the Way subscale mean values and Intention to Quit total values among a sample of pastors in North Carolina District 9 Southern Baptist Associations.

H$_a$3: There is a significant correlation between Inspire a Shared Vision subscale mean values and Intention to Quit total values among a sample of pastors in North Carolina District 9 Southern Baptist Associations.

H$_a$4: There is a significant correlation between Challenge the Process subscale mean values and Intention to Quit total values among a sample of pastors in North Carolina District 9 Southern Baptist Associations.

H$_a$5: There is a significant correlation between Enable Others to Act subscale mean values and Intention to Quit total values among a sample of pastors in North Carolina District 9 Southern Baptist Associations.

H$_a$6: There is a significant correlation between Encourage the Heart subscale mean values and Intention to Quit total values among a sample of pastors in North Carolina District 9 Southern Baptist Associations.

H$_a$7: There is a significant difference in Leadership Practices Inventory mean values between a sample of full-time and bi-vocational pastors.

H$_a$8: There is a significant difference in Leadership Practices Inventory total values between a sample of full-time and bi-vocational pastors.

H$_a$9: There is a significant difference in the five Leadership Practices Inventory subscale mean values between a sample of full-time and bi-vocational pastors.

Term Definitions

Intention to Quit- Intention to quit can be conceptualized as the precursor to the act of leaving a job (Maertz & Campion, 1998).

Model the Way Leadership Style- A leadership style identified by Kouzes and Posner (2007) in *The Leadership Challenge*. Kouzes and Posner found that similar patterns of effective

leadership among people from various organizations and backgrounds generated "peak achievements" (p. 14).

Model the Way- A leadership style in which the leader has a strong belief system and stands firm in his or her principles. "All exemplary leaders share this quality no matter what status they may have achieved" (Kouzes & Posner, 2007, p. 46).

Inspire a Vision- A transformational leader characteristic of Model the Way Leadership style that helps the leader cast a vision and inspire others to act. This type of exemplary leadership style envisions the future and develops a shared vision among followers. "They are able to develop an ideal and unique image of the future for the common good" (Kouzes & Posner, 2007, p. 105).

Challenge the Process- A characteristic of the Model the Way Leadership style suggested by Kouzes and Posner (2007) in which the leader takes the initiative with enthusiasm and a determination "to make something happen" (p.165). The leader will generate small wins and "learn from experience" (p.191).

Enable Others to Act- A characteristic of the Model the Way Leadership style set forth by Kouzes and Posner (2007) that emphasizes a climate of trust is essential in order to get things accomplished. "Without trust you cannot lead" (p. 243). This type of trust empowers others and develops them into having confidence and competence. "Leaders move from being in control to giving over control to others" (p. 251).

Encourage the Heart- A characteristic of the Model the Way Leadership style that indicates the leader has a clear focus on goals and objectives through feedback, open communication, and recognition of others contributions. "Leaders provide clear directions, feedback, and encouragement" (Kouzes & Posner, 2007, p. 302).

Pastor- According to the Scriptures, it is an office held in a New Testament church that consists of elders who have the responsibility of advancing the kingdom of God while feeding the flock and taking the oversight in leadership. MacArthur (1995) stated, "The biblical pattern describes the pastor as a spirit-filled man who gives oversight, shepherds, guides, teaches, and warns- -doing all with a heart of love, comfort, and compassion" (p. 41).

Southern Baptist Convention (SBC) – A United States- based Christian denomination founded in 1845 with over 16 million members who worship in over 45,000 churches in the United States (About Us-Meet Southern Baptist, 2013).

Transformational Leadership- A type of leadership style that motivates followers to do more than the followers originally intended and thought possible (Bass, 2008, p.618).

Dissertation Overview

There are five chapters in this research report. Chapter I introduces the background of the research, states the problem, presents the research questions, sets forth the research significance, provides an overview of methodology, and defines significant terms.

Chapter II provides a detailed review of the literature regarding intention to quit, different leadership styles, transformational leadership, and Model the Way Leadership styles.

Chapter III includes the reliability of the survey instruments and methodology regarding the analysis of relationship between intention to quit and the model the way leadership styles of randomly selected North Carolina pastors in Southern Baptist Churches. The chapter also presents the limitations of the research, an overview of the instruments used in the research, the procedures used in the research, the analysis of data, and a summary.

Chapter IV presents demographic findings of the research, descriptive statistics, findings of the statistical analysis, findings for each hypothesis, and a summary.

Chapter V summarizes the research findings, lists the research conclusions, discusses the finding implications of the research, and makes recommendations for future research.

Summary

In this chapter, a statement of the problem, the research questions, and the hypotheses were presented. A significance of the study, overview of methodology, and definitions were also presented.

The statement of the problem revealed there is a problem with retention among pastors in the Southern Baptist Convention. Many ministers leave for various reasons, and these retention problems will potentially lead to a decline in church membership. Limited research has been conducted over the years to discover what styles of leadership contributed to intention to quit among ministers. As a result of this problem in Southern Baptist Churches, the purpose of this research was to determine if there was a relationship between leadership styles and the intention to quit among Southern Baptist Churches in North Carolina.

There were five research questions asked regarding the Leadership Practices Inventory and the Anticipated Turnover Scale. There were also demographic inquiries made of respondents.

Three measurement instruments were administered in the research. The Anticipated Turnover Scale was administered (See Appendix B). The instrument consists of 12-items in a Likert-format with seven response options ranging from agree strongly to disagree strongly. The authors of the instrument published validity and reliability factors of the instrument, as administered in rural hospital settings in Arizona.

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Association. The Leadership Practices Inventory, developed by Kouzes and Posner (2002) is a 30-item behavioral assessment that identifies leadership characteristics and has shown to be a valid and reliable instrument.

A Demographic Profile was administered to pastors in the District 9 Baptist Associations of the State Convention of Baptist in North Carolina. The profile included five items: years served as pastor, years serviced in current pastorate, whether full-time or part-time, age of pastor, and the highest educational level attained. Respondents were asked to choose between four levels of education: high school, bachelor's degree, master's degree, and doctorate (see Appendix B).

CHAPTER II

LITERATURE REVIEW

This research focused on leadership styles and intention to quit. The purpose of the research was to explore leadership styles and the desire to quit among a sample of pastors of Southern Baptist Churches in District 9 associations in Western North Carolina. Three instruments were administered including Leadership Practices Inventory, Anticipated Turnover Scale, and a demographic survey. A total of 31 pastors completed the Internet administered instruments.

Intention to Quit

Basis

Intention to quit affects an organization's effectiveness (Erat, Erdil, Kitapci, & Comlek, 2012). Research indicated that the intention to quit is the best predictor of turnover and is often used as a proxy for turnover in studies that evaluate relationships. A meta-analysis evaluated intention to quit and turnover and found that demographic factors, professional perceptions, and organizational factors have many of the same antecedents (Barak, Nissly, & Levin, 2001).

Organizational factors such as environment can have an impact on intention to quit. Ozer and Gunluk (2010) stated that changing employee negative perceptions can minimize the intention to quit. Robbins, Summers, and Miller (2000) reported when people felt like an organization was supportive, they were more committed to fulfill job duties and less likely to leave the organization. Kivimäki et al. (2007) suggested that changing the environment of a team can help reduce the intention to quit.

Takase (2010) stated that intention to quit is a multiple stage process, which includes an employee voluntarily leaving a current position, triggered by negative psychological responses

into withdrawal behaviors that actually lead to quitting. Research findings suggested that lack of social support can cause intention to quit, especially lack of support by supervisors or other employees (Burke, Moodie, Dolan, & Fiksenbaum, 2012). It is important to build and maintain positive relationships, as this has a significant impact on intention to quit (Darvish, Najafi, & Zare, 2012). Tepper, et al. (2009) discovered when bad supervision was in place, intention to quit was higher. Schyns and Schilling (2013) found people showed resistance toward the leader, altered their work behavior, and had a higher turnover intention, when bad leadership was displayed. Li, Zhou, and Leung (2011) found when employees displayed negative beliefs toward others and an organization showed social cynicism, incidents of intention to quit increased. Other studies have shown that negative moods within work groups cause employees to quit a job (Chi & Yang, 2011).

Vivien (1996) found absenteeism and intention to quit were positively associated with work stressors. Earlier research conducted by Baroudi (1985) indicated low satisfaction levels can lead to absenteeism, grievances, and health issues. Elangovan (2001) found stress was linked to lower satisfaction and lower commitment levels that lead to intention to quit. Stress varies in different organizations, but workplace stress can have a significant impact on employees and their intention to quit (Ahmad, Shahid, Huma, Shahid & Haider, 2012). Amah (2009) pointed out that job satisfaction had a negative relationship to intention to quit.

In research conducted among 223 Norwegian police officers, there was a direct relationship between organizational commitment and intention to quit (Martinussen, Richardsen & Burke, 2007). Scott, Bishop, and Xiamgming (2003) conducted research among Chinese factory workers and found those who had higher job satisfaction rate cooperated well with others and showed a lower chance of intention to quit. Levy, Poertner, and Lieberman (2012) found job

satisfaction and conflict between family and work predicted intention to quit among workers in private child welfare agencies.

Research regarding ministry professionals and intention to quit conducted by Beebe (2007) reported 50% of ministers have thought about quitting, while 70% say they suffer from a loss of self-esteem, since first entering the ministry. Kanipe (2007) found that 85% of seminary graduates quit or leave a position during the first five years of ministry. Many ministers left due to health problems or family concerns. Miraz (2007) studied 218 American Baptist pastors and found those, who were emotionally exhausted and who felt depersonalized with a low normal and affective commitment, were linked to intention to leave their positions. Spencer, Winston, and Bocarnea (2012) surveyed 285 evangelical pastors and discovered fatigue and leadership attributes, such as vision conflict, were main factors that contributed to clergy members leaving or quitting the ministry. Discouragement came at a time, when the clergy's respective churches either plateaued or declined in attendance. Stewart (2009) indicated that along with unethical and moral issues, power struggles and leadership style issues were factors in intention to quit. Further studies revealed years of service in the ministry and depression predicted burnout among many clergy members, which is an indicator of intention to quit. (Jacobson, Rothschild, Mirza, & Shapiro, 2012).

Precursors

Burnout

Several studies linked burnout to employee turnover and/or intentions to quit a job (Garland, 2002). Barak, Nissy and Levin (2001) discovered a relationship between increased burnout/job turnover and overwhelming workload. For nearly three decades, Freudenberger (1974) and Maslach (2003), called attention to burnout and conducted psycho-social research

with a focus on personality dysfunction that caused stress from "the social interaction between helper and recipient" (p. 2).

Research demonstrated that burnout is not one-dimensional (Charlton, Rolph, Francis, Rolph, & Robbins, 2008; Francis, Hills, & Kaldor, 2009; Hills, Francis & Rutledge, 2004; Maslach, Schaufeli, & Leiter, 2001; Miner & Downson, 2010; Rutledge & Francis, 2004). Leiter and Maslach (2000) reported that burnout caused health problems, such as headaches, hypertension, and sleep problems. Other research helped reaffirm these findings (Doolittle, 2007; Miner, 2007a) applying the Maslach Burnout Inventory (MBI) and a modified form of the Maslach Burnout Inventory (Francis, Turton, & Louden, 2007; Randall, 2007; Turton & Francis, 2007; Rutledge & Francis, 2004). Application of the MBI found consistent high levels of burnout among clergy, which had an impact on clergy psychological well-being. Barnard and Curry (2012) stated that burnout among religious leaders is often characterized by low satisfaction, emotional exhaustion, and discouragement. Innstrand, Langballe, and Falkum (2011) examined burnout among male ministry professionals in Norway and found burnout had many precursors including work environment, job performance, and high workload. Burnout is experienced by pastors, when they feel that work is never done or where there is a lack of positive results (Doolittle, 2008).

Barnard and Curry (2012) discussed four personality dimensions that predicted burnout in clergy including desire to please others, shame or guilt, self-compassion, and role differentiation. Ryan (2006) suggested the desire to please others was an indicator of burnout among clergy. Tangney, Stuewig, and Mashek (2007) suggested guilt affected self-esteem and shame was linked to blaming others and depression. Beebe (2007) found clergy, who differentiated their values and who they were from their role as a spiritual leader were less likely

to experience burnout. Ellison, Roalson, Guillory, Flannelly, and Marcum (2010) explored mental health issues among clergy and other religious professionals and concluded spiritual struggles were linked to psychological distress that harmed the mental health of those in ministry. Proeschold-Bell, et al. (2012) stated that high rates of chronic disease among clergy constituted a need for health programming to combat physical and mental health problems.

Other factors such as exhaustion, depersonalization, and personal failure have been associated with burnout. Randall (2004) found that among Anglican clergy members those who experienced depersonalization and a lack of accomplishment, and those with higher levels of emotional exhaustion considered leaving the ministry. Maslach and Leiter (2008) stated that exhaustion is the most commonly reported symptom of burnout. Exhaustion can make a person feel emotionally drained, discouraged, and physically tired (Barnard & Curry, 2012). Francis, Kaldor, Shevlin, and Lewis (2004) believed that in order to understand burnout among those who worked in people-centered, caring professions, it was essential to understand emotional exhaustion.

Exhaustion can be detected among clergy members. When a pastor feels depersonalized, he will begin to focus on negative aspects of the ministry. When a pastor feels a lack of personal accomplishment, his self-worth suffers. Doolittle (2007) discovered clergy were more likely to have a higher level of emotional exhaustion, when they blamed themselves, showed disengagement, and/or exhibited strategies of venting; planning and positive reframing could protect against burnout.

Weaver, Larson, Flannelly, Stapleton, and Koenig (2002) compiled a comprehensive review on mental health issues among clergy. Turton and Francis (2007) found that, when clergy had a positive attitude toward prayer, lower levels of emotional exhaustion were evident. Hills,

Francis, and Rutledge (2004) discovered marital status of clergy had a significant impact on burnout. Rovik et al. (2007) indicated physicians, like clergy, who tended to work more than 40 hours per week, had family issues that were a direct result of job stress. Daalen, Willemsen, Sanders, and Veldhoven (2009) agreed that work hours were related to job stress and emotional exhaustion among those who work with people. Based upon prior findings, Knudsen, Johnson, and Roman (2003) believed a supportive workplace environment reduced emotional exhaustion and intention to quit. Francis, Kaldor, Shevlin, and Lewis (2004) wrote emotional exhaustion was more prevalent among younger clergy in Australia rather than older clergy and clergy in certain denominations experienced a higher rate of emotional exhaustion than others. In a study of 887 clergy in Hong Kong, Hang-yue, Foley, and Loi (2005) pointed out through regression analysis that role stressors had a significant impact on emotional exhaustion and intention to quit an organization.

