

DEVELOPMENT OF A SURVEY INSTRUMENT TO MEASURE PERCEPTIONS OF
LEADERSHIP SELF-EFFICACY IN MASTER OF DIVINITY STUDENTS
AT NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

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Sara Elizabeth Robinson
BME, Georgetown College, 2000
MRE, Liberty University, 2012
ThM, New Orleans Baptist Theological Seminary, 2020
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ABSTRACT

DEVELOPMENT OF A SURVEY INSTRUMENT TO MEASURE PERCEPTIONS OF LEADERSHIP SELF-EFFICACY IN MASTER OF DIVINITY STUDENTS AT NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

Sara E. Robinson, PhD
New Orleans Baptist Theological Seminary, 2023
Chairperson: Jody D. Dean, Associate Professor for Christian Education

The purpose of this dissertation was to develop and validate an instrument to measure leadership self-efficacy among Master of Divinity students at New Orleans Baptist Theological seminary. Three constructs of leadership self-efficacy were measured: direction setting, building relationships, and overcoming obstacles. The instrument was developed through a Delphi study and expert panel. A pilot study was conducted to identify errors in instruction, procedure, or measurement. One-hundred twenty-six students completed the pilot study. Internal consistency for the instrument produced a Cronbach's alpha of .85. Exploratory factor analysis provided evidence of validity. The findings of the study and suggestions for future research are discussed.

CHAPTER 1

INTRODUCTION

The Problem and Its Setting

The study of Christian leadership—the “perspectives, practices, and habits” of leaders in churches or religious organizations – has grown in interest throughout the last fifty years.¹ Leadership research, in both religious and secular contexts, increased beginning in the 1970s. James McGregor Burns, John R. Shoup, and Donald C. Simmons Jr. wrote in some of their earliest leadership writing, “Leadership is one of the most observed and least understood phenomena on earth. One of the most universal cravings of our time is a hunger for compelling and creative leadership.”² More than a decade later, Bernard M. Bass and Ruth Bass agreed: “Leadership is a universal phenomenon” that lacks a universal understanding.³ Over forty years later, a universally accepted leadership definition still does not exist.

Religious and secular contexts are similar in their desire for strong leadership. Excellence in leadership can help churches and religious organizations develop healthy and thriving ministries. “Theological schools generally train persons for various forms of religious leadership

¹ John S. Burns, John R. Shoup, and Donald C. Simmons Jr., eds., *Organizational Leadership: Foundations & Practices for Christians* (Downers Grove, IL: IVP Academic, 2014), 60.

² James MacGregor Burns, *Leadership* (New York: Harper & Row, 1978), 1-2.

³ Bernard M. Bass and Ruth Bass, *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*, 4th ed. (New York: Free Press, 2008), 25.

within faith communities.”⁴ Dwight N. Hopkins suggested, “Theological education must prepare our students for leadership in a world of political economy in such a way that they can discern the Good News of the gospel in changing global realities.”⁵ Without an acceptable definition of Christian leadership, individuals or organizations establish leadership practices through personal or business priorities or in more arbitrary ways. These priorities often reflect the training received at their seminary or institution of higher education.

Preparing individuals for ministry leadership is the chief purpose of Southern Baptist seminaries.⁶ Seminaries prepare graduates to serve in churches, schools, nonprofits, and higher education institutions.⁷ Some graduates assume the religious leadership of congregations or

⁴ Timothy D. Lincoln, “How Master of Divinity Education Changes Students: A Research-Based Model,” *Teaching Theology & Religion* 13, no. 3 (July 2010): 208.

⁵ Dwight N. Hopkins, “The Purposes of Theological Education,” *Theological Education* 51, no. 2 (2018): 40.

⁶ For this research, *ministry leadership* is being studied in an evangelical, Christian context: “The six Southern Baptist theological seminaries exist to prepare God-called men and women for vocational service in Baptist churches and in other Christian ministries throughout the world through programs of spiritual development, theological studies, and practical preparation in ministry.” “SBC Entities,” Ministry Entities of the Southern Baptist Convention, The Southern Baptist Convention, accessed June 26, 2023, <https://www.sbc.net/about/what-we-do/sbc-entities/>.

⁷ For this research, *seminary* or *seminaries* refers to the six Southern Baptist seminaries: Gateway Seminary of the Southern Baptist Convention, Midwestern Baptist Theological Seminary, New Orleans Baptist Theological Seminary, Southeastern Baptist Theological Seminary, Southwestern Baptist Theological Seminary and. The Southern Baptist Theological Seminary. <https://www.sbc.net/about/what-we-do/sbc-entities/>.

groups within the local church, while others lead religious nonprofits, serve as healthcare chaplains, or serve in higher education institutions.⁸

A Master of Divinity degree (MDiv) is the standard academic preparation for ministry leadership.⁹ Seminaries use standardized degree programs approved by an evangelical accrediting agency to prepare students for ministry leadership. The Association of Theological Schools (ATS) is an accrediting agency for religious higher education, providing oversight for degree programs.¹⁰ ATS states that the MDiv degree prepares students “for religious leadership or service in congregations and other settings, as well as for advanced degrees.”¹¹ MDiv programs in ATS member schools provide a broad spectrum of academic study and personal preparation.¹² Preparation is a combination of classroom experiences, extracurricular activities,

⁸ “Graduating Student Questionnaire,” Association of Theological Schools (ATS). <https://www.ats.edu/files/galleries/gsq-total-school-profile-2021-2022.pdf>. The Association of Theological Schools Graduating Student Questionnaire reports student work context upon graduation in five categories: Congregational/parish ministry, Teaching or educational setting, Health care chaplain or counselor, Faith-based nonprofit, and Other.

⁹ Other master’s degree programs offer courses of study to prepare for ministry leadership, but researchers consider the MDiv the standard degree. Cooper Smith, “Why Every Pastor Should Get an MDiv,” *Christianity Today* 61, no. 8 (October 2017): 80; Lincoln, “How MDiv Changes,” 208.

¹⁰ The Association of Theological Schools, “Our Mission.” <https://www.ats.edu/About-ATS>; “Accreditation,” New Orleans Baptist Theological Seminary, updated October 6, 2021, <https://nobts.edu/about/accreditation.html>. New Orleans Baptist Theological Seminary is accredited by The Association of Theological Schools in addition to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC),

¹¹ The Association of Theological Schools, “ATS Commission Standards of Accreditation.” Updated June 2020, <https://www.ats.edu/files/galleries/standards-of-accreditation.pdf>.

¹² Ibid. The ATS standards of accreditation include learning outcomes in four distinct areas of student development: religious heritage, cultural context, personal and spiritual formation, and religious and public leadership.

and student service in the life of a local congregation, often called an internship or field education.¹³ For organizational success, thorough preparation is essential.

One way of measuring MDiv graduate preparedness for ministry leadership is through the Graduating Student Questionnaire (GSQ) administered by ATS.¹⁴ The GSQ is a self-report survey completed upon graduation, measuring constructs such as the institutional satisfaction of graduates and the effectiveness of their field education. The GSQ does not ask questions about student preparedness for their future leadership roles.

Limited studies are available where researchers sought to measure preparedness in other ways, such as the complex stimuli and environments that influence seminary students' development. Timothy D. Lincoln identified a gap in research addressing "how seminary changes students."¹⁵ Lincoln wondered, "How does seminary enrich and empower students so that they become competent leaders of religious communities?"¹⁶ Kirkpatrick G. Cohall and Bruce S. Cooper noted how the formal preparation of Baptist pastors has not been studied

¹³ "Graduating Student Questionnaire," ATS. ATS measures the influence of the educational experiences of graduates across their member schools. Experiences in ministry, interactions with students, introduction to different perspectives, and personal life experiences ranked as the top four influences among master's-level graduates. Similarly, 84.8% of graduates ranked field education as "important" or "very important" to their theological education.

¹⁴ "Questionnaires," The Association of Theological Schools, updated 2020, <https://www.ats.edu/Questionnaires>.

¹⁵ Lincoln, "How MDiv Changes," 22.

¹⁶ Ibid.

empirically, particularly regarding how formal theological study prepared them for effectiveness in the pastorate.¹⁷

An opportunity exists to measure MDiv graduate preparedness through leadership self-efficacy (LSE). In 2002, Laura L. Paglis and Stephen G. Green first defined the construct of LSE as “a person’s judgment that he or she can successfully exert leadership by setting a direction for the workgroup, building relationships with followers to gain their commitment to change goals, and working with them to overcome obstacles to change.”¹⁸ Paglis and Green then developed a model conceptualizing LSE: direction setting, gaining followers’ commitment, and overcoming obstacles.¹⁹ Others researchers have suggested that LSE may be “one of the most significant factors determining future leadership success and group performance.”²⁰

Self-efficacy is domain-specific.²¹ Grounded in his theory of social learning, Albert Bandura suggested scales to measure self-efficacy should be developed based on knowledge of

¹⁷ Kirkpatrick G. Cohall and Bruce S. Cooper, “Educating American Baptist Pastors: A National Survey of Church Leaders,” *Journal of Research on Christian Education* 19 (2010): 27, <https://doi.org/10.1080/10656211003630174>.

¹⁸ Laura L. Paglis and Stephen G. Green, “LSE and Managers’ Motivation for Leading Change,” *Journal of Organizational Behavior*, no. 23 (2002): 217, <https://doi.org/10.1002/job.137>.

¹⁹ Ibid., 215.

²⁰ Nicole Cannonier and Vicky Katsioloudes, “Leadership Self-Efficacy: Development of a Measure for College Students,” *International Journal of Business and Public Administration* 17, no. 1 (Spring 2020): 85; Sean T. Hannah et al., “Leadership Efficacy: Review and Future Directions,” *Leadership Quarterly* 19 (2008): 669–92; Susan Elaine Murphy and Stefanie K. Johnson, “Leadership and Leader Developmental Self-Efficacy: Their Role in Enhancing Leader Development Efforts,” *New Directions for Student Leadership*, 149 (Spring 2016): 73–84.

²¹ Albert Bandura, *Self-Efficacy: The Exercise of Control* (New York: Freeman, 1997), 42.

success in the measurement domain.²² Self-efficacy is not an “omnibus trait” but a “differentiated set of self-beliefs linked to distinct realms of functioning.”²³ Nicole Cannonier and Vicky Katsioloudes agree: “Self-efficacy is both task and context-specific.”²⁴ Likewise, ministry leadership requires specific development and training, grounded in theological purposes.

The goal of this research was to develop and validate an instrument to evaluate preparedness among MDiv graduates at New Orleans Baptist Theological Seminary. While some survey instruments existed to measure LSE, no tool was available to measure LSE in a religious context. The construction of a new survey instrument to measure preparedness based on knowledge of success in ministry leadership was desirable. Therefore, the objective was to develop a survey instrument that would provide MDiv graduates with an assessment of their preparedness. Likewise, professors and mentors may use the tool to aid curriculum development and improve MDiv graduates’ preparation.

Research Problem

Southern Baptists utilize six cooperatively funded seminaries as the primary training ground for future ministry leaders. New Orleans Baptist Theological Seminary (NOBTS) in New Orleans, Louisiana, is one of those seminaries. The motto of NOBTS, “Prepare Here, Serve Anywhere,” serves as a guiding statement for seminary activities and programs. The website further delineates the mission of NOBTS: “New Orleans Baptist Theological Seminary and

²² Ibid.

²³ Ibid., 36.

²⁴ Cannonier and Katsioloudes, “Leadership Self-Efficacy,” 85.

Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.”²⁵ Additionally, servant leadership is one of five seminary core values.²⁶ Both the mission and vision of NOBTS incorporate ministry leadership preparation.