There was additional research on frustration, an emotional precursor to burnout (Lewandownsky, 2003). Research on frustration dated back to the late 1940s, when Maier (1949) theorized that frustration can change behavior, if a person becomes dissatisfied or does not meet specific goals. Maier believed frustration was comprised of four characteristics that could influence behavior, including aggression, regression, fixation, and resignation. In the resignation stage, frustration could result in a change in behavior that could produce intention to quit (Young, 2009). Brecher and Hantula (2005) believed frustration could escalate, when negative feedback was given.

Judge, Scott, and Ilies (2006) studied workplace attitudes and emotions with a focus on frustration. Lawrence and Robinson (2007) stated frustration could result from the use of power that was likely to promote misconduct by employees. Bono and Vey (2007) theorized that, when

there is a high need for achievement and frustration levels are high, people may not handle difficult circumstances or obstacles that caused frustration. McMahon (2006) stated that conflicts at work or with family can have a significant impact on frustration and career decisions. Young (2009) examined frustration regarding career decisions and found it helped to establish a psychological groundwork focusing on career decision planning and development. Malone and Hayes (2012) stated organizational frustration had a negative impact on job satisfaction and commitment and caused intention to quit. Kuppens and Van Mechelen (2007) believed frustration was associated with negative emotions, such as hostility and anger. Whinghter, Cunningham, Wang, and Burnfield (2008) agreed that frustration is a negative emotion. Brown, Pashantham and Abbott (2003) suggested that anxiety can be linked to stress and burnout and stress can be displayed in different forms of frustration. Jeswani and Dave (2012) explained one of the most common forms of repression of unwanted emotions is that people display various forms of frustrations. Brown (2012) stated clergy members can experience frustration, when bringing about change and innovation and trying to appeal to new membership.

Conflict

Conflict can result from job dissatisfaction and often causes division between a pastor and congregation, resulting in an intention to quit. Sheffield (1999) indicated that 55% of pastors, who were forced out of churches in the Southern Baptist Convention, returned to church related vocations; the remaining 45% never returned to ministry. Among the reasons for being forced to resign were church conflict over leadership styles, lack of communication, performance dissatisfaction, authoritarian leadership style, power struggles, and personality conflicts. In a study funded by the Louisville Institute, Wiese (2004) compared six studies to see why pastors were dropping out of the ministry. While the research findings indicated several causes for the

departure of pastors from the ministry, failure to resolve conflict was a prime factor. Conflict with the congregation can come from not sharing a common vision, interpersonal issues with board members, different worship style preferences, and doctrinal or lifestyle issues (Stewart, 2009). In a Lutheran report, Hoge and Wenger (2005) stated that the top reason for being forced to leave the pastorate was conflict.

Occupational Effects

Studies indicated a high degree of burnout in social service occupations that involve various forms of conflict and lack of clarity. Finance and budgetary issues have been a concern (Eaton, 2002). Several scholars, including Randal (2007) and Rutledge and Francis (2004), have given evidence that many professions have a negative relationship between age, depersonalization, and exhaustion, as measured by the Maslach Burnout Inventory (MBI).

Intention to quit has affected the realm of academia. Moneta (2011) investigated undergraduate students and discovered cynicism and reduced efficacy influenced students to have an intention to quit mentality. Some theories suggested that, when depersonalization and emotional exhaustion affect people at younger ages, they are more susceptible to leave a chosen profession for another field of work (Maslach, Schaufeli, & Leiter, 2001).

Other theories suggested that some people, who are older, can handle stress and burnout in a more positive way because of life experience and greater perspective (Randall, 2004). Randall (2007) suggested that years of service on a job among ministry professionals can have a negative relationship to burnout. People, who experience burnout, have a low sense of control over an environment and are influenced by management and leadership styles (Douma, 2002).

Karantzas, Mellor, McCabe, Davison, Beaton, and Mrkic (2012) studied care workers and found job satisfaction and job commitment had a direct influence on intention to quit, while

recommending that supervisory support can reduce intention to quit. Gray and Maramatsu (2013) found work overload was a distinctive stressor and support from supervisors was linked to a low level of intentions to quit. Earlier studies supported work overload as a stressor, which holds true for clergy. Kaldor and Bullpit (2001) stated that 77% of pastors worked over 40 hours per week, while 55% reported they lack time for any type of recreation.

Personality Factors

There are many personality factors that have a significant relationship with intention to quit and its precursors. Fromm (1947) viewed personality, as a system of relatively permanent strivings, which was concurred by Sigmund Freud. Maccoby (2007) agreed with this viewpoint and described different leadership styles, when studying social character and personalities of effective leaders. Events happening in everyday life can have a significant impact on one's personality. McKenna, Yost, and Boyd (2007b) found that events in the life of a pastor impacted leadership style. Tomic, Tomic, and Evers (2004) discovered personality factors, such as emotional stability and extroversion, were significantly related to burnout. Research indicated that within the public service field there is a relationship between burnout and personality factors, such as anxiety and lack of support measured by the Personality Assessment Inventory (PAI) (McCall, 2002). Noblet, Graffam, and McWilliams (2006) found that social support impacted job satisfaction and organizational commitment, which influenced intention to quit. Mueller and McDuff (2004) found personality among clergy in two Protestant denominations played a vital role in turnover. It was determined that, when clergy was mismatched with a congregation, based upon theological conservatism and liberalism beliefs, there was clergy job dissatisfaction. This resulted in an increase in the number of the clergy who were more likely to

quit a current church. The findings of the research indicated that this happened more to liberal clergy members than to conservative clergy members.

Hill, Darling, and Raimondi (2003) stated that there were different personality patterns among clergy with issues like regarding time, congregational fit, and intrusions. Clergy and their family members reported the use of various coping methods to deal with the high levels of stress. Flanagan (2009) underscored the importance of displaying an effective leadership style in pastoring a congregation. Individual variables, such as demographics and personality, affected how individuals coped with stress.

 Self-compassion has been related to depression, anxiety, self-criticism, and thought suppression (Neff, 2003; Neff, Kirkpatrick, & Rude, 2007). Pastors who display differentiation of self often neglected time with their family, friends, and leisure.

Leadership Types

Charismatic Leadership

Bass (1985) found that organizational leaders displayed a high level of self-esteem. Babcock-Roberson and Strickland (2010) found there was a positive relationship between organizational citizenship behaviors and work engagement. Moral reasoning has also been associated with charismatic leadership. Sosik, Juzbasick, and Chun (2011) found that high level managers displayed higher levels of charismatic leadership than low level managers but demonstrated lower levels of charismatic leadership than leaders who exhibited pre-conventional moral reasoning.

Levay's (2010) qualitative charismatic leadership research discovered that charismatic leadership can resist change. Shastri, Mishra, and Sinha (2010) concluded that leaders who possess charismatic leadership practices are more likely to experience a higher trend of

organizational commitment. Galvin, Balkundi, and Waldman (2010) integrated a social network perspective with charismatic leadership theory, which explained how the perception of charismatic leaders impacted distant followers through third-party individuals. Varella, Mansour, and Waldman (2012) found that charismatic leadership in a socialized setting was associated with higher levels of cooperation and lower levels of sanctioning in groups.

Hoogh, Annebel, Den Hartog, and Deanne (2009) found that charismatic leadership behavior was associated with lower levels of burnout. Paulsen, Maldonado, Callan, and Avoko (2009) revealed that having a charismatic leadership style encouraged innovation and promoted team identity, encouragement, and decision-making participation. Successful leaders, who exercise a charismatic style, fostered cooperative interactions among teams. In a field study among government workers, Pieterse, Van Knippenberg, Schippers, and Stam (2010) found transactional leadership had a negative relationship with innovative behavior, when psychological empowerment was high.

Laissez-faire Leadership

Laissez-faire leadership, with transformational and transactional leadership, are considered to be three different types of leadership styles (Moors, 2012). Laissez-faire leadership is considered by some scholars (Bass & Avolio, 2004; Bruk-Lee, 2007) to be ineffective in conflict management situations. Skakon, Nielsen, Borg, and Guzman (2010) concluded that those who exhibit laissez-faire leadership do not lead; they avoid making decisions, and ignore leadership responsibilities. Kelloway, Turner, Barling, and Loughlin (2012) found laissez-faire leadership behavior had a negative effect on employee psychological well-being and showed a lack of trust toward the leader.

A study conducted by Aasland, Skogstad, Notelaers, Nielsen, and Einarsen (2010) of the Norweigan workforce reported that laissez-faire leadership behavior was a most prevalent destructive leadership behavior. It is difficult to defend this style of leadership unless the follower is an expert or highly motivated (Chaudhry & Husnain, 2012).

Servant Leadership

The servant leadership model is based upon the leader serving, developing, and empowering others (Greenleaf, 1977). Servant leadership is displayed by exhibiting humility, stewardship, and showing direction to others (Van Dierendonck, 2011). Van Dierendonck, Nuijten, and Heeren (2009) gave attention to servant leadership within an organizational setting and found that servant leadership affects follower well-being. Northouse (2007) believed empowerment was the servant leader's social responsibility to recognize followers as equal stakeholders in an organization.

Walumba, Hartnell, and Oke (2010) observed the influence that servant leadership had on employee attitudes and organizational citizenship behavior. Hu and Liden (2011) examined servant leadership and found that clarity and team potency was stronger, when servant leadership was present. It has been shown that servant leadership produced positive behaviors in individuals, teams, and groups within the organizational structure (Searle & Barbuto, 2011).

Babakus, Yavas, and Ashill (2010) discovered that servant leadership reduced burnout and turnover intentions among bank employees. Van Dierendonck (2011) stated that servant leadership is positioned as a new field of research for leadership scholars along with personal characteristics and organizational culture.

Transactional Leadership

Past scholars of leadership research (Bass, 1985; Burns, 1978) contended that a transactional leadership style influenced followers by controlling behavior and using corrective transactions between the leader and follower. Laohavichien, Fredenhall, and Cantrell (2009) studied quality managers within the U.S. and found that transactional leadership does not significantly affect infrastructure and core quality management practices; however, research by Sosik & Jung (2010) described transactional leadership as an exchange-based leadership style that can be associated with positive outcomes.

It has been shown that transactional leadership can have different implications in various organizations with different scenarios (Hussain & Riaz, 2010). Wu (2009) concluded that transactional leadership provided high satisfaction within the organizational structure and provided organizational identity. Transactional leadership behavior can have a positive impact on organizational success (Laohavichien, Fredendall, & Cantrell, 2009). In a field study, conducted by Zu, Riggio, Avolio, & Sosik, (2011), transactional leadership appeared to have a positive impact on priming follower moral identity, even though transformational leadership had a larger positive impact. Based on recent research, it was concluded that transactional leadership can be used effectively, depending on the environment in which the leadership style is used.

Transformational Leadership

Impact

It is well documented in organizational research that transformational leadership has a profound impact on follower behaviors and attitudes (Lowe, Kroeck & Sivasubramaniam, 1996). The behaviors and attitudes constitute an emerging stream of inquiry that focuses on psychological reactions that translates transformational leadership into favorable behavioral

outcomes (Piccolo & Colquitt, 2006). Sanders (2007) believed leadership was influential. Northouse (2007) agreed and stated that leadership gave attention to goals. Research by Burns (1978) established that transformational leadership occurred, when people's interactions raise one another to higher levels of motivation and morality with a transforming effect on both the leader and the follower.

People, who followed transformational leaders, tended to have a higher rating, better performance, and success effectiveness (Bass, 1985). Transformational leaders are valuable to an organization because they help foster growth and development, while meeting the needs of individuals (Schwartz, Spencer, Wilson, & Wood, 2011). Transformational leaders often highlight the prosocial impact a vision can have on others (Grant, 2007). Research conducted over the years has suggested transformational leadership helped promote organizational change (Yukl, 2008). Transformational leadership has been linked to both job performance and job satisfaction (Trottier, Wart, & Wang, 2008). Transformational leadership has a positive impact on clergy. The quality of leadership exercised makes a difference in religious leadership and allows the leader to have an effective ministry (Winseman, 2005).

Carter (2009) studied 93 pastors using the Multifactor Leadership Questionnaire (MLQ) with a NEO Five-Factor Inventory (FFI) and a Spiritual Transcendence Scale (STS) and found that transformational leadership style, spirituality, and personality predicted pastoral leadership effectiveness. Exantus (2011) studied 12 senior pastors and surveyed 32 others using mixed-method research. Interviews were conducted with 12 senior pastors, while 32 others completed the Multifactor Leadership Questionnaire (MLQ) and a burnout inventory developed by the researcher. The research found transformational leadership styles helped avoid burnout in pastors.

Theory

Transformational leadership theory has received more research attention than all other leadership approaches combined (Barling, Christie, and Hoption, 2011). Bass' (1985) work on transformational leadership was built on the original idea of transforming leaders studied by Burns (1978). Others agreed with Bass that transformational leadership theory is based on the assertion that leaders can arouse followers to perform at high levels by appealing to their values, emotions, attitudes, and beliefs (Gooty, Gavin, Johnson, Frazier, & Bradley, 2009). Masi and Cooke (2000) compared the effects of transformational leadership on follower motivation, quality commitment, and empowerment. One of the most significant findings in transformational leadership research is how this approach increases organizational satisfaction and effectiveness (Bass, 2000). Transformational leadership inspires followers. Piccolo, Greenbaum, Den Hartog, and Folger (2010) recognized that transformational leaders influenced the performance of others by changing the structural features of other people's duties and tasks. Grant and Parker (2009) believed transformational leaders should focus on social characteristics, such as interpersonal interactions and relationships. Grant (2007) proposed transformational leaders not only should interact with transformational behaviors but should modify interactions with employees and the beneficiaries of their work, which would allow followers to see meaningful self-worth in what they do.

Over the years, as transformational leadership has come to the fore front, research tools have been created to help measure leadership practice. Yukl (1987) created the Managerial Practices Survey (MPS), which resulted in demonstrating that transformational leadership was motivating and inspiring, could help solve problems, and mentor others (Yukl, Wall, & Lespinger, 1989). Kouzes and Posner (1987) developed the Leadership Practices Inventory

(LPI), which noted transformational leaders challenged the process, inspired a vision, enabled others to act, modeled the way by behavior, and encouraged the heart.