While a focus on preparation is inherent to NOBTS and Southern Baptist seminaries, no measure exists to determine the effectiveness of their training. One way of examining preparedness is through leadership self-efficacy (LSE). Because LSE is both domain and task specific, a qualitative measure of MDiv graduate preparedness is desirable. Such a measure may assist graduates with a better understanding of their preparedness and help seminaries with ongoing curriculum development and job placement for graduates.

Purpose of the Study

The purpose of the study was twofold: to use a modified Delphi approach to create a survey instrument measuring the leadership self-efficacy of MDiv students at NOBTS and to establish the psychometric properties of the survey instrument.

²⁵ “About/Mission,” New Orleans Baptist Theological Seminary, accessed January 1, 2022, <https://nobts.edu/about/default.html>.

²⁶ “About/Values,” New Orleans Baptist Theological Seminary, accessed February 15, 2021, <https://nobts.edu/about/default.html>. “Servant Leadership: We follow the model of Jesus to exert leadership through nurturing and encouraging those around us.”

Research Studies and Subproblems

Study One: Survey Development

Since no tool existed to measure LSE among MDiv students, one was developed through a Delphi study.²⁷ Faculty from Southern Baptist seminaries with a terminal degree in Christian education or Christian leadership comprised an expert panel. Following a literature review, an initial pool of survey items was developed and submitted to the panel for their feedback. The expert panel confirmed the final survey items. The survey items were uploaded to SurveyMonkey for the pilot study.

Study Two: Establishment of Psychometric Properties

Subproblem One: Content Validity

The chosen group of experts participated in a Delphi study. The expert panel received an initial pool of twenty-five survey items for feedback.²⁸ The expert panel evaluated each item for “importance” and “clarity.” The experts were given space for explanation or additional

²⁷ “The Delphi is a group facilitation technique that seeks to obtain consensus on the opinions of ‘experts’ through a series of structured questionnaires (commonly referred to as rounds).” Felicity Hasson, Sinead Keeney, and Hugh McKenna, “Research Guidelines for the Delphi Survey Technique,” *Journal of Advanced Nursing* 32, no. 4 (2000): 1009–1010, <https://doi.org/10.1046/j.1365-2648.2000.t01-1-01567.x>; N. Dalkey and O. Helmer, “An Experimental Application of the Delphi Method to the Use of Experts,” *Management Science* 9, no. 3 (1963): 458; William R. Yount, *Research Design and Statistical Analysis in Christian Ministry*, 5th ed. (Self-published, 2015); N. G. Reid, “The Delphi Technique, Its Contribution to the Evaluation of Professional Practice.,” in Roger Ellis, ed., *Professional Competence and Quality Assurance in the Caring Professions*, (London: Chapman and Hall, 1989); Hugh P. McKenna, “The Delphi Technique: A Worthwhile Research Approach for Nursing?,” *Journal of Advanced Nursing* 19 (1994): 1221.

²⁸ Yount suggested developing an item pool twice the size of the intended instrument, offering many statements for an expert panel to evaluate for clarity and potency. The intended size of the final instrument was ten to twelve items. Yount, *Research Design*, 12-3 –12-4.

comments following each item. The final survey included fifteen items. Chapter Three includes a description of the full Delphi process.

Subproblem Two: Construct Validity

The statistical analysis examined the underlying factor structure of each survey item through exploratory factor analysis. Data were evaluated for multivariate normality, factorability, and multicollinearity. No hypotheses were made about the factor structure of the proposed instrument.

Subproblem Three: Reliability

Guidelines suggested by Darren George and Paul Mallery were used to evaluate Cronbach's alpha coefficient where $> .9$ excellent, $.8 - .89$ is good, $.7 - .79$ is acceptable, $.6 - .69$ is questionable, $.5 - .59$ is poor, and $\leq .49$ unacceptable.²⁹ For this survey, Cronbach's alpha coefficient $> .8$ was desirable.

Limitations

One limitation of this study was a reliance on self-reporting. Respondents may have rated themselves higher to appear more prepared or more knowledgeable in the domain of measurement. Similarly, respondents may have needed help to assess themselves accurately.

²⁹ Darren George and Paul Mallery, *IBM SPSS Statistics 25 Step by Step: A Simple Guide and Reference*, 15th ed. (New York: Routledge, Taylor & Francis, 2019), 244.

However, self-reporting is a typical method of measuring self-efficacy consistent with Bandura's self-efficacy theory.³⁰

Another limitation was the unknown makeup of the sample for the pilot study. All MDiv degree-seeking students were invited to participate in the pilot. Still, similarities or differences within the sample population were undeterminable before data collection.

Delimitations

Several delimitations were placed in this study. First, the survey assessed only those students pursuing a Master of Divinity (MDiv) degree. This delimitation was essential due to the varying degree components and hours required among all master's degrees offered at NOBTS.

A second delimitation was the focus on Southern Baptist seminaries. The research focused on Southern Baptist seminaries to help them better understand their students' preparedness. Similarly, Southern Baptist faculty comprised the expert panel. Their expertise in the subject matter under investigation was desirable.

A third delimitation concerned the geographic location of the sample for the pilot study. Only MDiv students enrolled at New Orleans Baptist Theological Seminary were chosen as research subjects.³¹ Students at NOBTS provided a logical and accessible population for the pilot study.

³⁰ Albert Bandura, "Guide to Constructing Self-Efficacy Scales," in *Self-Efficacy Beliefs of Adolescents*, ed. Frank Pajares and Timothy C. Urdan (Greenwich, CT: Information Age, 2006), 315.

³¹ No delimitation is placed on the chosen campus of study (e.g. main, extension center, online) due to the synchronous option of many classes.

Assumptions

Several assumptions existed concerning this study. First, a modified Delphi study was the appropriate procedure for this research. To determine the inclusion of items for the survey instrument, the expert panel worked to achieve consensus using a modified Delphi approach. Second, the expert panel responded honestly and meaningfully to help guide the research study. Third, the expert panel participated freely in each round of the instrument validation process. Lastly, the group chosen to complete the pilot study participated voluntarily and provided honest, accurate responses.

Definitions of Terms

Leadership is “a process whereby an individual influences a group to achieve a common goal.”³² *Christian leadership* is when “leadership perspectives, practices, and habits are congruent with the tenets and habits of the Christian faith.”³³ For this study, *ministry leadership* encompasses individuals who serve as Christian leaders in the local church, at higher education institutions, in denominational roles and offices, or as chaplains.³⁴

A *seminary* is an institution of higher education that serves as a training ground for ministry leaders. For this study, *seminary* means one of the six Southern Baptist seminaries in

³² Peter Guy Northouse, *Leadership: Theory and Practice*, 8th ed. (Los Angeles: SAGE, 2019), 3.

³³ Burns, Shoup, and Simmons, *Organizational Leadership*, 60.

³⁴ ATS identifies the roles listed as the prevalent roles assumed by MDiv students following graduation in the Graduating Student Questionnaire (GSQ).

North America.³⁵ The *Master of Divinity degree* (MDiv) prepares people for religious leadership in congregations and other settings and in preparation to pursue advanced degrees. This degree requires a minimum of seventy-two-semester credits or equivalent units.³⁶ This study defines *preparedness* as “the quality or state of being prepared for ministry leadership following the completion of an MDiv degree.”³⁷

Self-efficacy is the “belief in one’s capabilities to organize and execute the courses of action required to produce given attainments.”³⁸ *Leadership self-efficacy* is “a person’s judgment that he or she can successfully exert leadership by setting a direction for the workgroup, building relationships with followers to gain their commitment to change goals, and working with them to overcome obstacles to change.”³⁹

³⁵ “SBC Entities,” <https://www.sbc.net/about/what-we-do/sbc-entities/>. “The six Southern Baptist theological seminaries exist to prepare God-called men and women for vocational service in Baptist churches and in other Christian ministries throughout the world through programs of spiritual development, theological studies, and practical preparation in ministry.”

³⁶ “Standards of Accreditation,” <https://www.ats.edu/files/galleries/standards-of-accreditation.pdf>. Accessed February 25, 2022.

³⁷ Merriam-Webster defines *prepared* as being “subjected to a special process or treatment.” Similarly, *preparedness* is best defined as “the quality or state of being prepared.” Merriam-Webster, s.v. “prepared (*adjective*),” accessed April 4, 2022, <https://www.merriam-webster.com/dictionary/prepared>; Ibid., s.v. “preparedness (*noun*).”

³⁸ Bandura, *Self-Efficacy*, 3.

³⁹ Paglis, “Wellspring of Leading Change,” 217.

CHAPTER 2

THE STATE OF RESEARCH

Developing an assessment instrument to measure the preparedness of MDiv graduates required an understanding of several areas: Christian leadership, theological education, Master of Divinity degrees, the Association of Theological Schools and their role as an accrediting agency, the construct of leadership self-efficacy, and an overview of research studies that measured leadership self-efficacy. The following sections will synthesize related literature and research applicable to each topical area.

Christian Leadership

Biblical Perspectives on Christian Leadership

The rapidly changing world requires skillful leadership. In *Canoeing the Mountains*, Tod Bolsinger equated Lewis and Clark's expedition to explore the Louisiana Purchase with the caliber of leadership needed by Christian leaders today: skilled leadership in uncharted territory.¹ The Bible provides the foundation of Christian leadership; yet, in Scripture, leadership is better understood than explained. Bernice M. Ledbetter, Robert J. Banks, and David C. Greenhalgh observed no "exact equivalent to the word 'leader' in the Hebrew Bible," yet the idea is

¹ Tod E. Bolsinger, *Canoeing the Mountains: Christian Leadership in Uncharted Territory* (Downers Grove, IL: IVP, 2016), 13.

prevalent.² Throughout Scripture, the Lord searched for leaders. Bernard and Ruth Bass explained, “Religions offer many accounts of leaders as prophets, priests, chiefs, and kings. Such leaders served as initiators, symbols, representatives, and examples to be followed.”³ The prophet Samuel called future King David “a man after God’s own heart,” implying the dependent nature of a Christian leader.⁴ The prophet Jeremiah spoke of “one man who deals honestly and seeks truth,” noting the requisite character of a Christian leader.⁵ Ezekiel, another prophet, suggested the need for a “man to build up the wall,” emphasizing the productive nature of Christian leadership. Bass and Bass offered additional Old Testament examples of leaders, citing Moses leading the Hebrews out of Egypt and Joshua leading the Israelites to the Promised Land.⁶ Similarly, the Old Testament includes narratives of Abraham’s, David’s, and Solomon’s interactions with God and his people.

In the New Testament, the apostle Paul called leadership a noble ambition.⁷ Bass and Bass noted how biblical stories detail Jesus’s interactions with his disciples, training them as leaders.

Jesus developed leaders (apostles or disciples) in a way that they would be able to lead his work after his departure. We gain important insights by looking at how he was training the disciples. First, he led by his own example. . . . Jesus was very open to the

² Bernice M. Ledbetter, Robert J. Banks, and David C. Greenhalgh, *Reviewing Leadership: A Christian Evaluation of Current Approaches*, 2nd ed., Engaging Culture (Grand Rapids, MI: Baker Academic, 2016), 22.

³ Bass and Bass, *Bass Handbook of Leadership*, 4.

⁴ 1 Sam. 13:14 (NIV). All Scripture references are taken from the New International Version of the Bible unless otherwise noted.

⁵ Jer. 5:1.

⁶ Bass and Bass, *Bass Handbook of Leadership*, 4.

⁷ 1 Tim. 3:1.

teaching moments which occurred in intersection with other people and by circumstances. To what degree do typical leadership training models follow this example? Research shows that leadership development happens best when people can practice the knowledge and skills they are learning right there in their everyday context.⁸

Peter and Paul later provided leadership lessons to help build the early church. Christian leadership is exhibited uniquely in these circumstances, but no singular definition encapsulates the phenomenon under study.