Several key dimensions of transformational leadership comprised the Transformational Leadership Inventory (TLI), including the following: articulating a vision, fostering the acceptance of group goals, modeling behaviors consistent with the articulated vision, providing individualized support and consideration, setting high performance expectations, and providing intellectual stimulation (Podaskoff, MacKenzie, Moorman, & Fetter, 1990). Carless (1998) administered the LPI with the MLQ scales and demonstrated that the two instruments were highly correlated. Alimo-Metcalfe and Alban-Metcalfe (2000) administered Kelly's Repertory Grid Technique to gather transformational components of leadership. The components consisted of being an inspirational networker, encouraging critical and strategic thinking, empowering others, having concern for others, being approachable, having self-confidence, showing integrity, displaying political sensitivity, and clarifying boundaries. These factors formed the Transformational Leadership Questionnaire (TLQ).

Christian Transformational Leadership

Most of the research about transformational leadership was based upon secular findings and was applied to ministry leadership. There have been few studies regarding Christian transformational leadership. Strack, Fottler, Wheatley, and Sodomka (2002) linked spirituality to leadership. Transformational leadership and Christian transformational leadership possess many of the same characteristics. The difference is that Christian transformational leadership uses a Christ-centered model form of leadership with Jesus Christ as the primary example (Banks & Ledbetter, 2004; Blackaby & Blackaby 2001; Halcomb, Hamilton, & Malmstadt 2000; Jinkins, 2000). Blanchard and Hodges (2003) explained that Jesus provided a great example of

transformational leadership for His disciples in guidance and direction. Bell (2010) stated that Jesus came into the world to demonstrate the character of God and, while doing so, He demonstrated the greatest form of leadership, as he mentored others. Many of the authors do not base their writings on research based findings.

Fry and Slocum (2008) indicated that spirituality in the workplace and its relationship to leadership has gained attention in the organizational science field. Based upon materials and research currently available, there is research on Christian leadership, which does not focus on transformational leadership style from a Christian perspective. Statistical information would be invaluable, since there is a high dropout rate in Christian ministry (Gibbs, 2005). Scarborough (2010) stated that a distinction was important in gathering statistical data.

Jacobsen (1994) applied a Delphi Study to suggest that spirituality and transformational leadership have related aspects in human experience. Fulk (1994) found Christian leaders scored higher than business managers in transformational leadership. Mitroff and Denton (1999) stated that having a spiritual workplace could have a distinct competitive advantage. Employees who work for organizations that exhibited spiritual attributes tended to be more ethical and committed (Fry, 2003).

Other researchers, (Fry,2005; Garcia-Zamor, 2003; Giacalone and Jurkiewicz, 2003) concluded that spiritual characteristics in the workplace not only had a positive influence on happiness but increased productivity and reduced absenteeism and turnover. Fry and Matherly (2006) explained spiritual leadership had a positive impact on organizational commitment, productivity, and growth. Abdullah, Alzaidiyeen, and Aldarabah (2009) found spirituality in the workplace had a significant impact on leadership practices.

Aydin and Ceylan (2009) concluded that spiritual leadership had a strong impact on organizational effectiveness. Fry, Hannah, Noel, and Walumbwa (2011) concluded there was a significant relationship between spiritual leadership and organizational commitment based upon the four Christian characteristics of vision, hope, faith, and love. Chen and Li (2012) found that culture made a difference in spiritual leadership effectiveness. Influence is described as one of the main characteristics of transformational leadership (Tucker & Russell, 2004). In order to accomplish organizational goals, the leader must show charisma (Bass & Riggio, 2006).

While having influence on others is important, another key element that transformational leadership and Christian transformational leadership share is having an effective strategy. Malphurs (2005) stated that pastors need to exercise leadership skills and abilities through strategic thinking, which will help launch the church into the 21st century and avoid decline. Thomas (2005) found that some pastors ran into a problem in strategic planning due to the lack of training and leadership. A pastor has responsibilities of not only preaching and counseling but also having a vision for the church and being a strategic planner (Stewart, 2009). Proper planning can achieve organizational goals (Newman & Benchener, 2011). Effective strategies allow a leader to mobilize others effectively in achieving specified goals (Martocchio & Ferris, 2003). Goals will be shared by the leader and follower (Ciulla & Burns, 2004). Research findings agree about the benefits of effective strategies.

Berson and Avolio (2004) studied top and middle managers in a telecommunications company and found managers, who were supervised by transformational leaders, gave stronger support to the strategic goals of their respective organization. DeShon and Quinn (2007) surveyed participants, who were asked to decide the various tasks they performed, which contributed to effective performance. Out of the many tasks named, leadership development,

motivating, planning, organizing, vision, and team-building were important factors in pastoral management, which helped congregants achieve organizational goals. Kuean, Kaur, and Wong (2010) concluded that fostering an environment of shared values and getting others involved in goal setting tasks aligned others with organizational goals and encouraged a greater sense of commitment, which reduced the intention to quit.

A leader must be credible in order to have trust and respect from followers. Kouzes and Posner (2007) stated, "Credibility is the foundation of leadership" (p. 27). Credibility is built upon character and this single leadership trait lies at the heart of leadership (Fairholm, 2001; Hunter, 2004). Scarborough (2010) stated, "Character lays the foundation for influence, persuasiveness, sound strategy, and the formation of shared goals" (p. 76). Spears (2000) believed one way to understand character is to look at the essential traits a person possesses. Crisis in organizations stems from the character of leaders. Rozuel and Ketola (2012) believed people within an organizational structure are affected by the collective psyche and are potential leaders, who should think about ethical responsibility and interaction with others. Character helps the leader stay focused on core values, such as trust, dignity, ethics, and behavior (Sankar, 2003). Between 1992 and 2012, transformational, charismatic, and spiritual leadership scholars dealt with ethical issues and emphasized the ethical dimension of leadership. (Avolio & Bass, 1995; Avolio & Gardner, 2005; Bass, 1997; Gardner & Avolio, 1998; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Harvey, Martinko, & Gardner, 2006; Howell & Avolio, 1992; Kriger & Seng, 2005: Luthans & Avolio, 2003). Giacalone and Jurkiewicz (2003) explained that spiritual leaders have a significant impact on organizational effectiveness. According to Aydin and Ceylan (2009) scholars linked spirituality to leadership and provided ethicality within an organizational structure, which demonstrated better ethical practices to followers. Religious

teachings on ethical behavior have become more common. Sanders, Hopkins, and Geroy (2003) noted moral character moves transformational leaders into a higher transcendental leadership, which consciously affects the daily accomplishments of the leader. Fallon, Rice, and Howie (2012) used a modified Delphi technique with mixed method data among random clergy members of the Uniting Church in Australia to identify leading crisis factors in the ministry which included formal ethics training. Ethics covers all aspects of life and various occupational fields. Mostovicz, Kakabadse, and Kakabadse (2011) stated that ethics, leadership, personal responsibility, and trust comprised the four pillars of corporate responsibility.

Bell, Taylor, and Driscoll (2012) argued that religious beliefs within an organization must be exhibited within cultural and material contexts in order to realize their ethical implications. Dent, Higgins, and Wharff (2005) stated that spiritually based leadership is concerned with moral, transformational, and ethical leadership. Ouimet (2003) stated that, as spiritual leaders get older, followers of the respective organizations possess a higher commitment to the leader because the followers believe the leader has greater ethical values.

Transformational Leadership Model

Foundation

From years of research, Kouzes and Posner (2007) described Five Practices of Exemplary Leadership traits that helped leaders in organizations accomplish extraordinary things. While each leadership experience varies, Kouzes and Posner found five common practices that people shared in leadership behaviors. The five common practices are: Model the Way, Inspire a Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. All five characteristics help leaders "steer others toward peak achievements" (Kouzes and Posner, 2007, p.14). Kouzes and Posner believed the traits are common factors in productive

leadership that have been proven over time; the traits show relevance in effective leadership practice and theory. The Five Practices of Exemplary Leadership have been applied to assess over 1.8 million respondents, which have been measured by the LPI assessment tool. The Five Practices of Leadership model and assessment tools have shown to be reliable and valid (Kouzes and Posner, 2011). The Five Practices of Exemplary Leadership traits have embedded in them the Ten Commitments of Leadership. The Ten Commitments of Leadership direct the leader in completing extraordinary tasks within the organizational structure. The Ten Commitments of Leadership are as follows:

1. Clarify values by finding your voice and affirming shared goals

2. Set the example by aligning actions with shared values

3. Envision the future by imagining exciting and ennobling possibilities

4. Enlist others in a common vision by appealing to shared aspirations

5. Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve

6. Experiment and take risks by constantly generating small wins and learning from experience

7. Foster collaboration by building trust and facilitating relationships

8. Strengthen others by increasing self-determination and developing competence

9. Recognize contributions by showing appreciation for individual excellence

10. Celebrate the values and victories by creating a spirit of community (Kouzes and Posner, 2007, p. 26)

Model the Way

In order to effectively Model the Way, Kouzes and Posner (2007) stated, "Leaders must first be clear about guiding principles" and clarify values in order to represent themselves and the organization they lead (p. 15). Leaders must have an effective voice. One of the primary characteristics of becoming a leader is being able to relate to others what is being done and said. The Apostle Paul stated, "For yourselves know how ye ought to follow us: for we behaved not ourselves disorderly among you" (II Thessalonians 3:7). Russell (2001) stated that values affect the leader's behavior as well as impact the performance of an organization. Kouzes and Posner (2007) stated that a leader looks to see how things will be accomplished, as a means value, and looks at aspiration and attainability, as an ends value. Being clear about values is essential in effective leadership. Basu (2006) explained values provide the ability to focus and allow the leader to do more than what otherwise could be accomplished.

Sosik (2005) collected data from five organizations, while studying the manager's personal value systems, and found that charismatic leadership had a positive impact on manager performance and followers' extra effort. This type of leadership trait produces personal values, which drive commitment that can lead to loyalty and make leadership more effective and productive (Kouzes & Posner, 2007). Kouzes and Posner (2007) stated that shared values can result in "listening, appreciating, building consensus, and practicing conflict resolution" (p.66). Model the Way concept teaches the leader to set an example to others. Kouzes and Posner (2007) expressed that in order to set an example to followers, the leader must personify values and teach others to model them. Simons (2002) stated that, when employees believe a leader will follow through on what he or she says, the employee demonstrates shared values and the leader is more effective and profitable. Kouzes and Posner (2007) stated a leader should spend time wisely,

watch the language that is used, ask questions to get followers to thinking purposely about values, and seek feedback on behavior.

Kouzes and Posner (2007) noted that asking questions can be an effective tool for change, which helps develop others by expanding their perspectives and viewpoints. Facilitating employee growth can help a leader gain feedback about his or her role as a leader. Research indicated that the best leaders are tuned into what is going on within themselves, as they are leading others (Goleman, 1995; Goleman, 1998; Goleman, 2006; Goleman, McKee, & Boyatzis, 2002). Being in tune can help the leader be a better communicator. Baldoni (2004) believed effective communication is part of a leader's conviction and character and is essential to make connection with constituents. Holt and Jones (2005) stated that it is essential for people to communicate and collaborate with others through technical skills. Bennett (2005) explained that leaders are more effective in communicating with others, when stories are incorporated into his or her leadership style. Communication concepts help a leader emphasize and teach others shared values in an organizational structure.

Inspire a Shared Vision

Kouzes and Posner (2007) acknowledged that leaders can only inspire commitment from others by casting a clear vision and by understanding what is meaningful to others. An effective transformational leader must realize it is important for constituents to know that he or she values their opinions and is listening carefully to constituents' thoughts and ideas. Deering, Dilts, and Russell (2002) believed leaders have to know, when to ask tough questions and when to lose arguments for the common good.

In order to move forward leaders must be effective in casting a vision. Norman (2001) suggested that having a vision is a most successful strategy. Kouzes and Posner (2007) expressed

that leaders need to be proactive in thinking, which increases their level of responsibility. The Scriptures state, "Where there is no vision, the people perish" (Proverbs 29:18). Burns (1978) stated that transformational leadership is evident when people "raise one another to higher levels of motivation and morality" (p. 20).

Motivation can only come through effective communication. Research by Kouzes and Posner (2007) emphasized that, when leaders communicate effectively to constituents, there is a higher level of job satisfaction, commitment, loyalty, motivation, and profitability. It is essential for leaders to be positive, when they are communicating a vision. Research has shown that people remember negative comments more often than words of encouragement and that negative comments trigger a site in the brain that registers physical pain (Goleman, 2006).

Leaders need to be charismatic and express their emotions in a positive way in order for others to relate to a vision. Researchers, who studied charisma, found that charismatic leaders, speak clearly, use effective body language, and show more energy and expressiveness (Boyatzis, & McKee 2005; Greer, 2005). Being able to manage emotions contributes to leadership effectiveness (George, 2000). McGaugh (2003) reported events that are emotional have a stronger and more lasting impact on memory. Ashkanasy, Hartel, and Zerke (2000) indicated transformational leaders are often associated with qualities that help communicate effectively, cast a vision, and show emotional competency, which has a positive relationship between emotional aspects of leadership and behavior. The attributes are essential for a leader to cast a vision among followers. Harper (2012) stated that charismatic leadership expresses value transformation. Huang, Chen, and Chou (2005) found that a charismatic leader will emphasize the importance of tasks and values, required to fulfill the vision of an organization. A charismatic leader displays self-confidence and communicates effectively toward what an organization wants

to accomplish (Avolio & Bass, 2004). Charismatic leadership motivates others to strive harder to achieve organizational goals and objectives (Dvir, Eden, Avolio, & Shamir, 2002). Northouse (2006) stated that charismatic leadership is performance driven. Charismatic leadership promotes team innovation, which allows others to express ideas and contribute to the decision making process (Paulsen, Maldonado, & Callan; Ayoko, 2009). When a leader acts charismatically and ethically, he or she influences others (Sosik, Zhu, & Blair, 2011).

Challenge the Process

Transformational leadership involves risks. The Scriptures state, "They that go down to the sea in ships, that do business in great waters; These see the works of the LORD, and his wonders in the deep" (Psalms 107:23-24). Kouzes and Posner (2007) stated, "Leaders know well that innovation and change involve experimenting and taking risks" (p. 19). Leaders are change agents and must adapt to change. Research studies revealed that being proactive produces better results than being reactive or doing nothing (Brown, Cober, Kane, Levy, & Shalhoop, 2006; Goetsch, 2004; Seibert & Brainer, 2001; Thompson, 2005).

One way for the leader to move followers in the right direction is to progress in small, incremental stages. Consistent growth can be accomplished by creating what Kouzes and Posner (2007) called a "psychological win," which fosters excitement and commitment (p.193). Meyerson (2001) believed leaders, who generate small victories over time, help lay a foundation for something bigger for the future. This often comes with failures along the way, but research has shown failure often leads to success (McGregor, 2006).

In order to overcome obstacles the leader must be resilient and possess mental toughness. Sutcliffe and Vogus (2003) believed that being resilient is the ability to bounce back from adverse conditions and being stronger and more resourceful. Luthans and Avolio (2003) noted

that resilience is an important factor in leadership development. Research pointed to a reasonable conclusion that some leadership behaviors have a direct association with resilience (Harland, Harrison, Jones, & Reiter-Palmon, 2005).

Enable Others to Act

Kouzes and Posner (2007) stated, "Enabling others to act is not just a practice or technique. It's a key step in a psychological process that affects individuals' intrinsic needs for self-determination" (p. 265). Enabling Others to Act means that leaders must empower others. When leaders empower others, an environment of trust is created. When followers trust their leaders, they are willing to take risks and make necessary changes for an organization. Kouzes and Posner (2007) believed that, when enabling others is practiced, a leader turns constituents into leaders. If the leader creates an environment with a self-protected posture and takes a tight hold on the reins, followers are likely to distrust others and withhold or distort information. Research has shown that building trust makes a difference in exemplary leadership (Covey, Merrill, & Covey, 2006). According to Kouzes and Posner (2007) part of building trust between the leader and follower involves a leader, who will consider other points of view, share information and resources, and build effective and lasting relationships. "A focus on a collective purpose binds people into cooperative efforts" (Kouzes and Posner 2007, p. 234). The Scriptures state, "And let us consider one another to provoke unto love and to good works" (Hebrews 10:24). Acts of collaboration help build trust and strengthen others to become leaders.

Research demonstrated, when leaders possess empathy and understand constituents, they are more capable and qualified as leaders (Boyatzis & McKee, 2005; Goleman, 2006; Hughes, Patterson, & Terrell, 2005). Effective leaders give others the liberty to make decisions on their own. Empowering others is an essential part of enabling others to act. Tremblay and Roger

(2004) stated that empowering others to make decisions causes others to feel more successful. Empowering others means leaders and followers alike are accountable for their actions. Studies indicated that, when people work collectively, they take on more responsibility for their actions and complete tasks on their own (Fields, 2004). With accountability comes proper training and education. One study emphasized that, when organizations spend above average amounts on training, there is a higher rate of return on investment (Sugrue & Rivera, 2005). Training helps to develop competent and confident people within an organizational structure.

Encourage the Heart

 A good leader will encourage others to keep moving forward. By recognizing other people's contributions leaders Encourage the Heart of others to continue. The Apostle Paul stated, "I press toward the mark for the prize of the high calling of God in Christ Jesus. Let us therefore, as many as be perfect, be thus minded: and if in anything ye be otherwise minded, God shall reveal even this unto you" (Philippians 3:14-15). Good leaders stay connected with followers and pay attention to what is happening around them (Kouzes and Posner, 2007); they create trust between themselves and their followers. Kouzes and Posner (1993) believed people are likely to not believe or follow someone, if they do not trust them.

Exemplary leaders set high expectations and are more likely to get positive results, when it is expected; social psychologists call this the "Pygmalion effect" (Kouzes and Posner, 2007, p. 282). The Pygmalion effect can have a powerful impact on how well others live as well as impact longevity of life (Ryan & Deci, 2000).

Exemplary leaders will be effective leaders and will give personal recognition for the achievements of others. According to Nelson (2005) words can sometimes have a greater impact than monetary compensation or awards. Leaders should know people with whom they work and

what their potential can be; positive interactions increase productivity. Rath and Clifton (2004) discovered that people, who work together, are three times more likely to be productive and effective. Research indicated that, when people have a friend at work, they are more likely to share innovations and focus often on strong points. Relationships at work affect morale and create organizational commitment, which facilitates higher levels of productivity (Rath, 2006). Research indicates that a supportive network of close personal relationships fosters a more positive culture (Gilbert, 2006).

Summary

This chapter discussed various sources, which defined and examined intention to quit. Charismatic, laissez-faire, servant, and transactional leadership were examined along with transformational leadership styles, such as Model the Way, Inspire a Vision, Enable Others to Act, Challenge the Process, and Encourage the Heart. These attributes showed essential characteristics for an effective leader. It was found that transformational leadership can help foster the growth and development of individuals and have a positive impact on clergy.

Christian transformational leadership was also discussed. Transformational leadership and Christian transformational leadership possess many of the same characteristics. The difference is Christian transformational leadership uses a Christ-centered model form of leadership with Jesus Christ as the primary example.

Transformational leadership has developed over the years as many research tools have been created to measure leadership practices. The chapter discussed the Leadership Practices Inventory (LPI), the Transformational Leadership Inventory (TLI), and the Repertory Grid Technique to gather transformational components of leadership.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the methodology applied in this research, which is designed to test the hypotheses focused on the relationship between intention to quit and leadership styles. The research design was a single group, quantitative survey. The chapter includes information about research design, research variables, population, sample, null hypotheses, data collection, and data analysis. The purpose of the research was to examine the relationship between intention to quit and model the way leadership styles of pastors of churches in seven District 9 Baptist Associations of the State Convention of Baptist in North Carolina.

Research Design

The research design was quantitative and focused on the collection of numerical data from a randomly selected sample. The findings were generalized to Southern Baptist Pastors within the District 9 Baptist Associations in North Carolina. The goal of the research was to determine if there was a relationship between leadership styles and a pastor's intent to quit the pastorate of a current church or to quit the ministry. The research design was descriptive. All aspects of the research were defined before the research began. The data collected was statistically analyzed and evaluated. The basic tools for collecting the data were considered valid and reliable instruments. Descriptive and inferential statistics were applied in data analysis. Findings were presented in text and tables.

Independent Variables

Model the Way Value (MTW)

Model the Way values were measured on a continuous scale with a range of 6 to 60. The value was derived by calculating the average of items 1, 6, 11, 16, 21, and 26 from the LPI

Instrument. Smaller values indicate a perception that a respondent possesses less of the Model the Way leadership style; larger values indicate a perception a respondent possesses more of the Model the Way leadership style.

Inspire a Shared Vision Value (ISV)

Inspire a Shared Vision values were measured on a continuous scale with a range of 6 to 60. The value was derived by calculating the average of items 2, 7, 12, 17, 22, and 27 from the LPI Instrument. Smaller values indicate a perception a respondent possesses less of the Inspire a Shared Vision leadership style; larger values indicate a perception that a respondent possesses more of the Inspire a Shared Vision leadership style.

Challenge the Process Value (CTP)

Challenge the Process values were measured on a continuous scale with a range of 6 to 60. The value was derived by calculating the average of items 3, 8, 13, 18, 23, and 28 from the LPI Instrument. Smaller values indicate a perception a respondent possesses less of the Challenge the Process leadership style; larger values indicate a perception that a respondent possesses more of the Challenge the Process leadership style.

Enable Others to Act Value (EOA).

Enable Others to Act values were measured on a continuous scale with a range of 6 to 60. The value was derived by calculating the average of items 4, 9, 14, 19, 24, and 29 from the LPI Instrument. Smaller values indicate a perception that a respondent possesses less of the Enable Others to Act leadership style; larger values indicate a perception a respondent possesses more of the Enable Others to Act leadership style.

Encourage the Heart Value (ETH)

Encourage the Heart values were measured on a continuous scale with a range of 6 to 60. The value was derived by calculating the average of items 5, 10, 15, 20, 25, and 30 from the LPI Instrument. Smaller values indicate a perception a respondent possesses less of the Encourage the Heart leadership style; larger values indicate a perception that a respondent possesses more of the Encourage the Heart leadership style.

Dependent Variable

Anticipated Turnover Value (AT) was measured on a continuous measurement scale with a range of 1 to 7 and 7 to 1. The value was derived by identifying positive and negative values and calculating the average of items 1 through 12 from the Anticipated Turnover Scale instrument. Smaller values indicate less intention to leave an appointment. Larger values indicate greater intention to leave an appointment.

Population

The population was pastors of churches in the District 9 Associations of the Baptist State Convention of North Carolina who had an identifiable e-mail address. The Baptist State Convention of North Carolina (BSCNC) was an autonomous association of Baptist churches in North Carolina that is affiliated with the Southern Baptist Convention. The convention, headquartered in Cary, North Carolina, was made up of 78 associations and approximately 4,300 churches statewide. The convention was led by three officers, elected annually during the annual meeting of the convention, including a president, a first vice-president, and a second vice-president. The Executive Director-Treasurer was Rev. Milton A. Hollifield, Jr, who was elected by the convention in April 2006 (North Carolina Baptists, 2013).

The seven District 9 Baptist Associations included Buncombe, Carolina, French Broad, Haywood, Mitchell, Transylvania, and Yancey Associations. District 9 Baptist Associations were located in the southwest area of North Carolina. The largest urban area in the District 9 Baptist Associations was Asheville, North Carolina. Many of the churches were in rural areas. Each association was independently organized, as an association, with career and elected leadership. There were 350 pastors in the District 9 Baptist Associations. Many pastors did not have e-mail addresses and/or the associations had a policy of not sharing e-mail addresses.

Sample

A record was made of the member churches, pastors, and e-mail addresses in each of the seven associations in District 9 Baptist Associations. The sample for the study was a sample of the whole or a census. Each pastor in the seven associations in District 9 of the State Convention of Baptist in North Carolina with an identifiable e-mail address was invited to participate in the research by completing three instruments of measurement via SurveyMonkey on the Internet.

Null Hypotheses

H_o1: There is no significant correlation between Leadership Practices Inventory scale mean values and Intention to Quit total values among a sample of pastors in North Carolina District 9 Southern Baptist Associations.

H_o2: There is no significant correlation between Model the Way subscale mean values and Intention to Quit total values among a sample of pastors in North Carolina District 9 Southern Baptist Associations.

H_o3: There is no significant correlation between Inspire a Shared Vision subscale mean values and Intention to Quit total values among a sample of pastors in North Carolina District 9 Southern Baptist Associations.

H_o4: There is no significant correlation between Challenge the Process subscale mean values and

Intention to Quit total values among a sample of pastors in North Carolina District 9

Southern Baptist Associations.

H_o5: There is no significant correlation between Enable Others to Act subscale mean values and

Intention to Quit total values among a sample of pastors in North Carolina District 9

Southern Baptist Associations.

H_o6: There is no significant correlation between Encourage the Heart subscale mean values and

Intention to Quit total values among a sample of pastors in North Carolina District 9

Southern Baptist Associations.

H_o7: There is no significant difference in Leadership Practices Inventory mean values between a

sample of full-time and bi-vocational pastors.

H_o8: There is no significant difference in Leadership Practices Inventory total values between a

sample of full-time and bi-vocational pastors.

H_o9: There is no significant difference in the five Leadership Practices Inventory subscale mean

values between a sample of full-time and bi-vocational pastors.

Data Collection

Instruments

Three instruments of measurement were administered in the research (see Appendix B).

The Anticipated Turnover Scale (see Appendix B) was developed by Atwood and Hinshaw at the

University of Arizona in 1978 to measure nurses' intention to quit their job. The purpose of the

scale is to index an employee's perception or opinion of the possibility of voluntarily terminating

his or her present assignment. The self-reported instrument was applied in a variety of settings in

addition to nurses and consisted of 12-items in a Likert-format with seven response options

ranging from strongly agree to disagree strongly. Instrument items related to anticipated length

of time to leaving and certainty of leaving an assignment (Hinshaw et al., 1985).

The Anticipated Turnover Scale was administered to 1,597 nursing staff members that

included 63% RNs and 37% LPNs and NA in 15 urban and rural hospitals throughout Arizona.

A total of 1,525 or 95% of the nursing staff members responded to the scale. Internal reliability

was estimated with a coefficient alpha at .84. Construct validity was estimated using principal

components factor analysis and predictive modeling techniques. (Hinshaw et al, 1985).

A second instrument of measurement was Leadership Practices Inventory (LPI) (see

Appendix B) to determine leadership styles among pastors within the North Carolina Baptist

Association. The Leadership Practices Inventory developed by Kouzes and Posner, is a 30-item

behavioral assessment that helps identify leadership characteristics, and is considered a valid and

reliable instrument (Kouzes and Posner, 2002). This instrument has been used by over three

million people and has provided insight on how to improve leadership effectiveness in various

fields of endeavor (The Leadership Challenge, 2013).

A Demographic Profile instrument (see Appendix B) was administered to pastors of

churches in the District 9 Associations of the State Convention of Baptist in North Carolina. The

five-item profile included years served as pastor, years served in current pastorate, whether full-

time or part-time, age of pastor, and the highest educational level of the pastor. In the educational

level, respondents were asked to choose between four levels of education: high school,

bachelor's degree, master's degree, and doctorate. (see Appendix B)

Survey

1. E-mail addresses were available for 100 pastors in District 9. Three weeks before the

    data gathering began an e-mail was sent to each pastor explaining the research, providing

a timeframe, and asking for pastor participation. The following procedure was followed in the collection of data.

2. During week 1 of the data gathering, the three instruments were available to each pastor with an e-mail address through SurveyMonkey; pastors were asked for an immediate return of the completed instruments.

3. Five days after the instruments were first available to the senior pastors in the sample, another request for the completion through SurveyMonkey was e-mailed to the same pastors with a note to disregard the e-mail, if the research instruments had been completed and returned.

4. Ten days after the instruments were first available to senior pastors in the sample, another request for the completion through SurveyMonkey was e-mailed to the same pastors with a note to disregard the e-mail, if the research instruments had been completed.

5. Three weeks after the instruments were first available to pastors in the sample, a fourth and final request for completion was e-mailed to the same pastors through SurveyMonkey with a note to disregard the e-mail, if the research instruments had been completed. Included was a note of thanks for those, who completed the instruments. The collection of data was closed at the end of three weeks.

Data Analysis

All statistical analyses were performed using WINKS Statistical Data Analysis software (WINKS SDA, 7th ed.). All of the analyses were two-sided with a 5% alpha level. Six statistical procedures were applied including Frequencies Analysis, Spearman's Ranked Correlation, Mann-Whitney U procedure, Kruskal-Wallis procedure, Tukey Multiple Comparison procedure, and Cronbach's alpha.