Historical Perspectives on Christian Leadership

Several notable Christian leaders define leadership as influencing others. In *Spiritual Leadership*, J. Oswald Sanders claimed, “Leadership is influence.”⁹ He explained that when God identifies a qualified leader, he anoints that person with the Holy Spirit and bestows a specific ministry on them.¹⁰ In *The Making of a Leader*, J. Robert Clinton similarly defined leadership: “Leadership is a dynamic process in which a man or a woman with God-given capacity influences a specific group of God's people toward His purposes for the group.”¹¹ Deana L. Porterfield added, “Influence is defined in varying ways, including how an individual has an

⁸ Erich Baumgartner, “Do We Need a New Approach to Christian Leadership Development?,” *Journal of Applied Christian Leadership* 11, no. 1 (2019): 20, <https://digitalcommons.andrews.edu/jacl/vol11/iss1/1>.

⁹ J. Oswald Sanders, *Spiritual Leadership*, Commitment to Spiritual Growth Series (Chicago: Moody Press, 1994), 29.

¹⁰ Ibid., 19.

¹¹ J. Robert Clinton, *The Making of a Leader* (Colorado Springs, CO: NavPress, 1988), 7. Four years later, Clinton published *A Short History of Modern Leadership Theory*, in which he expanded his definition of Christian Leadership. “A leader in the biblical context, is a person with God-given capacity and with God-given responsibility to influence a specific group of Gods’ people toward God's purposes for the group.”

effect on another person, or the ability to shape the direction of someone or something.”¹² While the concept of leadership as an influence was prominent in some writing, researchers did not broadly accept the definition and continued exploring approaches to Christian leadership.

One of the most widely accepted Christian leadership theories is servant leadership. Servant leadership originated in the writings of Robert Greenleaf in the 1970s.¹³ Servant leadership is paradoxical to traditional understandings of leadership. Leading and serving seem counterintuitive.¹⁴ Ledbetter, Banks, and Greenhalgh explained, “At the heart of leadership lies the radical notion of ‘servanthood.’ . . . It is first and foremost God-centered and involves articulating, embodying, and enacting God's vision, heart, and will for his people.”¹⁵ They observed how the language of servanthood dominates depictions of leadership.

The most frequently referenced definition of servant leadership is from the writings of Robert Greenleaf.

Servant leadership begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. . . .The difference manifests itself in the care taken by the servant—first, to make sure that other people’s highest priority needs are being served. The best test . . . is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?¹⁶

¹² Deana L. Porterfield, “Orchestrating a Life of Influence,” in *Thriving in Leadership: Strategies for Making a Difference in Christian Higher Education*, ed. Karen Longman, (Abilene, NM: ACU Press, 2014), <http://qut.ebilib.com.au/patron/FullRecord.aspx?p=3110291>, 139.

¹³ Peter Guy Northouse, *Leadership: Theory and Practice*, 8th ed. (Los Angeles, CA: 2019), 227.

¹⁴ Ibid.

¹⁵ Ledbetter, Banks, and Greenhalgh, *Reviewing Leadership*, 22.

¹⁶ R. K. Greenleaf, *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness* (New York: Paulist Press, 1977), 27.

Greenleaf's writings on servant leadership carry an underlying philosophical position of altruism and humanism. Leaders should share power and enable the growth of others, downplaying competition within organizations and promoting egalitarianism. Building on Greenleaf's servant-first theory of leadership, "Laub (1999), Stone et al. (2004), and Matteson and Irving (2005, 2006) agreed the focus of the servant leader is on that which is best for their followers."¹⁷ While not inherently Christian, servant leadership theory correlates with biblical teachings and examples of leaders throughout Christian history.

Sen Sendjaya and James C. Sarros identified several instances of servant leadership in the Bible.¹⁸ They believe Jesus's teachings in Mark 10 are some of the most powerful examples of servant leadership in Scripture. "You know that those who are regarded as rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant."¹⁹ John 13 also offers an example of Jesus displaying servant leadership as he washed the feet of the disciples. Sendjaya and Sarros suggested, "The unusual twist of Jesus' leadership through the feet washing example

¹⁷ J. A. Irving and G. J. Longbotham, "Team Effectiveness and Six Essential Servant Leadership Themes: A Regression Model Based on the Items in the Organizational Leadership Assessment," *International Journal of Leadership Studies* 2 (2007): 100; J. Laub, "Assessing the Servant Organization: Development of the Servant Organizational Leadership Assessment (SOLA) Instrument," (EdD diss., Florida Atlantic University, 1999), <https://olagroup.com/Images/mmDocument/Laub%20Dissertation%20Complete%20099.pdf>; G. A. Stone, R. F. Russell, and K. Patterson, "Transformational versus Servant Leadership: A Difference in Leader Focus," *Leadership & Organization Development Journal* 25, no. 4 (2004): 349–61; J. A. Matteson and J. A. Irving, "Servant versus Self-Sacrificial Leadership: A Behavioral Comparison of Follower-Oriented Leadership Theories," *International Journal of Leadership Studies* 2, no. 1 (2006): 36–51.

¹⁸ Sen Sendjaya and James C. Sarros, "Servant Leadership: Its Origin, Development, and Application in Organizations," *Journal of Leadership & Organizational Studies* 9, no. 2 (2002): 58.

¹⁹ Mark 10:42–43.

has redefined the meaning and function of leadership power from ‘power over’ to ‘power to,’ that is, power as an enabling factor to choose to serve others.”²⁰

Aubrey Malphurs wrote about authentic Christian leadership in *Being Leaders*. He emphasized, “Jesus teaches his early team . . . that the road to greatness is servanthood. Thus, Christian leadership is servant leadership, and any definition of a Christian leader must include the concept of servanthood.”²¹ Writing in the twenty-first century has found broad agreement in defining Christian leadership as servant leadership.²²

In *Let This Mind Be in You*, Jamie Dew defined servanthood as “the character trait that causes us to place others before ourselves, helping where people have need and finding joy in a life that is focused on others.”²³ Dew discussed the disciple’s debate over greatness found in all three Synoptic Gospels. “If anyone wants to be first, he must be last and servant of all.”²⁴ Jesus’s response to the disciples was opposite to their understanding of greatness. Dew proclaimed,

²⁰ Sendjaya and Sarros, “Servant Leadership,” 59.

²¹ Aubrey Malphurs, *Being Leaders: The Nature of Authentic Christian Leadership* (Grand Rapids, MI: Baker, 2003), 32.

²² Dockery asserted that a “calling to lead is a calling to serve.” David S. Dockery, ed., *Christian Leadership Essentials: A Handbook for Managing Christian Organizations* (Nashville, TN: B&H Academic, 2011), 5; Kenneth Gangel, “Biblical Theology of Leadership,” *Christian Education Journal* 12, no. 1 (Fall 1991): 30; Robert R. Drovda and Galen Jones, “The Times They Are a-Changin’: Christian Leadership over the Last 40 Years,” *Christian Education Journal* 17, no. 3 (2020): 578, <https://doi.org/10.11177/0739891320933648>; Ledbetter, Banks, and Greenhalgh, *Reviewing Leadership*, 22.

²³ James K. Dew Jr., *Let This Mind Be in You* (Nashville, TN: B & H, 2023), 1.

²⁴ Mark 9:35.

"Greatness is not found in high positions or stature. Rather it is found in those who become servants to all."²⁵

Christian leadership is a reciprocal relationship of serving others by leading and leading others by serving. A Christian leader is one whose "leadership perspectives, practices, and habits are congruent with the tenets and habits of the Christian faith."²⁶ Service as a Christian leader requires a divine calling, displayed in the continual improvement of skills and abilities that meet the demands of a rapidly changing world to the glory of God.

Theological Higher Education

Leadership Development in Higher Education

The work of theological institutions is the subject of Daniel O. Aleshire's *Earthen Vessels*. Aleshire suggested, "In a theological school, the overarching goal is the development of theological understanding, that is, an aptitude for theological reflection and wisdom pertaining to responsible life in faith. Comprehended in this overarching goal are others such as . . . acquiring the abilities requisite to the exercise of ministry in that community."²⁷ Dwight Hopkins added, "The purposes of theological education focus first on God and second on human beings."²⁸ Theological education is thoughtful and purposeful, developing the mind and influencing others. Furthermore, Hopkins asserted, "Theological education must prepare our students for leadership in a world of political economy so that they can discern the good news of the gospel in changing

²⁵ Dew, *Let This Mind*, 29.

²⁶ Burns, Shoup, and Simmons Jr., *Organizational Leadership*, 60.

²⁷ Daniel O. Aleshire, *Earthen Vessels: Hopeful Reflections on the Work and Future of Theological Schools* (Grand Rapids, MI: Eerdmans, 2008), 29–30.

²⁸ Hopkins, "Purposes of Theological Education," 40.

global realities.”²⁹ William Adrian described how the Christian higher education institution is poised for influence in a rapidly changing world.³⁰ Its focus on historic faith traditions provides a foundation for intellectual and spiritual formation.

Bass and Bass emphasized how increasingly complex global problems necessitate that higher education focuses on leadership development.³¹ Susan R. Komives et al. claimed that graduates with strong hearts and minds will be poised to assume leadership in the modern world.³² Foster et al. discussed Christian leadership at the intersection of religious and public life. They suggested training Christian leaders involves understanding how the world works alongside personal leadership development to impact the world in which they will serve.³³ Christian leadership is both “being” and “doing,”³⁴ thus requiring proper training and leadership development from theological institutions.

Kirkpatrick G. Cohall and Bruce S. Cooper studied the changing role of American pastors. They noted the complex and often changing leadership roles required for the modern pastor, having evolved beyond preaching and counseling the church body. Pastors often function

²⁹ Hopkins, “Purposes of Theological Education,” 40.

³⁰ William Adrian, “Christian Universities in Historical Perspective,” *Christian Higher Education* 2, no. 1 (2003): 15, <https://doi.org/10.1080/15363750390175618>.

³¹ Bass and Bass, *Leadership Handbook*, 1059.

³² Susan R. Komives, et al., *The Handbook for Student Leadership Development*, 2nd ed, Jossey-Bass Higher and Adult Education Series (San Francisco, CA: Jossey-Bass, 2011), 135–36.

³³ Charles R. Foster et al., *Educating Clergy: Teaching Practices and Pastoral Imagination* (San Francisco: Jossey-Bass, 2006), 22.

³⁴ Ibid.

as political strategists, social activists, advisors, and educators to the community.³⁵ Cohall and Cooper insisted seminary and theological higher education has not kept up with the quickly changing roles of ministers in the modern church. They conclude that inadequate preparation for leadership and administration is the underlying cause of pastoral failure and burnout.³⁶

A Master of Divinity degree (MDiv) is the standard academic preparation for ministry leadership.³⁷ Cooper Smith observed that a completed MDiv “serves as an external endorsement of readiness for church service” and includes theological knowledge and ministry leadership preparedness.³⁸ Smith emphasized the holistic nature of an MDiv curriculum, preparing graduates for various essential topics, including leadership. Komives and Wendy Wagner suggested that increasingly complex and global problems necessitate higher education to focus on leadership development. They claimed that graduates with strong hearts and minds will be poised to assume leadership in a post-modern world.³⁹

³⁵ Kirkpatrick G. Cohall and Bruce S. Cooper, “Educating American Baptist Pastors: A National Survey of Church Leaders,” *Journal of Research on Christian Education* 19 (2010): 27–55, <https://doi.org/10.1080/10656211003630174>.

³⁶ Ibid., 28.

³⁷ Other master’s degree programs offer courses of study to prepare for ministry leadership, but researchers consider the MDiv the standard degree for such. Norris C Grubbs, “The NOBTS and Leavell College of Tomorrow: The Future of Theological Education,” *Journal for Baptist Theology & Ministry* 17, no. 2 (2020): 336; Cooper Smith, “Why Every Pastor Should Get an MDiv,” *Christianity Today* 61, no. 8 (October 2017): 80; Lincoln, “How MDiv Changes,” 208.