Descriptive data was analyzed through the application of the WINKS Frequencies Analysis to determine the counts in each of the demographic categories. Hypotheses 1 through 6 were analyzed through the application of a nonparametric Spearman's Rank correlation procedure. If the Spearman's Rank correlation coefficient was statistically significantly different from zero, the null hypothesis was rejected, and it is concluded there was evidence of significant correlation. The strength and direction of the correlation was reported and interpreted. Hypotheses 7 through 9 were analyzed through the application of nonparametric Mann-Whitney U and Kruskal-Wallis procedures. In Mann-Whitney U and Kruskal-Wallis procedures the data is ranked and the ranks are analyzed. If the p-value is less than .05, a hypothesis of no difference is rejected and there is an assumption of adequate evidence for significant difference among the data being analyzed.

Summary

This chapter presented the methodology of the research designed to examine the relationship between intention to quit and leadership styles among selected Southern Baptist pastors in North Carolina. The research design was quantitative in scope. The chapter presented information about the independent research variables including Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. The dependent

variable was the Anticipated Turnover value. Nine null hypotheses were proposed for testing.

Data was collected over a period of three weeks and the data was analyzed through the

application of six statistical procedures including Frequencies Analysis, Spearman's Ranked

Correlation, Mann-Whitney U, Kruskal-Wallis One-Way Analysis of Variance, Tukey Multiple

Comparison, and Cronbach's alpha

CHAPTER IV

RESEARCH FINDINGS

This research focuses on leadership skills and intention to quit. The purpose of the research was to explore the relationship of leadership skills and desire to quit among selected pastors of Southern Baptist Churches in the District 9 associations in Western North Carolina. Three instruments were administered including Leadership Practices Inventory, Anticipated Turnover Scale, and a demographic survey. A total of 31 pastors completed the Internet administered instruments. Chapter IV will present the findings of the research.

Data Collection

A request was made to each Baptist Association within District 9 to obtain e-mail addresses with current pastors within their respective associations to compile a listing. Three of the associations contacted had policies against releasing e-mail addresses to outside parties. An e-mail was sent to each association along with pastors over a three week period encouraging participation. A list of 100 e-mail addresses was identified for the research. Thirty-one pastors completed the three Internet based instrument.

Descriptive Data

Thirty-one pastors participated in the research; 20 were full-time pastors, 10 were bi-vocational, and one pastor did not indicate a ministry status. Nine respondents had a high school education, five earned a bachelor's degree, nine held a master's degree, seven were awarded a doctorate. One respondent did not indicate an educational level. Two respondents did not complete the survey and were eliminated from the research database. (see Table 1 & Appendix D)

Table. 1. Educational Level of Full-Time and Bi-Vocational Respondents

Educational Level	Ministry Status		Total
	Full-Time	Bi-Vocational	
High School	5	4	9
Bachelor's	3	2	5
Master's	6	3	9
Doctorate	6	1	7
No Response	0	0	1
Total	20	10	31

The number of years in ministry ranged from five years to 50 years; the mean was 20.52 years, and the standard deviation was 11.96. Number of years in the current position ranged from one year to 30 years; the mean was 7.87, and the standard deviation was 6.79. Respondent ages ranged from 31 years to 77 years; the mean was 52.16, and the standard deviation was 12.91. (see Table 2 & Appendix D)

Table 2. Years in Ministry and Current Position and Respondent Age Summaries

Category	Measures	
	Mean	Standard Deviation
Total Years in Ministry	20.52	11.96
Years in Current Position	7.87	6.79
Respondent Age	52.16	12.91

The overall ITQ Scale total values ranged from 21 to 62; the overall mean was 36.06, and the standard deviation was 10.61. The overall LPI mean values ranged from 4.53 to 11.13; the

mean was 7.99, and the standard deviation was 1.31. Model the Way Subscale mean was 8.11

and the standard deviation was 1.14. Inspire Shared Vision Subscale mean value was 8.24 and

the standard deviation was 2.76. Challenge the Process Subscale mean value was 7.14 and the

standard deviation was 1.53. Enable Others to Act Subscale mean value was 8.28 and the

standard deviation was .99. Encourage the Heart Subscale mean was 8.14, and the standard

deviation was 1.58. (see Table 3 & Appendix D)

Table 3. Measurement Means and Standard Deviation Summaries

Category	Mean	Standard Deviation
Overall ITQ Scale	36.06	10.61
LIP Mean Scale	7.99	1.31
Model the Way Subscale (Items 1, 6, 11, 16, 21, & 26)	8.11	1.14
Inspire Shared Vision Subscale (Items 2, 7, 12, 17, 22, & 27)	8.24	2.76
Challenge the Process Subscale (Items 3, 8, 13, 18, 23, & 28)	7.14	1.53
Enable Others to Act Subscale (Items 4, 9, 14, 19, 24, & 29)	8.28	.99
Encourage the Heart Subscale (Items 5, 10, 15, 20, 25, & 30)	8.14	1.58

Table 4. LPI Subscale Ranked Values According to Educational Level

Educational Categories	Leadership Practices Subscales				
	Model Way	Inspire Shared Vision	Challenge Process	Enable Others Act	Encourage Heart
High School	17.61	16.56	13.33	13.94	17.22
Bachelor's Degree	13.60	16.40	17.10	14.30	12.60
Master's Degree	17.11	16.17	17.67	19.22	17.28
Doctorate	15.21	16.21	17.64	17.59	16.50
Significant Difference p-value	.841	.866	.707	.401	.727

While there were not significant differences in the LPI Subscale values ranked by

educational level, there was an observably lower ranked mean value in Challenge the Process

subscale among high school graduates; there were observably lower ranked values in Enable Others to Act among high school graduates and pastors with a bachelor's degree. Though the differences were not great, educational level seemed to have some influence on at least two LPI subscales. (see Table 4 & Appendix D)

Seven pastors were ages 27 through 39; five pastors were ages 40 through 49; ten pastors were ages 50-59; and nine pastors were ages 60 through 77. Pastors, who were age 27 through 39 and ages 40 through 49, had ranked values in the LPI subscale Enable Others to Act that were observably less than pastors age 50 through 77. Pastors ages 60 through 77 had ranked values in LPI subscales Inspire a Shared Vision and Challenge the Process that were observably less than pastors ages 27 through 59. Pastor's age had some level of influence on three LPI Subscales though less than a significant influence.

 (see Table 5 & Appendix D)

Table 5. LPI Subscale Ranked Values According to Pastor's Age

Pastor's Age Categories	Age Category #	Leadership Practices Subscales				
		Model Way	Inspire Shared Vision	Challenge Process	Enable Others Act	Encourage Heart
27-39	7	14.86	17.71	16.93	13.57	14.93
40-49	5	14.00	18.40	16.80	14.30	14.20
50-59	10	17.70	17.35	17.40	18.20	16.55
60-77	9	16.11	11.83	13.28	16.39	17.22
Mean, Significant Difference p-value		.872	.733.	.763	.733	.920

Pastors, who had been in the ministry from one to nine years, had observably less ranked values in Enable Others to Act and Encourage the Heart LPI subscales. Pastors, who had been in the ministry 10 to 20 years, had observable lower ranked values than those in ministry one to nine years and those in ministry 20 to 50 years. The limited number of respondents may have

contributed to an imprecise pattern of values, though the differences were not significant. (see

Table 6 & Appendix D)

Table 6. LPI Subscale Ranked Values According to Years in Ministry

Yrs. Ministry Categories	Leadership Practices Subscales				
	Model Way	Inspire Shared Vision	Challenge Process	Enable Others Act	Encourage Heart
1 - 9	15.08	15.38	15.17	11.58	14.00
10 - 20	14.10	17.00	16.59	15.55	13.91
20 - 30	15.30	12.90	17.60	18.80	19.00
30-50	18.94	16.61	14.94	17.94	18.22
Significant Difference p-value	.711	.858	.946	.505	.581

Statistical Analysis

H_o1: There is no significant correlation between Leadership Practices Inventory scale mean

values and Intention to Quit total values among a sample of pastors in North Carolina

District 9 Southern Baptist Associations.

Table 7. Correlation Analysis of LPI Mean Values and ITQ Total Values

Correlation Coefficients

Variables used : ITQ(N) and LPI(N)
Number of cases used: 31

Mean(SD) ITQ(N) = 36.0645(10.7856)
Mean(SD) LPI(N) = 7.8997(1.1755)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = -0.1861
(Spearman's) t = -1.020164 with 29 d.f.   p = 0.316

95% C.I. on Spearman's rho is (-0.507, 0.180)

A Spearman's Ranked Correlation procedure was applied to determine if there was significant correlation between LPI scale mean values and ITQ total values among pastors in North Carolina District 9 Southern Baptist Associations. The ITQ mean value was 36.0645, and the standard deviation was 10.7856. The LPI mean value was 7.8997, and the mean value was 1.1755. The Spearman's ranked correlation coefficient was -.1861, the t-value was -1.020164 with 29 d.f., and the p-value was .316. Since the p-value was greater than .05, the null hypothesis was not rejected. There was no significant correlation between the LPI scale mean values and the ITQ total values.   (see Table 7)

H_o2: There is no significant correlation between Model the Way subscale mean values and Intention to Quit total values among a sample of pastors in North Carolina District 9 Southern Baptist Associations.

A Spearman's Ranked Correlation procedure was applied to determine if there was significant correlation between LPI scale mean values and ITQ total values among pastors in North Carolina District 9 Southern Baptist Associations. The ITQ mean value was 36.0645, and

Table 8. Correlation Analysis of ITQ Total Values and Model the Way Subscale Values

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Correlation Coefficients

Variables used : ITQ(N) and MODEL_WAY(N)
Number of cases used: 31

Mean(SD) ITQ(N) = 36.0645(10.7856)
Mean(SD) MODEL_WAY(N) = 7.8203(1.8545)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = 0.2667
(Spearman's) t = 1.49008 with 29 d.f. p = 0.147

95% C.I. on Spearman's rho is (-0.097, 0.567)

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the standard deviation was 10.7856. The LPI mean value was 7.8203, and the mean value was

1.8545. The Spearman's ranked correlation coefficient was .2667, the t-value was 1.49008 with

29 d.f., and the p-value was .147. Since the p-value was greater than .05, the null hypothesis was

not rejected. There was no significant correlation between the LPI scale mean values and the

ITQ total values. (see Table 8)

H_o3: There is no significant correlation between Inspire a Shared Vision subscales mean values

and Intention to Quit total values among a sample of pastors in North Carolina District 9

Southern Baptist Associations.

A Spearman's Ranked Correlation procedure was applied to determine if there was

significant correlation between LPI scale mean values and ITQ total values among pastors in

North Carolina District 9 Southern Baptist Associations. The ITQ mean value was 36.0645, and

the standard deviation was 10.7856. The LPI mean value was 8.2490, and the mean value was

2.8048. The Spearman's ranked correlation coefficient was .0021, the t-value was -1.147178E-02

with 29 d.f., and the p-value was .991. Since the p-value was greater than .05, the null

Table 9. Correlation Analysis of ITQ Total Values and Inspire A Shared Vision Subscale Values

Correlation Coefficients

Variables used : ITQ(N) and INSPIRE_VISION(N)
Number of cases used: 31

Mean(SD) ITQ(N) = 36.0645(10.7856)
Mean(SD) INSPIRE_VISION(N) = 8.2490(2.8048)

Spearman's Correlation (nonparametric results)
Spearman's Rank Correlation Coefficient = -0.0021

(Spearman's) t = -1.147178E-02 with 29 d.f. p = 0.991

95% C.I. on Spearman's rho is (-0.356, 0.352)

hypothesis was not rejected. There was no significant correlation between the LPI scale mean

values and the ITQ total values. (see Table 9)

H_o4: There is no significant correlation between Challenge the Process subscale mean values and

Intention to Quit total values among a sample of pastors in North Carolina District 9

Southern Baptist Associations.

A Spearman's Ranked Correlation procedure was applied to determine if there was

significant correlation between LPI scale mean values and ITQ total values among pastors in

North Carolina District 9 Southern Baptist Associations. The ITQ mean value was 36.0645, and

the standard deviation was 10.7856. The LPI mean value was 7.1355, and the mean value was

1.5521. The Spearman's ranked correlation coefficient was .0535, the t-value was .2885156 with

29 d.f., and the p-value was .775. Since the p-value was greater than .05, the null hypothesis was

not rejected. There was no significant correlation between the LPI scale mean values and the

ITQ total values. (see Table 10)

Table 10. Correlation Analysis of ITQ Total Values and Challenge the Process Subscale Values

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Correlation Coefficients

Variables used : ITQ(N) and CHALLENGE_PROCESS(N)
Number of cases used: 31

Mean(SD) ITQ(N) = 36.0645(10.7856)
Mean(SD) CHALLENGE_PROCESS(N) = 7.1355(1.5521)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = -0.0535
(Spearman's) t = -0.2885156 with 29 d.f. p = 0.775

95% C.I. on Spearman's rho is (-0.400, 0.307)

H₀5: There is no significant correlation between Enable Others to Act subscale mean values and

      Intention to Quit total values among a sample of pastors in North Carolina District 9

      Southern Baptist Associations.

      A Spearman's Ranked Correlation procedure was applied to determine if there was

significant correlation between LPI scale mean values and ITQ total values among pastors in

North Carolina District 9 Southern Baptist Associations. The ITQ mean value was 36.0645, and

the standard deviation was 10.7856. The LPI mean value was 8.2800, and the mean value was

1.0114. The Spearman's ranked correlation coefficient was .1759, the t-value was .9620083 with

29 d.f., and the p-value was .344. Since the p-value was greater than .05, the null hypothesis was

not rejected. There was no significant correlation between the LPI scale mean values and the

ITQ total values. (see Table 11)

Table 11. Correlation Analysis of ITQ Total Values and Enable Others to Act Subscale Values

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Correlation Coefficients

Variables used : ITQ(N) and ENABLE_OTHERS(N)
Number of cases used: 31

Mean(SD) ITQ(N) = 36.0645(10.7856)
Mean(SD) ENABLE_OTHERS(N) = 8.2800(1.0114)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = -0.1759
(Spearman's) t = -0.9620083 with 29 d.f.   p = 0.344

95% C.I. on Spearman's rho is (-0.499, 0.190)

H₀6: There is no significant correlation between Encourage the Heart subscale mean values and

      Intention to Quit total values among a sample of pastors in North Carolina District 9

      Southern Baptist Associations.