³⁸ Smith, “Every Pastor,” 80.

³⁹ Susan R. Komives and Wendy Wagner, *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*, 2nd ed. (San Francisco: Jossey-Bass, 2017), 135–136.

David Kinnaman of Barna Resources reported that 46% of pastors under the age of forty-five say they are considering quitting the full-time ministry.⁴⁰ Congregational vitality will be shuttered without attention to the reasons for dropout. Kinnaman reasoned, “There is a growing crisis for church leaders in America.”⁴¹ He suggested helping seminary students navigate questions of calling, career fit, and readiness as they prepare to serve in ministry.

Erich Baumgartner called for a new approach to Christian leadership development:

How seriously do we take the question of God’s purposes? In the Seminary, the focus is on the ability to understand Scripture, and that is a good thing. When the pastors go out, however, they often are not well-prepared to deal with the world. They have studied the message of the Christian church but not the world in which the message should be given. The notion that preaching alone will automatically change things has been found to be rather naive. The world has changed dramatically and has left the church unprepared. One of the purposes of leadership development today is actually to increase the capacity of the leader to bring change—personal change, group change, and organizational change.⁴²

Leadership development in higher education should prepare graduates to meet the demands of a rapidly changing world. The Christian higher education institution is poised for influence, providing a foundation of theological study alongside the development of leadership skills to carry out their calling within a community of believers.

⁴⁰ David Kinnaman, “38% of U.S. Pastors Have Thought about Quitting Full-Time Ministry in the Past Year,” *Pastors & Leaders* (blog), November 16, 2021, <https://www.barna.com/research/pastors-well-being>.

⁴¹ Ibid.

⁴² Erich Baumgartner, “Do We Need a New Approach to Christian Leadership Development?,” *Journal of Applied Christian Leadership* 11, no. 1 (2019): 17, <https://digitalcommons.andrews.edu/jacl/vol11/iss1/1>.

Leadership preparedness in theological institutions is evaluated by granting earned degrees. The Association of Theological Schools (ATS) is one accrediting agency that oversees more than 270 member schools.⁴³ In their earliest years, the Commission of ATS developed clear standards regarding theological education. Glen T. Miller explained,

These standards provide a clear picture of what contemporaries felt was a good theological school: It was an institution that admitted college graduates to a three-year program of study that included biblical, historical, practical, and theological courses. This curriculum should consist of courses in homiletics, religious education, pastoral theology, liturgics, church administration, and the application of Christianity to modern social problems.⁴⁴

ATS also publishes degree program standards for member schools, explaining, “The goals an institution adopts for an MDiv degree should take into account: knowledge of the religious heritage; understanding of the cultural context; growth in spiritual depth and moral integrity; and capacity for ministerial and public leadership.”⁴⁵ Similarly, an institutional mission statement should guide the inclusion of chosen curriculum so that the MDiv degree awarded represents that particular school’s preferences.⁴⁶

⁴³ The Association of Theological Schools, “About ATS,” accessed June 28, 2023, <https://www.ats.edu/About-ATS>; “Membership Process,” The Association of Theological Schools, accessed June 28, 2023, <https://www.ats.edu/Membership-Process>. ATS offers a thorough review process for institutions wishing to gain accreditation. Institutions should pursue Associate Member status then complete procedures and meet benchmarks for full accreditation.

⁴⁴ Glenn T. Miller, *Piety and Profession: American Protestant Theological Education 1870–1970* (Grand Rapids, MI: Eerdmans, 2007), 462–63.

⁴⁵ The Association of Theological Schools, “Statement A.2,” “ATS Commission Standards of Accreditation,” The Association of Theological Schools, updated June 2020, <https://www.ats.edu/files/galleries/standards-of-accreditation.pdf>.

⁴⁶ William R. Myers, “The Pragmatics of Assessing Master of Divinity Students,” *Theological Education* 39, no. 2 (2003): 76.

Timothy Smith believed educators in Christian higher education should be very familiar with the credentialing or accrediting process. The value of higher education for the student is seen in granting a degree credentialed by the institution. However, Smith noted, “The successful completion of prescribed educational steps does not equate to the development of a properly prepared graduate to adequately fulfill his or her called profession.”⁴⁷ Jack L. Seymour reviewed the ATS curriculum review process, identifying fundamental reasons for undergoing such an arduous task. One reason for curriculum revision is to address the concerns of church leaders about ministry: “Students need more preparation connecting theology and the practice of ministry, specifically reflected in administration, addressing conflict, negotiating among constituencies, budgeting, and leadership.”⁴⁸ Upon completing his review, Seymour indicated that questions remained about graduates’ ministry and leadership preparation in ATS member schools.

ATS seeks to identify strengths and weaknesses in preparing students through the Graduating Student Questionnaire (GSQ). Member schools administer the GSQ yearly to graduates of their institution. In the GSQ results, MDiv students identified leadership as an important area of study.⁴⁹ While the average score differed slightly, leadership maintained a

⁴⁷ Timothy Smith, “Teaching and Learning in Adult and Professional Programs,” in *Christian Higher Education: Faith, Teaching, and Learning in the Evangelical Tradition*, ed. David S. Dockery and Christopher W. Morgan, (Wheaton, IL: Crossway, 2018), 348.

⁴⁸ Jack L. Seymour, “Best Practices in Master of Divinity Curriculum Revision: A Research Report,” *Theological Education* 43, no. 1 (2007): 29.

⁴⁹ Table 16: Importance of Areas of Study to Intended Work by Degree Program, “2021–2022 Graduating Student Questionnaire Results,” accessed June 28, 2023, <https://www.ats.edu/files/galleries/gsq-total-school-profile-2021-2022.pdf>. Biblical studies, theology, and preaching received higher scores (4.7, 4.7, 4.5, respectively). Leadership, spiritual direction, and pastoral counseling each received a score of 4.4.

place of importance for MDiv students' ministry preparation regardless of their professional plan.⁵⁰ When seeking information about their overall experience in theological education, the questionnaire asks about the effectiveness of their education in chosen skill areas. However, ATS does not ask questions about the students' preparedness for their chosen vocation.⁵¹ While questions concerning family, friendships, relationships with faculty, and finances are posed, ATS neglects to assess the one construct for which they accredit institutions: preparation for ministry leadership.

New Orleans Baptist Theological Seminary

In 1917, the Southern Baptist Convention first authorized the creation of a new seminary, originally called the Baptist Bible Institute.⁵² Baptist Bible Institute was the first seminary created by an act of the Southern Baptist Convention, which later changed the name to New Orleans Baptist Theological Seminary (NOBTS).⁵³ NOBTS is now one of six Southern Baptist seminaries. It was established for the specific purpose of evangelizing New Orleans. Because New Orleans is one of the world's largest ports, the school was envisioned as a gateway to

⁵⁰ Table 16: Importance of Areas of Study to Intended Work by Degree Program, "2021–2022 Graduating Student Questionnaire Results," accessed June 28, 2023, <https://www.ats.edu/files/galleries/gsq-total-school-profile-2021–2022.pdf>. Respondents ranked the importance of leadership on a 5-point Likert scale. Scores were divided by their anticipated professional plan: Congregation/Parish 4.5; Teaching/Education 4.4; Healthcare/Counselor 4.3; Faith-based Nonprofit 4.4.

⁵¹ Table 21: Overall Experience during Theological Program, "2021–2022 Graduating Student Questionnaire Results," 88.

⁵² Steve W Lemke, "Articles of Religious Belief: The Confession Authored by the Founders of New Orleans Baptist Theological Seminary," *Journal for Baptist Theology & Ministry* 11, no. 1 (2014): 78.

⁵³ Ibid.

evangelism in Central and South America and even into the world.⁵⁴ Park Anderson described in *New Orleans Baptist Theological Seminary: A Brief History* how only the founders of the original institute understood “they were creating an institution with world-class faculty who would be as scholarly as any institution of higher education in the world.”⁵⁵ NOBTS served as a training ground for Baptist leaders to take the gospel message worldwide.

The mission statement of NOBTS focuses on the institution’s curriculum and activities: “New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.”⁵⁶ The five core values of NOBTS—Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership—further delineate the inherent values in seminary life.⁵⁷ Servant leadership and training servant-minded students are important aspects of the mission and vision of NOBTS. Within the MDiv curriculum, courses and mentoring opportunities provide leadership training. Concerning the leadership curriculum at NOBTS, Steve Echols and Joe Sherrer explained,

Servant leadership as a core value is the foundation upon which the NOBTS leadership curriculum is built. . . . It is understood that there are a number of biblical teachings and models concerning leadership; however, the seminary views servant leadership as the preeminent model espoused and practiced by Jesus (see Mark 9:35, John 13).⁵⁸

⁵⁴ Steve Echols and Joe Sherrer, “Leadership Studies at New Orleans Baptist Theological Seminary,” *Journal of Religious Leadership* 4, no. 1–2 (2005): 119.

⁵⁵ Park Anderson, *New Orleans Baptist Theological Seminary: A Brief History* (New Orleans, LA: New Orleans Baptist Theological Seminary, 1949), 2.

⁵⁶ “Mission,” New Orleans Baptist Theological Seminary, accessed June 28, 2023, <https://nobts.edu/about/>.

⁵⁷ Echols and Sherrer, “Leadership Studies,” 119–120.

⁵⁸ *Ibid.*, 121.

NOBTS considers the inclusion of leadership theory and skills as vital components of seminary education.⁵⁹

Envisioning the NOBTS of the future, Norris Grubbs confirmed the continued focus on servant leadership for the institution. “A Christian is one who follows Christ. If we truly follow him, we must be servants. Therefore, NOBTS and Leavell College will focus attention and energy on producing graduates who serve.”⁶⁰ Grubbs added that NOBTS wants to graduate individuals who share the gospel, revitalize churches, and disciple believers who obey Jesus Christ.⁶¹ He pointed out that the Master of Divinity degree is the seminary faculty and administration’s recommended ministry degree.

NOBTS aspires to produce skilled ministry leaders. “We desire our graduates to exemplify the wisdom, knowledge, and skills to be effective in ministry.”⁶² NOBTS utilizes three measures to gauge student success: student graduation rates, student persistence rates, and employment and licensure rates.⁶³ For the academic year 2020–2021, the MDiv graduation rate

⁵⁹ Echols and Sherrer, “Leadership Studies,” 128.

⁶⁰ Grubbs, “NOBTS and Leavell College,” 328,

⁶¹ *Ibid.*, 330.

⁶² “Student Achievement,” New Orleans Baptist Theological Seminary, accessed June 28, 2023, <https://www.nobts.edu/about/student-achievement.html>. The NOBTS MDiv graduation rate of 32% was 19% below fellow evangelical schools in the ATS. The lower comparable numbers at NOBTS are due primarily to the proclivity of many part-time students who take fewer semester hours.

⁶³ “Student Achievement,” New Orleans Baptist Theological Seminary, accessed June 28, 2023, <https://www.nobts.edu/about/student-achievement.html>. The licensure rates, also used to measure student success, are specific to the counseling program and insignificant to the study of MDiv student success.

was 32%.⁶⁴ Due to so many part-time students, NOBTS students often persist beyond a 200% time period for the length of their degrees.⁶⁵ Students who continue actively enrolling in the program beyond 200% are calculated for a “persistence rate.”⁶⁶ NOBTS reported persistence rates lower than 5% for all students enrolled in the MDiv degree program.⁶⁷

NOBTS also measures the employment rates of graduates, both at the time of graduation and one year after graduation. The Rationale for Student Success noted, “Graduates being offered larger church opportunities after graduation is not unusual, so this survey is a better gauge of their full-time employment after graduation.”⁶⁸ Measuring graduate employment also gives NOBTS data concerning graduates who decide to leave the ministry. Following the 2020–2021 academic year, 68% of master’s degree alumni reported full- or part-time ministry employment; 13% reported pursuing an advanced degree, and 8% reported seeking employment.⁶⁹ No students reported leaving the ministry. NOBTS is vigilant about measuring student success through graduation, persistence, and employment or licensure rates. These

⁶⁴ “Rationale for Student Success,” New Orleans, LA: New Orleans Baptist Theological Seminary, 2021–2020, 8, <https://www.nobts.edu/about/institutional-effectiveness1/LemkeSW-files/Rationale%20for%20Student%20Success.pdf>

⁶⁵ At eighty-four hours, the Master of Divinity degree is one of the longest graduate degrees offered at NOBTS. When working on the degree full time, students can expect to graduate in three to four years. A 200% rate of completion is six to eight years.

⁶⁶ “Rationale for Student Success,” 8.

⁶⁷ “Evidence of Student Success in Graduation Rate, Persistence Rate, Employment, and Credentialing, 2020-2021 Academic Year,” New Orleans, LA: New Orleans Baptist Theological Seminary, 2020–2021, <https://www.nobts.edu/about/student-achievement.html>.

⁶⁸ “Rationale for Student Success,” 17.

⁶⁹ Ibid., 18.

measures are used for curriculum revision, ongoing assessment, and student employment assistance upon graduation from the seminary.

Theoretical Foundations of Leadership Self-Efficacy

Albert Bandura and Social Learning Theory

Albert Bandura's social learning theory challenged the prevailing behaviorist theories of his time. His central tenet was that human learning occurs in a social environment through observation, acquiring skills and knowledge to complete similar tasks.⁷⁰ Bandura wrote two comprehensive books: *Social Learning Theory* in 1977 and *Social Foundations of Thought and Action* in 1986. *Psychology Today* called the latter the “definitive work on the subject.”⁷¹ Bandura’s theory states, “Behavior is learned, at least in rough form, before it is performed.”⁷² The influence of the environment on human behavior and, conversely, human behavior on the environment is the core of social learning theory.

Social learning theory suggests that “new patterns of behavior can be acquired through direct experience or by observing the behavior of others.”⁷³ Within his theory, Bandura theorized that “psychological factors” and “environmental stimuli” heavily influence learning.⁷⁴ He

⁷⁰ Albert Bandura, *Social Learning Theory*, Prentice-Hall Series in Social Learning Theory (Englewood Cliffs, NJ: Prentice-Hall, 1977); William R. Yount, *Created to Learn: A Christian Teacher’s Introduction to Educational Psychology* (Nashville: Broadman & Holman, 1996), 179–180; Dale H. Schunk, *Learning Theories: An Educational Perspective*, 8th ed. (New York: Pearson, 2020), 125.

⁷¹ “Social Learning Theory,” *Psychology Today*, accessed January 1, 2022, <http://psychologytoday.com/us/basics/social-learning-theory>.

⁷² Bandura, *Social Learning Theory*, 8.

⁷³ *Ibid.*, 3.

⁷⁴ Yount, *Created to Learn*, 180.

explained that individuals can learn large capacities of information through observation and modeling without acquiring known patterns through trial and error, as in behaviorist theories.⁷⁵

Bandura identified two primary modes of learning: modeling and direct experience.⁷⁶ He explained, “Most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed,” and without modeling, learning might be “laborious” or perhaps even “hazardous.”⁷⁷ Bandura further discussed how humans’ advanced cognitive capabilities, including an advanced capacity for observational learning, allow individuals to exert influence over their own lives through the power of modeling.⁷⁸

Individuals learning through direct experience acquire new patterns of behavior from observing the behavior of others. Positive and negative rewards, or reinforcements, are the primary strengtheners of behavior. Reinforcements serve both informative and incentive functions.⁷⁹ Bandura explained, “In this analysis of learning by experience, reinforcing consequences partly serve as an unarticulated way of informing performers what they must do to gain beneficial outcomes or to avoid punishing ones.”⁸⁰

Bandura illustrated behavioral learning as a “continuous reciprocal interaction” between the learner and the environment. He later identified this phenomenon as “reciprocal

⁷⁵ Bandura, *Social Learning Theory*, 2.

⁷⁶ *Ibid.*, 3–5.

⁷⁷ *Ibid.*, 22.

⁷⁸ Albert Bandura, “On the Psychosocial Impact and Mechanisms of Spiritual Modeling,” *International Journal for the Psychology of Religion* 13, no. 3 (2003): 167.

⁷⁹ Bandura, *Social Learning Theory*, 3.

⁸⁰ *Ibid.*

determinism.”⁸¹ “Because people’s conceptions, their behavior, and their environments are reciprocal determinants of each other, individuals are neither powerless objects controlled by environmental forces nor entirely free agents who can do whatever they choose.”⁸² Through modeling and direct experience, individuals exert influence over their environment, and the environment influences the behavior of individuals.

Human Agency

Human agency is a crucial aspect of social learning theory. Bandura defined human agency as the “influence exerted over one’s life or environment, whether individually or corporately.”⁸³ Bandura claimed that human agency allows individuals to adapt to diverse environments.⁸⁴ Furthermore, he believed that people do not naturally exhibit agentic capabilities but possess the ability to develop personal agency.⁸⁵ Bandura also stated that observational learning is a key part of the development of human agency.⁸⁶

Bandura differentiated three modes of agency: personal, proxy, and collective. Individually using influence to affect events and the environment is exercising personal agency. Proxy agency influences others who possess the resources or knowledge to bring about change.

⁸¹ Albert Bandura, “The Self-System in Reciprocal Determinism,” *American Psychologist*, April 1978, 346, https://zbook.org/read/a7fdce_s1-bandura-1978-self-system-in-reciprocal-determinism-pdf.html.

⁸² *Ibid.*, 356–57.

⁸³ Albert Bandura, “Social Cognitive Theory in Cultural Context,” *Applied Psychology: An International Review* 51, no. 2 (2002): 270.

⁸⁴ *Ibid.*, 272.

⁸⁵ Bandura, “Psychosocial Impact and Mechanisms,” 168.

⁸⁶ *Ibid.*

Finally, collective agency is the combined skills, knowledge, and influence of a group of people to affect and shape the future.⁸⁷ These modes of agency describe how individuals influence their environment, personally or collectively.

Self-Efficacy

Closely related to human agency is the concept of self-efficacy. Bandura theorized that individuals guide their lives based on their beliefs of personal efficacy.⁸⁸ He defined self-efficacy as “belief in one’s capabilities to organize and execute the courses of action required to produce given attainments.”⁸⁹ This wide-ranging personal influence affects motivational and thought processes, actions, interactions with others, and changing environmental conditions.

Bandura believed perceived self-efficacy reduces fears and inhibitions while increasing coping efforts in difficulty.⁹⁰ Efficacy expectations, whether positive or negative, tend to be generalized to related situations.⁹¹ Bandura added, “Efficacy expectations determine how much effort people will expend, and how long they will persist in the face of obstacles and aversive experiences.”⁹²

⁸⁷ Ibid., 172.

⁸⁸ Bandura, *Self-Efficacy*, 3.

⁸⁹ Ibid.

⁹⁰ Bandura, *Social Learning Theory*, 80.

⁹¹ Ibid., 81.

⁹² Ibid., 80.

In *Leadership Magazine*, Jennifer Spoelma wrote, “Self-efficacy keeps you from being a quitter.”⁹³ She explained that self-efficacy has a unique, significant impact on individual psychology, influencing the brain’s response to stress or adversity. Additionally, self-efficacy initiates the coping behaviors required to overcome stressful situations. Another unique aspect of people with high self-efficacy is that they “put in the amount of work necessary to achieve the given goal,”⁹⁴ making them more likely to succeed.

Seeing others succeed in similar circumstances raises personal efficacy.⁹⁵ Bandura claimed personal efficacy is the strongest motivator toward success or goal attainment:

Among the mechanisms of human agency, none is more central or pervasive than beliefs of personal efficacy. Whatever other factors serve as guides and motivators, they are rooted in the core belief that one has the power to produce desired effects by one’s actions, otherwise one has little incentive to act or to persevere in the face of difficulties.⁹⁶

High levels of personal efficacy are equally crucial to individual and group experiences.⁹⁷

Perceived self-efficacy does not make an individual self-centered or lead a life with an individualistic identity. Bandura believed personal efficacy can foster a sense of community when used toward social purposes, whereby the individual often subordinates self-interest to benefit others.⁹⁸

⁹³ Jennifer Spoelma, “What Is Self-Efficacy and How Does It Relate to Leadership?” *Career Foresight* (blog), March 11, 2018, <https://jenniferspoelma.com/podcast-feed/leadership-self-efficacy>.

⁹⁴ Ibid.

⁹⁵ Bandura, “Psychosocial Impact and Mechanisms,” 171.

⁹⁶ Bandura, “Social Cognitive Theory,” 270–71.

⁹⁷ Ibid., 273.

⁹⁸ Ibid., 277.

Self-efficacy is important in educational settings. When students encounter difficult circumstances, those with high self-efficacy work harder and persist longer.⁹⁹ Paul R. Pintrich and Dale H. Schunk elaborated, “People holding low self-efficacy for accomplishing a task may avoid it; those who believe they are capable are likely to participate.”¹⁰⁰ Similarly, Akitoshi Uchida, Robert B. Michael, and Kazuo Mori emphasize, “Believing in our ability to succeed matters.”¹⁰¹ They experimented with measuring the self-efficacy of junior high students. They hypothesized that students experiencing success in an easier task would experience higher self-efficacy over their entire academic year. Their results confirmed their hypothesis, particularly in males. The authors could not identify why only males showed positive results. While their sample size was too small to represent the larger population, the students with improved self-efficacy provided a foundation for further study.¹⁰²

Efficacy beliefs influence human behavior—whether people think strategically or erratically, optimistically or pessimistically, and whether they set goals they set for themselves. Similarly, efficacy beliefs influence how people persevere in reaching their goals, how they

⁹⁹ Paul R. Pintrich and Dale H. Schunk, *Motivation in Education: Theory, Research, and Applications*, 2nd ed (Upper Saddle River, NJ: Merrill, 2002), 161, 165. Self-efficacy has been shown to be an important mediator of all types of achievement behavior.

¹⁰⁰ Paul R. Pintrich and Dale H. Schunk, *Motivation in Education: Theory, Research, and Applications*, 2nd ed (Upper Saddle River, NJ: Merrill, 2002), 161.

¹⁰¹ Akitoshi Uchida, Robert B. Michael, and Kazuo Mori, “An Induced Successful Performance Enhances Student Self-Efficacy and Boosts Academic Achievement,” *AERA Open* 4, no. 4 (2018): 1, <https://doi.org/10.1177/2332858418806198>.

¹⁰² *Ibid.*, 7.

respond to stress, and how they persist to accomplish goals.¹⁰³ Regarding self-efficacy, James M. Kouzes and Barry Z. Posner argued that leaders high in self-efficacy are more likely to act in situations than those who are not. They suggested that individuals who feel confident coping with events and circumstances exercise better leadership.

Bandura asserted that self-efficacy is domain specific. He explained that “efficacy beliefs should be measured in terms of particularized judgments of capability that may carry across realms of activity, under different levels of task demands within a given activity domain, and under different situational circumstances.”¹⁰⁴ Dale H. Schunk explained how self-efficacy is a cognitive belief. “Although research is lacking in this area, we might expect that self-efficacy beliefs are represented in the brain as a neural network that links the domain being studied with current sensory input.”¹⁰⁵ The reciprocal interaction between the individual and environment raises or lowers the individual’s self-efficacy for the task in that specific domain.