A Spearman's Ranked Correlation procedure was applied to determine if there was significant correlation between LPI scale mean values and ITQ total values among pastors in North Carolina District 9 Southern Baptist Associations. The ITQ mean value was 36.0645, and the standard deviation was 10.7856. The LPI mean value was 8.1397, and the mean value was 1.6100. The Spearman's ranked correlation coefficient was .2315, the t-value was -1.281714 with 29 d.f., and the p-value was .210. Since the p-value was greater than .05, the null hypothesis was not rejected. There was no significant correlation between the LPI scale mean values and the ITQ total values.   (see Table 12)

Table 12. Correlation Analysis of ITQ Total Values and Encourage the Heart Subscale Values

Correlation Coefficients

Variables used : ITQ(N) and ENCOUAGE_HEART(N)
Number of cases used: 31

Mean(SD) ITQ(N) = 36.0645(10.7856)
Mean(SD) ENCOUAGE_HEART(N) = 8.1397(1.6100)

Spearman's Correlation (nonparametric results)

Spearman's Rank Correlation Coefficient = -0.2315
(Spearman's) t = -1.281714 with 29 d.f.   p = 0.210

95% C.I. on Spearman's rho is (-0.541, 0.134)

H_o7: There is no significant difference in Leadership Practices Inventory mean values between a sample of full-time and bi-vocational pastors.

A Mann-Whitney U procedure was applied to determine if there was a significant difference in LPI mean values between full-time pastors and bi-vocational pastors. The rank sum for full-time pastors was 378, n was 20, and the mean rank was 18.9. The rank sum for bi-vocational pastors was 118, n was 11, and the mean rank was 10.73. The Mann-Whitney U was

168; U was 52. The z-value was 2.374, and the p-value was .018. Since the p-value was less

than .05, the null hypothesis was rejected. There was a significant difference in LPI total values

between full-time pastors and bi-vocational pastors. The mean rank for full-time pastors was

significantly higher. (see Table 13)

Table 13. Comparison of Full-Time and Bi-Vocational Pastor LPI Mean Values

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Non-Parametric Independent Group Comparison

Results of Non-Parametric analysis:

Group variable = STATUS   Observation variable = LPI
Mann-Whitney U' = 168.   U = 52.
Rank sum full-time = 378.   N = 20   Mean Rank = 18.9
Rank sum bi-voc   = 118.   N = 11   Mean Rank = 10.73

Significance estimated using the z statistic.
z = 2.374   p = 0.018

(Note: This z calculation uses a correction for continuity.)

H_o8: There is no significant difference in Leadership Practices Inventory total values between a

sample of full-time and bi-vocational pastors.

A Mann-Whitney U procedure was applied to determine if there was a significant

difference in LPI mean values between full-time pastors and bi-vocational pastors. The rank

sum for full-time pastors was 287, n was 20, and the mean rank was 14.35. The rank sum for bi-

vocational pastors was 209, n was 11, and the mean rank was 19. The Mann-Whitney U was

143; U was 77. The z-value was 1.342, and the p-value was .18. Since the p-value was greater

than .05, the null hypothesis was not rejected. There was no significant difference in ITQ total

values between full-time pastors and bi-vocational pastors. (see Table 14)

Table 14. Comparison of Full-Time and Bi-Vocational Pastor ITQ Mean Values

Non-Parametric Independent Group Comparison

Results of Non-Parametric analysis:
Group variable = STATUS   Observation variable = ITQ

Mann-Whitney U' = 143.   U = 77.

Rank sum Full-Time = 287.   N = 20   Mean Rank = 14.35
Rank sum Bi-Voc.   = 209.   N = 11   Mean Rank = 19.

Significance estimated using the z statistic.
z = 1.342   p = 0.18

(Note: This z calculation uses a correction for continuity.)

H_o9: There is no significant difference in the five Leadership Practices Inventory subscale mean

values between a sample of full-time and bi-vocational pastors.

A Mann-Whitney U procedure was applied to determine if there was a significant

difference in LPI scale mean values between full-time pastors and bi-vocational pastors. There

was no significant difference between full-time and bi-vocational pastors in the Model the Way

subscale values and Inspire a Shared Vision subscale values. There was an observable difference

between full-time and bi-vocational pastors in Encourage the Heart subscale values. Full-time

pastors had higher Encourage the Heart subscale mean values than bi-vocational pastors.

Challenge the Process rank sum for full-time pastors was 374.5, n was 20, and the mean

rank was 18.73. The rank sum for bi-vocational pastors was 121.5, n was 11, and the mean rank

was 11.05. The Mann-Whitney U was 164.5; U was 55.5. The z-value was 2.229, and the p-

value was .026. Since the p-value was less than .05, the null hypothesis was rejected. There was

a significant difference in Challenge the Process subscale mean values between full-time pastors

and bi-vocational pastors. (see Table 15)

Table 15. Comparison of Full-Time and Bi-Vocational Pastor

Challenge the Process Mean Values

Non-Parametric Independent Group Comparison

Results of Non-Parametric analysis:
Group variable = STATUS   Observation variable =
CHALLENGE_PROCESS

Mann-Whitney U' = 164.5   U = 55.5

Rank sum group 1 = 374.5   N = 20   Mean Rank = 18.73
Rank sum group 2 = 121.5   N = 11   Mean Rank = 11.05

Significance estimated using the z statistic.
$z = 2.229$ $p = 0.026$
(Note: This z calculation uses a correction for continuity.)

Table 16. Comparison of Full-Time and Bi-Vocational Pastor

Encourage the Heart Mean Values

Non-Parametric Independent Group Comparison

Results of Non-Parametric analysis:
Group variable = STATUS   Observation variable = ENABLE

Mann-Whitney U' = 169.5   U = 50.5

Rank sum full-time = 379.5   N = 20   Mean Rank = 18.98
Rank sum bi-voc.   = 116.5   N = 11   Mean Rank = 10.59

Significance estimated using the z statistic.
$z = 2.436$ $p = 0.015$
(Note: This z calculation uses a correction for continuity.)

Enable Other to Act rank sum for full-time pastors was 374.5, n was 20, and the mean

rank was 18.98. The rank sum for bi-vocational pastors was 116.5, n was 11, and the mean rank

was 10.59. The Mann-Whitney U was 169.5; U was 50.5. The z-value was 2.436, and the p-

value was .015. Since the p-value was less than .05, the null hypothesis was rejected. There was a significant difference in Enable Other to Act subscale mean values between full-time pastors and bi-vocational pastors. (see Table 16)

Summary

Thirty-one pastors participated in the research; 10 were bi-vocational pastors, and 20 were full-time pastors; one did not indicate a ministry status. The mean age of the pastors was 51.16, the standard deviation was 12.91. The mean time in ministry was 20.51years, and the standard deviation was 11.96. Time in the current pastorate was 7.87 years, the standard deviation was 6.79. Nine of the pastors were high school graduates, 5 held a bachelor's degree, 9 earned a master's degree, 7 earned a doctorate, and 1 did not indicate an educational level. The mean value on the ITQ instrument was 36.06; the standard deviation was 10.61. The mean on the LPI was 7.99; the standard deviation was 1.31.

Six hypotheses were tested for significant correlation by a Spearman's Ranted Correlation procedure, and three hypotheses were tested by a Mann-Whitney U procedure for significant difference. The correlation p-values ranged from .147 to .991 There was no significant correlation among the six hypotheses. There was no significant correlation between the Intention to Quit total values and the Leadership Practices Inventory scale and subscale values. Three hypotheses were tested for significant difference between full-time and bi-vocational pastors in Leadership Practices Inventory scale. A second portion of the hypotheses was tested for subscale values; there was significant difference in three of the hypotheses. There was a significant difference in total Leadership Practices Inventory values, in Challenge the Process subscale values, and in Enable Others to Act subscale values between full-time and bi-vocational

pastors. There was no significant difference in Intent to Quit values between full-time and bi-

vocational pastors. (see Table 17)

Table 17. Hypotheses Procedure, p-value, and Hypotheses Disposition Summary

Hypothesis	Procedure	p-value	Hypothesis Disposition
1	Spearman's Ranked Correlation	.316	Null hypothesis not rejected
2	Spearman's Ranked Correlation	.147	Null hypothesis not rejected
3	Spearman's Ranked Correlation	.991	Null hypothesis not rejected
4	Spearman's Ranked Correlation	.775	Null hypothesis not rejected
5	Spearman's Ranked Correlation	.344	Null hypothesis not rejected
6	Spearman's Ranked Correlation	.210	Null hypothesis not rejected
7	Mann-Whitney U'	.018	Null hypothesis rejected
8	Mann-Whitney U'	.180	Null hypothesis not rejected
9a	Mann-Whitney U'	.026	Null hypothesis rejected
9b	Mann-Whitney U'	.015	Null hypothesis rejected

CHAPTER V

RESEARCH INTERPRETATION

This research focuses on leadership skills and intention to quit. The purpose of the research was to compare leadership styles and intention to quit among pastors of Southern Baptist Churches in District 9 associations in Western North Carolina. Three instruments were administered including Leadership Practices Inventory, Anticipated Turnover Scale, and a demographic survey. A total of 31 pastors completed the Internet administered instruments. Chapter V will interpret the findings of the research.

Research Conclusions

1. There is no significant correlation between the Intention to Quit total values and the Leadership Practices Inventory mean values. A high or low LPI value did not in any meaningful way interact or reflect a high or low ITQ value. The Correlation Coefficient was -.1861, which would indicate that as the management skills increased, intent to quit decreased. While there was a negative relationship of the values of the two instruments, there was no indication of significant correlation.

2. There was no correlation between the Intention to Quit and the five Inventory Leadership Practices subscales. In a further analysis of the data, each of the LPI subscales values was analyzed for correlation against the ITQ total values. The correlation coefficients ranged from a low of -.0021 to a high of .2667, and the p-values ranged from .147 to .991. The low coefficient values and the high p-values indicate no significant interaction between the two sets of values. There was no indication of significant correlation or patterns of interaction between the ITQ total values and the LPI mean values.

3. Though not significant, there was higher Intention to Quit values among bi-vocational pastors than full-time pastors. The ITQ mean rank for full-time pastors was 14.35, and the mean

rank for the bi-vocational pastors was 19. The p-value was .18, well above the .05 probability range. There was a noticeable difference in the ITQ ranks of full-time and bi-vocational pastors.

4. Between full-time pastors and bi-vocational pastors, there were higher Leadership Practices Inventory values among full-time pastors. The mean values for full-time pastors for the five LPI subscales were 17.58, 17.93, 18.73, 18.98, and 18.13. The mean values for bi-vocational pastors for the five LPI subscales were 13.14, 12.5, 11.05, 10.59, and 12.14. In every category, the full-time pastors appeared to have superior leadership skills.

5. Overall, full-time pastors were more skilled in leadership and less likely to quit than bi-vocational pastors. The analysis of the ITQ total values and the LPI subscale values indicate that full-time pastors are more skilled in leadership and less likely to quit the ministry or their present position.

6. Age seems to be a factor in leadership skills. Pastors in their thirties and forties rated themselves low on Model the Way subscale values. Pastors in their 60s rated themselves low in Challenge the Process and Inspire a Shared Vision but highest overall in Encourage the Heart. Pastors in their 50 rated highest in Model the Way, Enable Other to Act, Challenge the process and high in Inspire a Shared Vision and Encourage the Heart. Pastors in their 50s seem to enjoy maximum leadership ability. There is a decline in leadership skills among some pastors in their 60s and 70s.

7. Educational level was a factor in some leadership skills. Pastors with a high school education rated lower than pastors in other educational levels in Challenge the Process subscale and Inspire a Shared Vision subscale. In Challenge the Process subscale values, the high school graduates rated a mean value of 13.33, while bachelor, master, and doctoral graduates rated a mean value above 17. In Enable Others to Act subscale mean values, high school graduates

rated 13.94, while the other three educational levels rated 14.3, 17.59, and 19.22.   The difference was not significant, but there was a noticeably lower mean value for the high school graduates in two LPI subscales.

      8. Years in the Ministry seemed to contribute to leadership skills. Pastors with 30 or more years in ministry rated high or the highest in Model the Way, Inspire a Shared Vision, Enable Others to Act, and Encourage the Heart subscales. The only low rating for pastors with 30 or more years was Challenge the Process, which might have been expected because this subscale deals with moving away from traditional approaches and thinking outside the box. In Model the Way, pastors with more than 30 years of experience rated a mean of 18.94, while pastors with less experience rated 14.4, 15.08, and 15.3. In Enable Other to Act, pastors with over 20 years in ministry rated 18.8 and 17.94, while pastors with less than 20 years in ministry rated 11.55 and 15.55. In Encourage the Heart, pastors with over 20 years in the ministry rated 19.00 and 18.22, while pastors with less than 20 years in ministry rated 14.0 and 13.91. There was a reasonable pattern in the LPI subscales of higher values for pastors who had the most years in ministry and lower values for pastors with less time in ministry.

Research Implications

      1. The ITQ instrument measured intent to quit. The values ranged from a high of 62, a strong desire to quit, to a low of 21, a low desire to leave the ministry or a current appointment. There was a good distribution of values between the high and low; however, leadership skills, as measured by the LPI did not interact with the ITQ values. The LPI instrument measured leadership skills with a high level of discrimination. The two instruments measured two distinct issues well, but did not relate to each other in any way. In future efforts to measure the leadership effectiveness of a pastor, the LPI is effective, but ATS should not be applied.

Similarly, ATS measures desire to quit, but the LPI overall values or subscales do not reflect intention to quit.

2. The five subscales of the LPI contribute significantly to the high level of discrimination by the Leadership Practices Inventory. The five subscales probe different areas of leadership in a highly effective manner; however, none of the five LPI subscales relate, significantly nor even on a low level, to the ATS instrument. The two instruments have two distinctively different measurements and in no way relate to each other.

3. Bi-vocational pastors expressed a higher desire to quit either an appointment or the ministry. Bi-vocational pastors have time demands from a pastorate and from a second vocation. The time demands can create pressure and frustration and probably account for the higher level of intention to quit. The intention to quit may apply to a current appointment or the pressure may be great enough to cause the bi-vocational pastor to consider dropping from the ministry. Full-time pastors have less duel time demands and can focus on one primary vocation, which in some ways creates less pressure and frustration. Bi-vocational pastors must master time management in order to successfully negotiate two vocations simultaneously. Frequently, community colleges or other conference offering programs provide time management courses, which may be a good investment of time for a bi-vocational pastor.

4. Full-time pastors rated higher leadership skills. The full-time pastor may have more time to devote to leadership activities and/or training in leadership skills. Higher levels of leadership skills can account for a lower intent to quit by the full-time pastor. Full-time pastors usually pastor larger churches that may result from having a higher level of leadership skills. Associations, state conventions, or Christian colleges may want to consider providing leadership skills training at times and places available to bi-vocational pastors.