Leadership Self-Efficacy

LSE is the personal belief in the ability to lead in each situation, an extension of personal efficacy.¹⁰⁶ Studies have shown that high LSE impacts personal and group leadership

¹⁰³ Albert Bandura, “Exercise of Human Agency through Collective Efficacy,” *Current Directions in Psychological Science* 9, no. 3 (June 2000): 75, <https://doi.org/10.1111/1467-8721.00064>.

¹⁰⁴ Bandura, *Self-Efficacy*, 42. Laura L. Paglis, “Leadership Self-Efficacy: Research Findings and Practical Applications,” *Journal of Management Development* 29, no. 9 (2010): 773, <https://doi.org/10.1108/02621711011072487>. Laura Paglis agreed, insisting that future research with leadership self-efficacy clearly identifies the context under study.

¹⁰⁵ Dale H. Schunk, *Learning Theories: An Educational Perspective*, 8th ed. (New York: Pearson, 2020), 62.

¹⁰⁶ Bandura, “Social Cognitive Theory,” 277.

performance. “Leader efficacy is ultimately one’s internal beliefs regarding the likelihood of being successful when engaging in leadership.”¹⁰⁷ LSE is a more specific measure of the likelihood of outcomes in situations requiring leadership individually or collectively.

Laura L. Paglis was the first to investigate LSE outcomes specifically. Her research hypothesis was that coworkers would see managers with higher levels of LSE engaging in more frequent leadership attempts. LSE significantly correlated with both direction setting and gaining follower commitment. Those leaders scoring higher in LSE were more successful in setting a direction for a group and gaining follower commitment for a project or important cause. Paglis’s dissertation research findings are consistent with the self-efficacy theory, supporting the relationship between LSE and leadership attempts.¹⁰⁸

In a subsequent study, Laura L. Paglis and Stephen G. Green first defined the construct of LSE: “LSE is a person’s judgment that he or she can successfully exert leadership by setting a direction for the workgroup, building relationships with followers to gain their commitment to change goals, and working with them to overcome obstacles to change.”¹⁰⁹ Paglis and Green produced a model that conceptualizes LSE in a three-part approach: direction setting, gaining followers’ commitment, and overcoming obstacles.¹¹⁰ Furthermore, Paglis and Green adopted a definition of leadership to guide future research with LSE:

¹⁰⁷ Mary A. Christensen, “Growth in Leader Efficacy Based on Participation in a College Student Leadership Development Program” (EdD diss., University of South Dakota, 2015), 3.

¹⁰⁸ Laura L Paglis, “Searching for the Wellspring of Leading Change: Leader Self-Efficacy in Organizations” (PhD diss., West Lafayette, IN, Purdue University, 1999), 117–118.

¹⁰⁹ Laura L. Paglis and Stephen G. Green, “Leadership Self-Efficacy and Managers’ Motivation for Leading Change,” *Journal of Organizational Behavior*, no. 23 (2002): 217.

¹¹⁰ Ibid., 215. Paglis and Green defined their three-part approach: (1) Direction Setting—setting a direction for where the workgroup should be headed. (2) Overcoming Obstacles—

Leadership is the process of diagnosing where the work group is now and where it needs to be in the future and formulating a strategy for getting there. Leadership also involves implementing change through developing a base of influence with followers, motivating them to commit to and work hard in pursuit of change goals, and working with them to overcome obstacles to change.¹¹¹

Measurement of Leadership Self-Efficacy

Existing Measurement Tools

Research concerning LSE began in the twenty-first century and occurred in stages through instrument development. Bruce Avolio and colleagues at the University of Nebraska led the development of the first assessment tool for LSE, the Leadership Efficacy Questionnaire (L.E.Q.).¹¹² The L.E.Q. measures leadership efficacy in adult populations of individuals already engaged in leadership roles.¹¹³ Sean Hannah completed his dissertation concerning a new construct and model for leadership development using the L.E.Q.¹¹⁴ He concluded that transformational leadership behaviors moderated the relationship between leadership efficacy

overcoming obstacles standing in the way of meeting change objectives. (3) Building Relationships with Followers—gaining followers' commitment to change goals.

¹¹¹ Paglis and Green, “Leadership Self-Efficacy,” 217.

¹¹² Sean T. Hannah et al., “Leader Self and Means Efficacy: A Multi-Component Approach,” *Organizational Behavior & Human Decision Processes* 118, no. 2 (July 2012): 143–61, <https://doi.org/10.1016/j.obhdp.2012.03.007>; S. Hannah et al., “Leadership Efficacy: Review and future directions,” *Leadership Quarterly*, 19, 669–692; S. T. Hannah, and F. Luthans, “A Cognitive Affective Processing Explanation of Positive Leadership: Toward theoretical Understanding of the Role of Psychological Capital,” In *Affect and Emotion: New Directions in Management Theory and Research*, ed. Ronald H. Humphrey, Research in Management (Charlotte, NC: Information Age, 2008), 95–134.

¹¹³ “Leader Efficacy Questionnaire,” MindGarden, accessed January 28, 2021, <https://www.mindgarden.com/115-leader-efficacy-questionnaire#horizontalTab3>.

¹¹⁴ Sean Hannah, “Agentic Leadership Efficacy: Test of a New Construct and Model for Leadership Development and Performance” (PhD diss., University of Nebraska–Lincoln, 2006).

and performance outcomes. An additional study in 2011 investigated the impact of mentoring on leadership efficacy development.¹¹⁵

Jasmine Majkowski used the L.E.Q. to measure preparedness among students.¹¹⁶ Data were analyzed using Pearson's *r*, *t* tests, and multiple regression analysis. Informal leadership experience and gender were significant predictors of higher scores on the L.E.Q. Males consistently scored higher on efficacy than those who experienced informal leadership opportunities during their undergraduate education.¹¹⁷ Majkowski surmised that men were given more opportunities to participate in frequent leadership development. The L.E.Q. scores of men and women were equalized upon completion of a leadership development course. Limited studies provide measurement for LSE of postsecondary students utilizing an age-specific, validated instrument.

In 2020, colleagues Nicole Cannonier and Vicky Katsioloudes led a research project to produce a new multidimensional measure of leader self-efficacy specific to the college student population.¹¹⁸ Their desire to validate a new instrument grew from Bandura's belief that self-efficacy is highly contextual.¹¹⁹ The resulting instrument was comprised of three correlated constructs to measure LSE: self-awareness, collaboration, and change adaptation. Cannonier and

¹¹⁵ Paul B. Lester et al., "Mentoring Impact on Leader Efficacy Development: A Field Experiment," *Academy of Management Learning & Education* 10, no. 3 (September 2011): 409–29, <https://doi.org/10.5465/amle.2010.0047>.

¹¹⁶ Jasmine Meg Majkowski, "The Effect of Leadership Courses and Programs on University Undergraduates' Self-Efficacy in Two Mid-Sized Christian Universities in West Texas" (EdD diss., Hardin-Simmons University, Abilene, 2017).

¹¹⁷ Ibid.

¹¹⁸ Cannonier and Katsioloudes, "Leadership Self-Efficacy," 84.

¹¹⁹ Bandura, *Self-Efficacy*, 42.

Katsiolouides's survey development is a helpful step in assessing LSE in higher education populations.

Research in the Workplace

Several studies have investigated the connection between LSE and group or collective performance. Michael J. McCormick, Jesús Tanguma, and Anita Sohn López -Forment investigated whether high LSE was a factor in leadership performance. They used a self-report questionnaire to gather information about prior leadership attempts, perceptions of LSE, and attempts to engage in leadership. They concluded LSE was strongly correlated to the frequency of leadership attempts. Previous leadership roles were highly related to high LSE. Additionally, individuals with high LSE recorded more frequent attempts at leadership than those with low LSE.¹²⁰

Several studies have examined the relationship between LSE and workplace factors. M. M. Chemers, C. B. Watson, and S. T. May investigated ratings of coworkers by supervisors and peers, finding LSE was positively related to both.¹²¹ Lester et al. concluded mentoring experiences enhanced the development of LSE.¹²² Seibert et al. sought to determine the relationship between leadership effectiveness and developmental experiences at work. They

¹²⁰ Michael J. McCormick, Jesús Tanguma, and Anita Sohn López-Forment, "Extending Self-Efficacy Theory to Leadership: A Review and Empirical Test," *Journal of Leadership Education* 1, no. 2 (December 2002): 43.

¹²¹ M. M. Chemers, C. B. Watson, and S. T. May, "Dispositional Affect and Leadership Effectiveness: A Comparison of Self-Esteem, Optimism, and Efficacy," *Personality and Social Psychology Bulletin* 26, no. 3 (2000): 267, <https://doi.org/10.1177/0146167200265001>.

¹²² Paul B. Lester et al., "Mentoring Impact on Leader Efficacy Development: A Field Experiment," *Academy of Management Learning & Education* 10, no. 3 (September 2011): 423, <https://doi.org/10.5465/amle.2010.0047>.

discovered LSE and mentoring experiences mediated the relationship between job challenges and promotability.¹²³

Outside the workplace, LSE has been studied in group and team environments. In a 2001 study, Carl B. Watson, Martin M. Chemers, and Natalya Preiser found that high LSE was positively related to the collective efficacy of basketball teams.¹²⁴ Higher collective efficacy at the beginning of the season translated to a higher ranking by the end. Additionally, teams with confident leaders, those with high LSE, reported better group confidence. Laura Paglis Dwyer concluded, “Convincing evidence indicates that LSE positively influences leader effectiveness across various criteria, including LMX (leader-member exchange) quality, leadership potential, leadership attempts and performance, and transformational leadership behavior.”¹²⁵ Research concerning LSE in the workplace and group settings continues to provide interesting leadership development insights for leaders and managers.

Research in Higher Education

LSE has been studied through research and measurement in secular higher education. Less is known about the same construct in religious higher education institutions. At Southeastern Theological Seminary, Matthew Kimak conducted qualitative research to

¹²³ Scott E. Seibert et al., “Linking Developmental Experiences to Leader Effectiveness and Promotability: The Mediating Role of Leadership Self-Efficacy and Mentor Network,” *Personnel Psychology* 70, no. 2 (2017): 357.

¹²⁴ Carl B. Watson, Martin M. Chemers, and Natalya Preiser, “Collective Efficacy: A Multilevel Analysis,” *Personality and Social Psychology Bulletin* 27, no. 8 (August 2001): 1065, <https://doi.org/10.1177/0146167201278012>.

¹²⁵ Laura Paglis Dwyer, “Leadership Self-Efficacy: Review and Leader Development Implications,” *Journal of Management Development* 38, no. 8 (2019): 640, <https://doi.org/10.1108/JMD-03-2019-0073>.

understand the self-perceived preparedness of MDiv students.¹²⁶ Less than 50% of the students who were surveyed believed seminary training adequately prepared them for ministry leadership. Similarly, Anthony Erby researched the relationship between self-efficacy and student persistence of postsecondary students in religious education.¹²⁷ He utilized the General Self-Efficacy Scale and found no correlation.

Likewise, George Hillman Jr. studied leadership development of master's-level students using the Leadership Practices Inventory© (LPI) of James M. Kouzes and Barry Z. Posner.¹²⁸ Both age and ministry experience produced statistically significant differences between the five constructs of the LPI. While the LPI delivered substantial differences, the instrument is not inherently Christian or designed to measure religious leadership. Because LSE is both domain and task specific, having a validated instrument to measure graduates' preparedness in theological education is desirable.

¹²⁶ Matthew Kimak, "A Relational Study of the Perceptions of the Students, Faculty, and Administration Concerning the Master of Divinity Program at Southeastern Baptist Theological Seminary from 2005–2009," (EdD diss. Southeastern Baptist Theological Seminary, 2010).

¹²⁷ Anthony Erby, "The Relationship between Self-Efficacy and Student Persistence in Nonprofit Postsecondary Clergy Education" (PhD diss. Capella University, Minneapolis, 2015).