5. Associations or state conventions may want to consider offering leadership training and time management to bi-vocational pastors to help reduce stress and frustration and increase leadership skills. Additional attention is needed for bi-vocational pastors in order to increase leadership skills and reduce intention to quit. Providing support for current pastors, who are feeling stress and who lack maximum skills, may be easier than recruiting and training new pastors.

6. A great resource for leadership training and skill development are pastors in their sixties and seventies, who have been in ministry for more than 20 years. Older pastors have much to offer as friends and mentors for younger and less experienced pastors. The research data indicated consistently age was a factor in leadership skills. Older pastors were more highly skilled and younger pastors were less skilled.

7. Research data indicated high school graduates had less leadership skills than pastors with college or seminary training. The Southern Baptist Convention currently has programs developed that can aid pastors lacking seminary training. The Seminary Extension program, provided as a cooperative endeavor by the six Southern Baptist Seminaries, will offer ministry related programs in a church or association where there is a need or interest. The Seminary Extension programs are compatible with the needs and educational level of high school graduates.

Research Limitations

A weakness of this research was the limited number of respondents. Data was collected through the application of www.surveymonkey.com, which necessitated the use of an e-mail service. Not all pastors subscribed to an e-mail service and some associations had a policy of not sharing the e-mail addresses of pastors. Thirty-one percent of the pastors contacted responded by completing the three research instruments.

Further Research

Further research can center on the needs and interests of bi-vocational pastors. Future research could explore more in-depth why bi-vocational pastors have a higher level of intent or desire to quit. What exactly is it that causes the desire to quit? What support could be offered that would alleviate the tendency to quit either a current appointment or the ministry? In what ways can Baptist associations, the state convention, or Christian colleges better serve the needs of bi-vocational pastors?

Another dimension of the needs and interests of the bi-vocational pastor could be leadership skills. What training is needed in order to supplement the leadership skills of the bi-vocational pastor? Is a mentoring program that draws upon the skills of older and more experienced pastors a possible way to meet time management and leadership skill needs of bi-vocational pastors? Would older pastors be interested in mentoring younger and less trained pastors?

In some instances there is a decline in leadership skills among older pastors. Future research could address in more detail where the decline takes place. Is the decline a result of burnout? Why is there decline in certain areas of leadership and not in other areas? Are there programs or support services that could help overcome the decline?

Summary

Eight conclusions and seven implications were presented in this chapter. A limitation of the research was the limited number of respondents. There was no correlation between the ITQ and the LPI instruments. There was a higher intention to quit among bi-vocational pastors than among full-time pastors. Full-time pastors had a higher level of leadership style than bi-vocational pastors. Age, years in ministry, and education level were factors in an analysis of leadership styles.

Many of the implications centered on bi-vocational pastors. The intent to quit was higher among bi-vocational pastors and leadership styles were weaker. A number of suggestions were offered in which support could be provided to bi-vocational pastors.

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APPENDIX A

PERMISSION TO USE THE ANTICIPATED TURNOVER SCALE

12/06/2010

Hello, my name is James Robertson and I am in the Ph.D. Leadership program at Tennessee Temple University. I am in the process of doing a dissertation that I would like to use your instrument in the study conducted. If you be kind enough to give me permission I would appreciate it very much. If allowed, I would need to know how I could obtain a copy of the questionnaire and if there is any cost involved along with the scoring instructions. If you could also provide a list of articles that may have reported on the validity and reliability of the instrument that also would be helpful. I look forward to hearing from you soon.

Thanks,

James C. Robertson, MBA

12/09/2010
Dear PhD Student Robertson:
Dean Hinshaw and I would be happy to provide the Anticipated Turnover Scale for your research, along with a permission-to-use letter and the other items requested below. Depending on what you are studying, also available are job stress, nursing job satisfaction, work satisfaction, and Control Over Nursing Practice. All but the latter are available in e-mail. If you wish the latter, please provide a fax or land mail address. All materials are available without charge.
    What are the focus and topics of your dissertation, please?
Sincerely,
Jan R. Atwood, PhD, RN, FAAN
Professor Emerita, College of Nursing & College of Public Health
University of Nebraska Medical Center
and Adjunct Professor, College of Nursing
University of Arizona

Please continue on next page

12/09/2010
Thank you so much for your quick response. The focus of my research is The Correlation of Leadership Styles and Anticipated Turnover in the Pastorate of Southern Baptist Churches. I believe your tool would help in my research. If you could go ahead and e-mail me the permission to use letter and the information requested, I would appreciate it very much. If I need to do anything else please let me know.

Thanks again,

James C. Robertson, MBA
12/09/2010
Dear Doctoral Student Robertson,

   The next e-mail will contain the ATS materials and letter of permission to use.

   Leadership challenges abound in general, and churches have seemingly increasing challenges in leadership these days. Our work with faith communities (rural and urban - mostly actual churches) in cancer prevention have been and continue to be rewarding. Our hope is that yours is, as well.
Blessings of the Season,
jra
12/09/2010
Dear Doctoral Candidate Robertson:

   Attached please find the Anticipated Turnover Scale, its scoring key, applicable citations, validity and reliability. Please use the applicable citation(s) on the instrument when distributed and cited. Attached also is the Letter-of-Permission-to Use. Because doctoral study is an evolving process, the focus below is listed as the approximate title. This flexibility is designed to accommodate an evolving focus, as long as the use is for the dissertation.

   The ATS materials attachment is without the conceptual model used in our work. Ours included other variables such as job stress, job satisfaction, work satisfaction, and demographics. If you want the model diagram, let me know.

   Please confirm when both attachments have been successfully received.
All the best,
Jan R. Atwood, PhD, RN, FAAN
Professor Emerita, College of Nursing & College of Public Health
University of Nebraska Medical Center
and Adjunct Professor, College of Nursing
University of Arizona

Thank you for sending back the signed letter.

If you have not already you can now go to the web site and purchase one copy of the LPI (then you can make photo copies of it for your research). There is also a Facilitators Guide on the web site that will help you score them.

http://www.leadershipchallenge.com

Thank you and good luck,
Ellen

On Tue, Jul 10, 2012 at 4:11 PM, <jtaxman99@aol.com> wrote:
Thank you! Attached is the signed copy of the permission letter as requested. I really appreciate your help and cooperation. I will forward a copy of the dissertation as soon as it is complete.

Sincerely,

James Robertson, MBA, ABD

-----Original Message-----
From: Ellen Peterson <epeterson4@gmail.com>
To: jtaxman99 <jtaxman99@aol.com>
Sent: Wed, May 30, 2012 6:58 pm
Subject: LPI Research Request
Dear Mr. Robertson:

We are in receipt of your request to use the LPI in your research.

Please find the permission letter attached which requires your signature before you can use the LPI product. Please sign it and return it to me by e-mail attachment, fax or mail.

If you require a hard copy by mail, please let me know and I will mail it out today.

Kind regards,
Ellen
Permissions Editor
Epeterson4@gmail.com
408-892-2461

LPI Permission Letter

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News

May 25, 2012

James Robertson
258 Thunder Road
Clyde, NC 28721

Dear Mr. Robertson:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to *reproduce* the instrument in written form, as outlined in your request, at no charge. If you prefer to use our electronic distribution of the LPI (vs. making copies of the print materials) you will need to separately contact Lisa Shannon (lshannon@wiley.com) directly for instructions and payment. Permission to use either the written or electronic versions requires the following agreement:

(1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;

(2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument; "Copyright 8 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission",

(3) That one (1) **electronic** copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data be sent **promptly** to our attention; and,

(4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to me either via email or by post to; 1548 Camino Monde San Jose, CA 95125. Best wishes for every success with your research project.

Cordially,

Ellen Peterson
Permissions Editor
Epeterson4@gmail.com

I understand and agree to abide by these conditions:
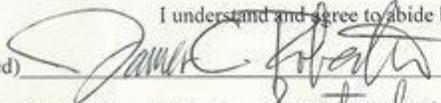
(Signed) _James C. Robertson_ Date: 7/10/12

Expected Date of Completion is: _September/October 2012_

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Letter to Pastors

Dear Pastor,

As part of the requirements to complete my Ph.D. in Leadership studies at Tennessee Temple University, I am performing research for the dissertation portion of my degree program. Your participation in this study is requested. Listed below is information followed by instructions concerning the project of study.

Topic of Research

　　　　The Relationship Between Intention to Quit and the Model the Way Leadership Styles of Pastors in Southern Baptist Churches in North Carolina.

Purpose of the Research

　　　　This study is a research project with the purpose of examining the possible relationship between intention to quit and the model the way leadership styles defined by James M. Kouzes and Barry Z. Posner in their book entitled, *The Leadership Challenge* (2007). Participation in this survey will take approximately 10-15 minutes.

Procedures

　　　　Each pastor that chooses to participate in the study will complete an assessment consisting of 12 items in Likert-format along with a thirty-item LPI assessment that helps identify leadership characteristics and a demographic questionnaire. (One survey per participant).

Confidentiality

　　　　The records of this study will be kept private and confidential. In any type of report that the researcher might publish, no information that will be made available will make it possible to identify a specific subject or a specific church. All research records will be stored securely and only researchers will have access to the records.

Voluntary Participation/Questions

　　　　Participation in this study is strictly voluntary. Your decision whether or not to participate will not affect your current or future relationship with Tennessee Temple University or the researcher. The researcher for the project is James Robertson. If you have any questions or concerns regarding this study, please contact him at 828-593-3615.

　Please go to www.surveymonkey.com and complete the survey. The survey is entitled *SBC Pastors Leadership Styles.* The survey will remain open until 12:00 am, April 29, 2013.

Thank you for your participation.

James C. Robertson, MBA, ABD

Follow Up Letter to Pastors

April 20, 2013
Dear Pastor,
About two weeks ago, I sent out a request for your help in a participation study concerning my Ph.D. studies at Tennessee Temple University. I had previously asked that you participate on a voluntary basis in an online survey.
If you have not had the chance to participate, please do so before the April 29, 2013 deadline. Your participation is greatly appreciated and will aid in the completion of my Ph.D. research.

Respectfully,
James C. Robertson, MBA, ABD

Sent to all pastors in the North Carolina Baptist Association that had not responded by April 20, 2013.

APPENDIX B

INSTRUMENT DEFINED

INSTRUMENT: Anticipated Turnover Scale

AUTHORS: Ada Sue Hinshaw, RN, PhD
Professor and Director of Research, University of Arizona, College of Nursing and Director of Nursing Research, University Medical Center, Arizona Health Sciences Center, Tucson, Arizona 85724

Jan R. Atwood, RN, PhD
Professor, University of Arizona, College of Nursing, Tucson, Arizona 85721

DEFINITION: Anticipated turnover is defined as a nursing staff member's perception or opinion of the possibility of voluntarily terminating his or her current agency position.

STUDY: Anticipated Turnover Among Nursing Staff, Grant #1RO1 NU 00908

DATE: August, 1984

PSYCHOMETRIC
PROPERTIES: Unstandardized α = .82
Standardized α = .84
θ = .88

OF CASES: 1,525

PUBLISHED ABSTRACTS AND PRESENTATIONS:

Purpose of Anticipated Turnover Scale (ATS)

The purpose of the Anticipated Turnover Scale (ATS) is to index the employee's perception or opinion of the possibility of voluntarily terminating his or her present job. The self-report ATS instrument contains 12 items in Likert-format with seven response options ranging between agree strongly to disagree strongly. Questions were related to one's anticipated length of time to leaving and certainty of leaving the job.

The ATS was originally developed in 1978 by Hinshaw and Atwood and was tested several times before being used in the Anticipated Turnover Among Nursing Staff (ATANS) Study. The Anticipated Turnover Scale was administered to 1,597 nursing staff members (63% RNs; 37% LPNs and NAs) in 15 urban and rural hospitals throughout Arizona (Hinshaw and Atwood, 1983-85). A total of 1,525 (95%) nursing staff members responded to the scale.

Internal consistency reliability was estimated with coefficient alpha; standardized alpha - .84. Construct validity was estimated using principal components factor analysis and predictive modeling techniques. Two factors were identified which explained 54.9 percent of the variance.

Anticipated Turnover Scale Survey Questions
by
(Hinshaw, A.S. and Atwood, J.R.)

Response Options
AS	=	Agree Strongly
MA	=	Moderately Agree
SA	=	Slightly Agree
U	=	Uncertain
SD	=	Slightly Disagree
MD	=	Moderately Disagree
DS	=	Disagree Strongly

Directions: For each item below, circle the appropriate response. Be sure to use the full range of responses (Agree Strongly to Disagree Strongly).

Scoring Key	Options	Item
(-)	AS MA SA U SD MD DS	1. I plan to stay in my position awhile.
(+)	AS MA SA U SD MD DS	2. I am quite sure I will leave my position in the forseeable future.
(-)	AS MA SA U SD MD DS	3. Deciding to stay or leave my position is not a critical issue for me at this point in time.
(+)	AS MA SA U SD MD DS	4. I know whether or not I'll be leaving this agency within a short time.
(+)	AS MA SA U SD MD DS	5. If I got another job offer tomorrow, I would give it serious consideration.
(-)	AS MA SA U SD MD DS	6. I have no intentions of leaving my present position.
(+)	AS MA SA U SD MD DS	7. I've been in my position about as long as I want to.
(-)	AS MA SA U SD MD DS	8. I am certain I will be staying here awhile.
(-)	AS MA SA U SD MD DS	9. I don't have any specific idea how much longer I will stay.
(-)	AS MA SA U SD MD DS	10. I plan to hang on to this job awhile.
(+)	AS MA SA U SD MD DS	11. There are big doubts in my mind as to whether or not I will really stay in this agency.
(+)	AS MA SA U SD MD DS	12. I plan to leave this position shortly.

Instructions for Scoring Scales and Subscales
Scales without Subscales

1. <u>GIVE EACH ITEM A SCORE</u>.
    Use the + and - key provided. For each item, score it according to whether it is positive or negative. For example, on a 7-point scale, for + items, SA is scored 7 and SD is scored 1. Conversely, for a negative item on that same 5-point scale, an item response of SA is scored 1 and SD is scored 7.

2. <u>COMPUTE THE SCORES</u>.
    The score is the simple sum of all of the items in the scale divided by the number of items in the total scale.

LPI Instrument

Leadership Practices Inventory

Your Name:_____

To what extent do you typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

1. I set a personal example of what I expect of others.

2. I talk about future trends that will influence how our work gets done.

3. I seek out challenging opportunities that test my own skills and abilities.

4. I develop cooperative relationships among the people I work with.

5. I praise people for a job well done.

6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.

7. I describe a compelling image of what our future could be like.

8. I challenge people to try out new and innovative ways to do their work.

9. I actively listen to diverse points of view.

10. I make it a point to let people know about my confidence in their abilities.

11. I follow through on the promises and commitments that I make.

12. I appeal to others to share an exciting dream of the future.

13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.

14. I treat others with dignity and respect.

15. I make sure that people are creatively rewarded for their contributions to the success of our projects.

16. I ask for feedback on how my actions affect other people's performance.

17. I show others how their long-term interests can be realized by enlisting in a common vision.

18. I ask "What can we learn?" when things don't go as expected.

19. I support the decisions that people make on their own.

20. I publicly recognize people who exemplify commitment to shared values.

21. I build consensus around a common set of values for running our organization.

22. I paint the "big picture" of what we aspire to accomplish.

23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

24. I give people a great deal of freedom and choice in deciding how to do their work.

25. I find ways to celebrate accomplishments.

26. I am clear about my philosophy of leadership.

27. I speak with genuine conviction about the higher meaning and purpose of our work.

28. I experiment and take risks, even when there is a chance of failure.

29. I ensure that people grow in their jobs by learning new skills and developing themselves.

30. I give the members of the team lots of appreciation and support for their contributions.

Demographic Profile

1. How many years have you served as a pastor? _____

2. How many years have you served in your current pastorate? _____

3. Are you a full-time pastor or bi-vocational pastor?
    _____Full-time
    _____Bi-vocational

4. What is your age? _____

5. What is the highest educational level you have attained? (Check One)
    _____ High School
    _____Bachelor Degree
    _____Master Degree
    _____Doctorate

APPENDIX C

NORTH CAROLINA BAPTIST ASSOCIATION DISTRICTS MAP
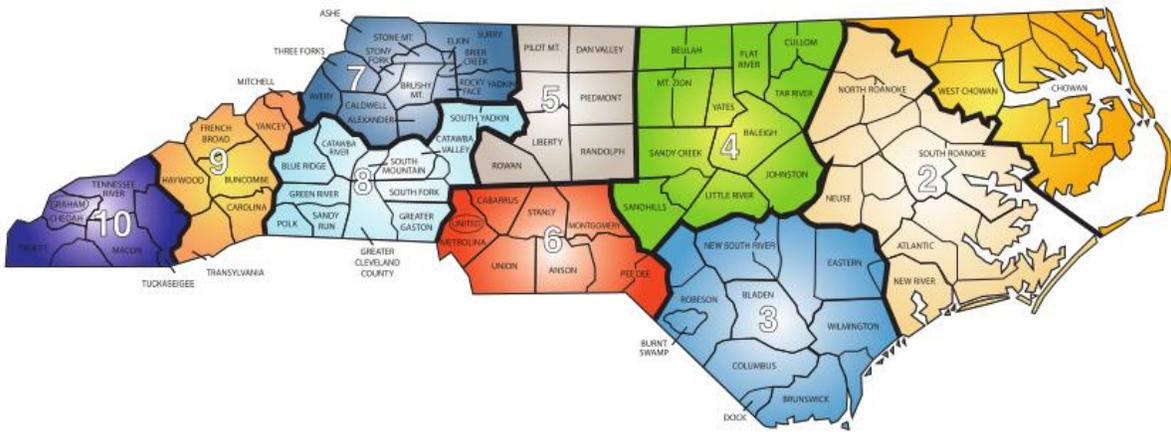
APPENDIX D

RAW DATA

INTENT TO QUIT SCALE

Respondent #	ITQ Item 1 Negative	ITQ Item 2 Positive	ITQ Item 3 Negative	ITQ Item 4 Positive	ITQ Item 5 Positive	ITQ Item 6 Negative
1	1	2	6	2	2	2
2	4	7	7	6	7	5
3	1	5	1	7	1	1
4	1	7	2	7	4	1
5	1	3	2	4	2	2
6	4	4	1	4	4	2
7	4	6	3	6	3	6
8	2	5	1	7	3	2
9	1	7	1	7	4	1
10	6	5	1	2	1	4
11	1	7	1	2	1	1
12	4	4	1	7	4	1
13	4	4	6	4	7	4
14	1	7	1	7	1	1
15	1	2	3	4	4	1
16	2	2	2	6	3	2
17	1	5	1	4	2	3
18	2	4	2	4	2	3
19	1	7	3	5	7	4
20	2	4	5	2	1	6
21	1	3	1	7	1	1
22	2	4	1	4	1	3
23	4	7	1	4	1	4
24	1	7	1	7	2	1
25	3	5	4	4	7	4
26	1	7	4	5	3	1
27	4	4	4	6	3	6
28	1	2	2	4	2	1
29	1	7	1	7	7	1
30	1	7	1	5	2	1
31	1	4	1	6	1	
Mean	2.06	4.97	2.29	5.03	3.00	2.50

INTENT TO QUIT SCALE, Continued

Respondent #	ITQ Item 7 Positive	ITQ Item 8 Negative	ITQ Item 9 Negative	ITQ Item 10 Negative	ITQ Item 11 Positive	ITQ Item 12 Positive	Mean
1	2	2	6	2	2	2	31
2	5	7	4	4	3	3	62
3	1	1	2	1	1	1	23
4	1	1	4	1	1	1	31
5	2	2	4	2	2	2	28
6	4	3	2	2	4	4	38
7	3	4	5	6	5	3	54
8	1	3	3	2	2	1	32
9	7	1	1	4	1	1	36
10	6	6	2	7	2	4	46
11	1	1	7	1	1	1	25
12	1	4	4	4	4	4	42
13	6	4	2	4	7	4	56
14	1	1	1	1	1	1	24
15	1	4	5	3	2	1	31
16	2	2	5	2	2	2	32
17	3	1	2	3	5	2	32
18	3	4	3	3	4	3	37
19	4	4	3	4	5	3	50
20	1	4	1	4	4	4	38
21	1	1	7	1	1	1	26
22	1	1	1	1	1	1	21
23	1	4	3	4	5	4	42
24	1	1	7	1	2	1	32
25	4	4	4	4	4	4	51
26	2	1	6	1	1	1	33
27	2	5	4	4	4	4	50
28	2	2	2	2	1	1	22
29	1	7	1	1	1	1	36
30	1	1	4	1	1	1	26
31	1	1	2	1	6	7	31
Mean	2.32	2.81	3.45	2.61	2.74	2.35	36.06

LEADERSHIP PRACTICES INVENTORY SCALE

Respondent #	LPI Item 1	LPI Item 2	LPI Item 3	LPI Item 4	LPI Item 5	LPI Item 6	LPI Item 7	LPI Item 8
1	9	9	10	8	9	9	10	9
2	9	9	9	9	10	8	9	9
3	10	10	10	10	10	10	10	9
4	10	8	8	10	10	10	9	8
5	8	9	7	9	9	7	8	7
6	6	4	6	6	8	8	8	7
7	10	8	7	10	9	5	5	8
8	10	8	5	10	10	6	5	6
9	10	9	7	10	10	10	9	9
10	7	4	3	7	4	7	3	1
11	8	8	8	9	9	8	9	8
12	10	5	8	10	8	10	6	7
13	10	10	9	10	10	8	8	9
14	10	9	8	10	9	6	9	7
15	9	7	6	8	9	7	7	7
16	9	8	7	9	10	7	9	7
17	8	7	6	10	8	6	7	6
18	8	9	8	8	9	8	7	7
19	8	8	4	9	9	6	10	9
20	6	3	3	8	7	2	3	2
21	8	5	5	7	10	7	8	4
22	9	4	4	7	9	8	3	3
23	10	1	4	8	8	10	9	5
24	9	9	8	9	10	8	9	9
25	8	8	8	10	10	10	8	8
26	8	6	7	7	10	9	9	7
27	5	7	6	8	7	5	5	8
28	8	3	9	10	10	5	3	8
29	9	7	5	8	9	7	6	6
30	9	8	6	8	8	6	8	7
31	9	8	9	10	10	9	9	9
Mean	8.61	7.03	6.77	8.77	8.97	7.48	7.35	6.97

LEADERSHIP PRACTICES INVENTORY SCALE, Continued

Respondent #	LPI Item 9	LPI Item 10	LPI Item 11	LPI Item 12	LPI Item 13	LPI Item 14	LPI Item 15	LPI Item 16
1	7	9	9	10	9	10	9	6
2	9	9	9	8	9	10	9	9
3	9	9	10	9	9	10	9	9
4	10	10	10	10	8	10	10	10
5	8	9	9	8	8	10	9	8
6	6	6	8	7	3	8	8	8
7	7	8	9	7	8	10	8	3
8	8	10	10	6	6	10	6	6
9	8	10	10	10	9	10	9	9
10	2	3	8	2	1	8	2	3
11	8	8	9	9	9	10	8	9
12	6	5	10	9	6	10	3	4
13	10	9	10	9	10	10	8	8
14	10	10	10	9	10	10	8	10
15	7	9	9	9	7	9	9	6
16	10	9	10	8	7	10	7	8
17	10	9	10	9	9	10	8	6
18	7	3	10	7	9	9	9	9
19	8	10	8	8		10	8	9
20	7	6	8	6	2	9	6	2
21	6	7	8	5	4	10	8	3
22	7	7	8	7	7	10	8	7
23	5	10	10	8	9	10	10	5
24	10	10	10	9	7	9	9	10
25	9	10	10	8	5	10	7	6
26	7	9	9	9	9	10	9	9
27	5	7	8	7	7	10	5	5
28	10	10	10	9	9	10	10	7
29	8	6	9	7	6	10	6	6
30	5	7	8	7	6	8	6	6
31	8	10	9	9	9	10	9	8
Mean	7.65	8.19	9.19	7.90	7.23	9.68	7.74	6.90

LEADERSHIP PRACTICES INVENTORY SCALE, Continued

Respondent #	LPI Item 17	LPI Item 18	LPI Item 19	LPI Item 20	LPI Item 21	LPI Item 22	LPI Item 23	LPI Item 24
1	9	8	8	10	10	10	9	9
2	9	9	8	9	9	9	9	9
3	9	10	10	10	10	9	10	
4	10	10	6	10	10	10	10	10
5	9	6	8	9	8	8	8	9
6	6	8	7	6		7	8	7
7	5	9	7	5	6	7	8	9
8	5	8	8	5	8	7	3	9
9	9	9	10	10	10	9	10	10
10	7	6	7	2	6	7	3	8
11	8	9	9	9	9	10	9	9
12	9	10	6	3	6	9	5	3
13	8	9	9	9	8	8	7	9
14	6	9	9	9	6	10	2	10
15	8	9	9	8	6	8	8	9
16	8	8	9	9	7	8	7	9
17	8	6	8	9	7	9	7	9
18	9	8	6	9	9	8	9	9
19	8	9	7	8	10	10	7	8
20	2	2	7	6	4	6	6	7
21	7	8	8	8	10	5	4	8
22	8	5	7	9	7	8	7	7
23	10	10	7	10	10	10	5	5
24	7	6	6	10	10	10	8	7
25	8	9	10	8	8	8	7	10
26	9	9	8	9	10	8	9	8
27	7	4	9	6	7	8	8	5
28		10	9	10	9	4	9	10
29	6	7	7	6	6	6	7	8
30	7	7	8	7	7	7	7	7
31	8	8	9	9	9	8	8	8
Mean	7.63	7.90	7.94	7.97	8.07	8.10	7.23	8.17

LEADERSHIP PRACTICES INVENTORY SCALE, Continued

Respondent #	LPI Item 25	LPI Item 26	LPI Item 27	LPI Item 28	LPI Item 29	LPI Item 30	Mean
1	9	8	9	8	8	9	8.87
2	9	9	9	8	9	10	8.97
3	8	9	10	9	9	9	9.48
4	10	10	10	6	10	10	9.43
5	8	8	8	7	8	9	8.20
6	8	8	8	6	7	8	6.93
7	7	8	10	7	7	9	7.53
8	6	10	9	6	6	8	7.33
9	10	10	10	8		10	9.45
10	2	2	8	7	3	3	4.53
11	7	8	9	8	8	9	8.60
12	5	9	10	5	4	5	6.87
13	8	8	9	10	10	9	8.97
14	8	9	10	7	6	9	8.50
15	9	8	9	9	8	8	8.03
16	8	8	10	9	7	9	8.37
17	8	10	9	6	7	7	7.97
18	10	7	9	6	7	9	8.07
19	8	9	9	7	8	10	8.34
20	6	6	3	3	6	6	5.00
21	8	8	10	6	8	8	7.03
22	8	8	9	4	5	7	6.90
23	9	10	10	2	10	10	8.00
24	8	9	9	7	9	10	8.70
25	8	10	9	7	8	9	8.47
26	8	9	9	7	8	9	8.47
27	5	9	10	6	7	5	6.70
28	10	10	8	7	9	10	8.48
29	6	7	9	6	5	6	6.90
30	6	7	9	6	6	7	7.03
31	9	9	8	8	8	9	8.77
Mean	7.71	8.39	8.97	6.71	7.37	8.26	7.90

DEMOGRAPHIC DATA

Respondent #	Yrs Ministry	Yrs Current	Full / Bi-V	Age	Ed Level
1	16	4	1	31	3
2	6	2	1	39	2
3	35	7	2	58	2
4	38	30	1	66	1
5	21	5	1	45	4
6	15	6	2	61	
7	35	1	1	56	4
8	32	26	1	60	3
9	28	19	1	55	1
10	11.5	11.5	2	52	1
11	12	5	1	44	3
12	5	5	2	47	1
13	18	12	1	57	4
14	11	9	1	38	1
15	13	13	1	42	1
16	32	6	1	56	4
17	50	1	2	77	3
18	29	15	1	53	4
19	7	6	2	41	1
20	26	1	2	67	3
21	5	5	2	56	4
22	30	3	1	76	1
23	31	12	2	55	1
24	38	2	1	61	4
25	12.5	4.5	1	53	3
26	8	3	2	38	3
27	7	7	2	27	2
28	28	3	1	64	3
29	12	6	1	33	2
30	10	6	1	36	2
31	13	7	1	73	3
Mean	19.00	7.84		52.16	
			1=Full-Time		1=High School
			2=Full/Bi-V		2=Bachelor
					3=Masters
					4=Doctorate