¹²⁸ James M. Kouzes and Barry Z. Posner, *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations* (San Francisco: Jossey-Bass, 1997). The Leadership Practices Inventory© measures "five, fundamental practices of exemplary leadership," including Challenge the Process, Inspire a Shared Vision, Enable Others to Act, Model the Way, and Encourage the Heart; George Milton Hillman Jr., "A Multivariate Study of Perceived Leadership Development of Masters-Level Seminary Students at Dallas Theological Seminary" (PhD diss., Southwestern Baptist Theological Seminary, 2004).

CHAPTER 3

METHODOLOGY

This research project involved two parts: first, the construction and development of the survey instrument, and second, the establishment of psychometric properties of the same. A modified Delphi study established the structure of survey items and content validity. Next, results from a pilot study of NOBTS students confirmed the reliability and validity of the survey instrument.

Instrument Development

A thorough literature review of Christian leadership, theological education, MDiv degrees, and LSE provided a foundational understanding of the topics under study. An expert panel provided expertise on the development of survey items. Because the survey measured the LSE of Southern Baptist seminary students, professors from Southern Baptist seminaries were desirable to serve on the expert panel. An online review of potential expert panel members provided information about degrees held, areas of teaching and administrative responsibility, current employment, and contact information. Twenty-one professors' information was compiled into a spreadsheet and analyzed.

Randomization was not appropriate in selecting experts since individuals were chosen based on their knowledge about the research subject. Professors in Christian education or Christian leadership with terminal degrees in the field were sought for participation. Felicity

Hasson, Sinead Keeney, and Hugh McKenna suggested personal contact was advantageous for employing a base of experts.¹ Additionally, clear communication with the potential expert panel helped ensure the completion of the Delphi process. Personal relationships with these individuals and additional networking provided the foundation for initial contact.² E. Ogbeifun et al. pointed out, “It is important to select knowledgeable people in the field of study and who are willing to commit themselves to multiple rounds of questions or interactions on the same topic.”³ An expert panel of three to five professors was desirable. Following analysis of potential experts, five were invited to serve on the panel based on their holding of a PhD, their professional responsibility to train MDiv students, seminary affiliation, and personal familiarity.

An initial series of Likert-style statements was developed for the first round of expert analysis. Yount suggested creating an item pool twice the size of the intended instrument, offering many statements for an expert panel to evaluate for clarity and potency.⁴ Twenty-five initial survey items were created for review by the expert panel during the first round with a goal of a ten-to-twelve-item final survey.⁵ Bandura emphasized that statements in a self-efficacy scale should be phrased as “can do,” a judgment of capability, rather than “will do,” a statement of

¹ Felicity Hasson, Sinead Keeney, and Hugh McKenna, “Research Guidelines for the Delphi Survey Technique,” *Journal of Advanced Nursing* 32, no. 4 (2000): 1011. In studying the preparedness of MDiv graduates, a group of experts who were keenly interested in student preparedness, had experience working with students in theological education, and who were familiar with the MDiv curriculum were desirable.

³ E. Ogbeifun et al., “The Delphi Technique: A Credible Research Methodology,” (lecture, International Conference on Industrial Engineering and Operations Management, Kuala Lumpur, Malaysia, March 8, 2016).

⁴ Yount, *Research Design*, 12–3, 12–4.

⁵ Due to familiarity and the ability to assure the anonymity of responses, SurveyMonkey was used to disseminate information for each round of review. Also due to familiarity, Intellectus Statistics was used to compute statistical procedures throughout.

intention.⁶ Following the expertise of Bandura, twenty-five statements were developed measuring the three aspects of leadership self-efficacy.⁷ The expert panel then refined the twenty-five statements into a final form through the Delphi study.

Delphi Study

The Rand Corporation developed the Delphi study and named it after the famed oracle at Delphi.⁸ Yount explained a Delphi study can have varying forms but is used “to determine consensus in a group of subjects.”⁹ Hasson, Keeney and McKenna expanded on Yount’s definition: “The Delphi is a group facilitation technique that seeks to obtain consensus on the opinions of ‘experts’ through a series of structured questionnaires (commonly referred to as rounds).”¹⁰ In 1970, Murray Turoff identified acceptable research objectives using the Delphi

⁶ Albert Bandura, “Guide for Self-Efficacy Scales,” in *Self-Efficacy Beliefs of Adolescents*, eds. Frank Pajares and Timothy C. Urdan, (Greenwich, CT: Information Age, 2006), 307. Robert DeVellis agrees with Bandura on the development of statements using a declarative sentence. Robert F. DeVellis, *Scale Development: Theory and Applications*, 4th ed. (Los Angeles: SAGE, 2017), 127.

⁷ The first round of survey analysis included twenty-five statements measuring direction setting (DS), building relationships (BR), and overcoming obstacles (OO).

⁸ Hasson, Keeney, and McKenna, “Research Guidelines, 1008.

⁹ Yount, *Research Design*, 12–9.

¹⁰ Hasson, Keeney, and McKenna, “Research Guidelines,” 1009–1010, The definition of a Delphi technique by Hasson, Keeney, and McKenna carries wide agreement by other researchers: N. Dalkey and O. Helmer, “An Experimental Application of the Delphi Method to the Use of Experts,” *Management Science* 9, no. 3 (1963): 458–67; Hugh P. McKenna, “The Delphi Technique: A Worthwhile Research Approach for Nursing?,” *Journal of Advanced Nursing* 19 (1994): 1221–25.

approach. One of his objectives, “to seek out information which may generate a consensus on the part of the respondent group,”¹¹ is pertinent to this research.

A Delphi study was used to reach a consensus among the expert panel on the Likert-style statements for inclusion in the survey. Hasson, Keeney, and McKenna addressed the discovery of opinions: “Recent evidence appears to show that either two or three rounds are preferred, and either is acceptable.”¹² During each round, the experts evaluated survey items for clarity and importance. Responses were then summarized and the survey was updated based on feedback from the expert panel.

Delphi study information was disseminated to the expert panel through SurveyMonkey. The familiarity with the software program and the customizability of questions and surveys were excellent reasons for choosing this approach. The initial twenty-five survey statements were copied into the program. Each question identified the aspect of LSE under measurement and provided a brief definition of such. A Likert-style measure of clarity and importance was placed following each statement. A comment box was provided for expert panel members to explain or clarify their answers. Two rounds of expert analysis produced a final survey comprised of fifteen items.

¹¹ Murray Turoff, “The Design of a Policy Delphi,” *Technological Forecasting and Social Change* 2 (1970): 149.

¹² Hasson, Keeney, and McKenna, “Research Guidelines,” 1011.

A letter was emailed to five prospective expert panel members explaining the study and asking for their participation. Each of the invitations was accepted through email correspondence.¹³ For the first rounds of analysis, the five expert panel members were sent an email with a short explanation of the study and instructions for completion.¹⁴ The panel was asked to rate the twenty-five survey items on a scale of 0 to 10 for clarity and importance. A comment box was provided for additional comments or to clarify their ratings.¹⁵ The initial Delphi survey included demographic questions concerning degrees held, professional role and place of service, graduate courses taught, number of years teaching, published books and articles, professional presentations, and leadership with continuing education seminars to establish the professional experience of the expert panel. All five expert panel members completed the survey with a 100% completion rate.

The expert panel consisted of three males and two females. Their age range was 35–64 years.¹⁶ Everyone on the panel identified their ethnicity as White and their denomination as Southern Baptist. Everyone on the panel held a Doctor of Philosophy (PhD) degree. The panel represented five Southern Baptist seminaries and held various positions, including Assistant Professor, Professor, Dean of the School of Educational Ministries, and Senior Vice President.

¹³ See appendix 1.

¹⁴ See appendix 2.

¹⁵ See appendix 3.

¹⁶ Haydn Shaw, *Sticking Points: How to Get 5 Generations Working Together in the 12 Places They Come Apart* (Carol Stream, IL: Tyndale House, 2020), 10. The expert panel represented three generations: Baby Boomers (1946–1964), Gen Xers (1965–1980), and Millennials (1981–1998). Shaw also identifies “Cuspers” who exhibit traits from generations before and after their years of birth.

Everyone on the panel reported teaching responsibilities for graduate students. Collectively, the panel noted sixty-one years of teaching experience. Each panel member authored or edited at least one book and reported at least one professional presentation in his or her field. Two reported more than ten professional presentations. Similarly, the panel reported a collective range of thirty-five to more than fifty presentations at continuing education conferences or events.¹⁷

Following round one, data were downloaded from SurveyMonkey into a spreadsheet.¹⁸ Respondents were assigned a number along the y-axis, and question numbers were placed along the x-axis. Intellectus Statistics software calculated the mean and standard deviation of each item. Interquartile ranges were calculated using an online calculator.¹⁹ Data were analyzed by construct: Direction Setting (DS), Building Relationships (BR), and Overcoming Obstacles (OO). Within each construct, the mean scores for importance were utilized to rank items. The interquartile ranges (IQR) were analyzed for consensus.²⁰ Items whose IQR was 0 or 0.5 for *both* clarity (IQR-C) and importance (IQR-P) were retained. Items whose IQR-P was 0 or 0.5 but whose IQR-C was greater than 0.5 were reworded.

¹⁷ See appendix 4.

¹⁸ See appendix 5.

¹⁹ “Interquartile Range Calculator,” Good Calculators, accessed February 21, 2023, <https://goodcalculators.com/interquartile-range-calculator/>.

²⁰ Heiko A. von der Gracht, “Consensus Measurement in Delphi Studies: Review and Implications for Future Quality Assurance,” *Technological Forecasting and Social Change* 79, no. 8 (2012): 1531, <https://doi.org/10.1016/j.techfore.2012.04.013>. The discovery of a consensus of opinions in a Delphi study is the subject of wide research. Conclusions vary greatly between types of research, the number of panelists, and the sample population size. Von der Gracht explained the Interquartile range (IQR) is “the measure of dispersion for the median and consists of the middle 50% of the observations.” Through a substantive analysis of methods for determining consensus in a Delphi study, he concluded that IQR is “an objective and rigorous way of determining consensus.” Specifically, an IQR of 2 or fewer units on a 10-unit scale can be considered a consensus” among Delphi experts.

Table 1

Delphi Round One—Data by Construct

Direction Setting (DS)				
Question	Importance	IQR-P	Clarity	IQR-C
Q2	10.0	0	9.0	2.0
Q4	9.6	1.0	8.4	3.5
Q5	9.6	1.0	8.6	2.5
Q6	9.4	1.5	9.4	1.5
Q3	9.0	2.5	8.4	4.0
Q7	8.8	2.5	9.2	2.0
Q1	8.6	3.0	8.4	4.0
Q8	8.6	3.0	9.2	2.0
Building Relationships (BR)				
Question	Importance	IQR-P	Clarity	IQR-C
Q12	10.0	0	9.2	2.0
Q15	10.0	0	9.6	1.0
Q11	9.8	0.5	10.0	0
Q14	9.4	1.5	7.4	6.0
Q10	9.2	2.0	9.8	0.5
Q16	9.2	2.0	8.6	3.0
Q9	8.6	3.0	10.0	0
Q13	7.8	3.5	5.0	3.5
Overcoming Obstacles (OO)				
Question	Importance	IQR-P	Clarity	IQR-C
Q19	10.0	0	10.0	0
Q22	10.0	0	10.0	0
Q23	10.0	0	9.2	2.0
Q18	9.8	0.5	10.0	0
Q20	9.6	1.0	9.6	1.0
Q17	9.4	1.5	9.0	1.0
Q24	9.4	1.5	9.8	0.5
Q21	8.2	0.5	9.8	2.5
Q25	8.0	5.0	9.8	0.5

Items with mean importance ranging between 9.0 and 9.79 were retained and analyzed. The IQR-C for this group of items varied greatly. Since the group of items reached a close consensus on importance, each item was reworded for clarity. Comments provided by the expert panel helped in rewording items.

The remaining items scored .89 or lower for mean importance. Since they were ranked the lowest overall and their IQR-C or IQR-P exceeded the threshold of 2.0, these items were dropped from the survey. Eighteen survey items remained following the first round of expert analysis. These items were used to create a second-round survey for the expert panel.

Round Two

The expert panel members were sent a second email with a reminder explanation of the study and instructions for completing their second round of analysis. Eighteen questions comprised the second-round survey.²¹ All five expert panel members completed the second round of analysis, producing a 100% completion rate.

Upon completion of round two responses, data were downloaded and organized like round one. Intellectus Statistics software was used to calculate each mean and standard deviation.²² Interquartile ranges were calculated using an online calculator.²³ Data was analyzed by construct: Direction Setting (DS), Building Relationships (BR), and Overcoming Obstacles (OO), using the mean scores for importance to rank items. Interquartile ranges (IQR) were analyzed for consensus.

²¹ See appendix 6.

²² See appendix 7.

²³ “Interquartile Range Calculator,” Good Calculators, accessed February 21, 2023. <https://goodcalculators.com/interquartile-range-calculator/>.

Table 2

Delphi Round Two—Data by Construct

Direction Setting (DS)				
Question	Importance	IQR-P	Clarity	IQR-C
Q1	10.0	0	10.0	0
Q4	10.0	0	9.6	1.0
Q5	10.0	0	9.6	1.0
Q3	9.8	0.5	10.0	0
Q2	9.8	0.5	9.6	1.0
Building Relationships (BR)				
Question	Importance	IQR-P	Clarity	IQR-C
Q7	10.0	0	10.0	0
Q6	10.0	0	9.6	1.0
Q10	10.0	0	9.4	1.5
Q11	9.8	0.5	10.0	0
Q8	9.8	0.5	9.0	2.0
Q9	9.6	1.0	9.8	0.5
Overcoming Obstacles (OO)				
Question	Importance	IQR-P	Clarity	IQR-C
Q12	10.0	0	10.0	0
Q17	10.0	0	9.8	0.5
Q15	9.8	0.5	10.0	0
Q14	9.8	0.5	9.8	0.5
Q16	9.8	0.5	8.6	2.5
Q13	9.6	1.0	9.8	0.5
Q18	9.6	1.0	9.8	0.5

IQR-P and IQR-C for all survey items ranged between 0 and 2.5. Items with mean importance ranging between 9.8–10.0 were retained for analysis. Two items produced IQR-C

scores of 2.0 or greater. After consultation with Jody Dean, expert panel suggestions were used for rewording these two items. Both items were retained for the final survey.²⁴ Items below 9.79 for mean importance were dropped. Each construct under measurement was represented by five survey items. The fifteen survey items comprised the final survey for a pilot study with MDiv students at NOBTS.

Pilot Study

With the survey instrument in final form, psychometric properties were established through a pilot study. Yount explained the purpose of a pilot study as identifying errors in instructions, procedures, or measurements.²⁵ He further reasoned that a pilot study helps increase the measurement precision of the survey instrument. The fifteen survey questions were uploaded to SurveyMonkey for the pilot study.²⁶

Permission was obtained from the provost, Norris Grubbs, to survey MDiv students at NOBTS, pending IRB approval.²⁷ IRB approval was granted on April 29, 2022.²⁸ An email invitation was composed, including a brief explanation of the study and a link to the electronic survey for dissemination. Students were offered a chance to win one of two \$50 Amazon gift cards for participating. The survey included information about the study, a consent form,

²⁴ Personal Communication with Jody Dean, telephone, January 30, 2023. Both items with IQR-C of >2 were ranked as important by the expert panel and produced an IQR-P of 0.5.

²⁵ Yount, *Research Design*, 1–8.

²⁶ See appendix 8.

²⁷ Hasson, Keeney, and McKenna, “Research Guidelines,” 1013. Hasson et al. noted that using participants who have knowledge of the topic under study may help to increase the content validity of a Delphi study; see appendix 9.

²⁸ See appendix 10.

instructions for completing the survey instrument, a validity questionnaire, and demographic data. The validity questionnaire was designed to solicit participant feedback, including questions about the clarity and importance of survey items and the ease of using the instrument.

A survey was sent to Beth Terrill in the provost's office for dissemination. The registrar's office returned an Excel spreadsheet of student email addresses for recruiting participants. The registrar confirmed that emails can be used for research because they do not contain any identifying information or violate federal guidelines.²⁹ An initial email invitation was scheduled for April 5, 2023, with a follow-up email scheduled two weeks after the initial email as a reminder invitation to complete the survey.

The list of MDiv students included 596 email addresses. The email addresses were batch uploaded to SurveyMonkey for distribution. Three students responded via email, noting they were no longer in the MDiv program. One hundred forty-four students responded to the survey invitation, resulting in a 24.1% response rate. Eighteen responses were incomplete and removed from the pilot study. One hundred twenty-six student responses remained, resulting in a 21.1% response rate for the pilot study.³⁰

The sample population was comprised of individuals from eighteen to more than sixty-five years of age. Over 60% of respondents were between eighteen and thirty-four years of age. Male respondents comprised 77.86% of the sample population, while 22.14% were female.³¹ Most respondents, 65.64%, had completed less than half the hours required for an MDiv. Of

²⁹ See appendix 11.

³⁰ Yount, *Research Design*, 7-5. Using Curry's sample size rule of thumb, a 10% sample of our 596-student target population is adequate.

³¹ See appendix 12.

Table 3

Respondent Age Demographics

Age	Percentage	Number
Under 18	0	0
18–24	28.57	36
25–34	31.75	40
35–44	21.43	27
45–54	12.70	16
55–64	3.17	4
65+	2.38	3

N=126

those completing the survey, 13.74% had completed more than seventy-three of the approximately ninety hours required for MDiv completion.³²

Respondents indicated they were attending classes in a wide variety of ways: 64.12% indicated they were online students, while 8.40% indicated attending classes in a hybrid format, such as through synchronous learning or attending in person on occasion. Students attending classes in person, either on the main NOBTS campus or at an extension center, comprised

³² “Master of Divinity,” New Orleans Baptist Theological Seminary, accessed July 4, 2023, <https://nobts.edu/graduate-program/default.html>. The MDiv at NOBTS requires 84–93 completed hours, based on specialization. For the purposes of this study, a completed MDiv degree totaled 90 hours.

42.75% of respondents. One hundred twenty-six students provided an email address to be included for drawing the Amazon gift cards.³³

The purpose of the validity questionnaire was to determine any errors in survey construction regarding clarity of instructions, survey items, and the importance of the measurement to respondents. The following questions were asked:

1. Does the survey contain language that can be understood by Master of Divinity students?
2. Does the survey assess relevant ministry leadership concepts?
3. Were any of the questions unclear? If so, please elaborate in the comment box.
4. Were the survey instructions clear?

Most respondents indicated that the survey was easily understood and assessed relevant ministry concepts. Similarly, they reported a sense of clarity in both survey items and the instructions for completing the survey.³⁴ Respondents offered additional comments regarding the future development of the survey.

³³ “Random Number Generator,” Google, accessed May 2, 2023, <https://www.google.com/search?q=random+number+generator&oq=random&aqs=chrome.0.0i131i433i512j69i57j0i433i512l8.1512j0j4&sourceid=chrome&ie=UTF-8>. A random number generator was utilized to draw winners for the gift cards. The two students who were chosen were notified via the email address provided on May 2, 2023.

³⁴ See appendix 13.

CHAPTER 4

FINDINGS

Summary Statistics

Intellectus Statistics software ran summary statistics for fifteen variables (Q2-Q16) and the average score (AVG_SC). The Intellectus Statistics program calculated the mean, standard deviation, standard error of the mean, skewness, and kurtosis.³⁵ When the skewness is greater than 2 in absolute value, the variable is asymmetrical about its mean.³⁶ P. H. Westfall and K. S. S. Henning noted that “if the kurtosis is greater than zero, then the distribution is more outlier-prone than the normal distribution; and if the kurtosis is less than zero, then the distribution is less outlier-prone than the normal distribution.”³⁷ The summary statistics can be found in table 4.

³⁵ Intellectus Statistics (IS) was used to compute all statistical procedures. The written output was used to construct this chapter.

³⁶ P. H. Westfall and K. S. S. Henning, *Texts in Statistical Science: Understanding Advanced Statistical Methods*, (Oxfordshire, Taylor & Francis, 2013), 249.

³⁷ Ibid., 250–251.

Table 4*Summary Statistics Table*

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skewness	Kurtosis
Q2	4.13	0.78	126	0.07	0.00	5.00	-1.65	6.43
Q3	4.07	0.73	126	0.06	2.00	5.00	-0.48	0.08
Q4	4.06	0.66	126	0.06	3.00	5.00	-0.06	-0.70
Q5	4.08	0.69	126	0.06	2.00	5.00	-0.25	-0.38
Q6	4.24	0.79	126	0.07	2.00	5.00	-0.64	-0.55
Q7	4.52	0.64	126	0.06	3.00	5.00	-1.00	-0.10
Q8	4.62	0.58	126	0.05	2.00	5.00	-1.47	2.44
Q9	4.45	0.60	126	0.05	2.00	5.00	-0.81	0.83
Q10	3.90	0.87	126	0.08	1.00	5.00	-0.69	0.71
Q11	4.44	0.59	126	0.05	3.00	5.00	-0.47	-0.69
Q12	3.40	1.24	126	0.11	0.00	5.00	-0.53	-0.50
Q13	3.86	0.94	126	0.08	0.00	5.00	-0.80	1.31
Q14	4.13	0.78	126	0.07	2.00	5.00	-0.63	0.002
Q15	4.33	0.63	126	0.06	2.00	5.00	-0.57	0.33
Q16	4.43	0.72	126	0.06	2.00	5.00	-1.23	1.39
AVG_SC	4.18	0.42	126	0.04	3.00	5.00	0.14	-0.46

Reliability

A Cronbach alpha coefficient is a measure of internal consistency used to measure reliability.³⁸ The Cronbach's alpha coefficient was evaluated using the guidelines suggested by Darren George and Paul Mallery: > .9 excellent, .8 – .89 good, .7 – .79 acceptable, .6 – .69

³⁸ Robert F. DeVellis, *Scale Development: Theory and Applications*, 4th ed. (Los Angeles: SAGE, 2017), 43.

questionable, .5 – .59 poor, and $\leq .5$ unacceptable.³⁹ The items for A Measure of Ministry

Preparedness among M.Div. Students had a Cronbach's alpha coefficient of .85, indicating good reliability.⁴⁰

Table 5

Cronbach's Alpha

Scale	No. of Items	α	Lower Bound	Upper Bound
A Measure of Ministry Preparedness among M.Div. Students	16	.85	.82	.88

Note. The lower and upper bounds of Cronbach's α were calculated using a 95.00% confidence interval.

Validity

Exploratory Factor Analysis: Two Factors

Unlike confirmatory factor analysis, in which the null hypothesis is either accepted or rejected, EFA identifies underlying factors within a given data set. Several assumptions underly the common factor model. EFA assumes multivariate normality. Intellectus Statistics software computed the procedure to test for multivariate normality. "In the scatterplot, the solid line

³⁹ Darren George and Paul Mallery, *IBM SPSS Statistics 25 Step by Step: A Simple Guide and Reference*, 15th edition (New York: Routledge, Taylor & Francis, 2019), 236.

⁴⁰ Intellectus Statistics (IS) was used to compute all statistical procedures. The written output was used to construct this chapter.

represents the theoretical quantiles of a normal distribution. Normality is assumed if the points form a relatively straight line.”⁴¹ Figure 1 displays the scatterplot for normality.

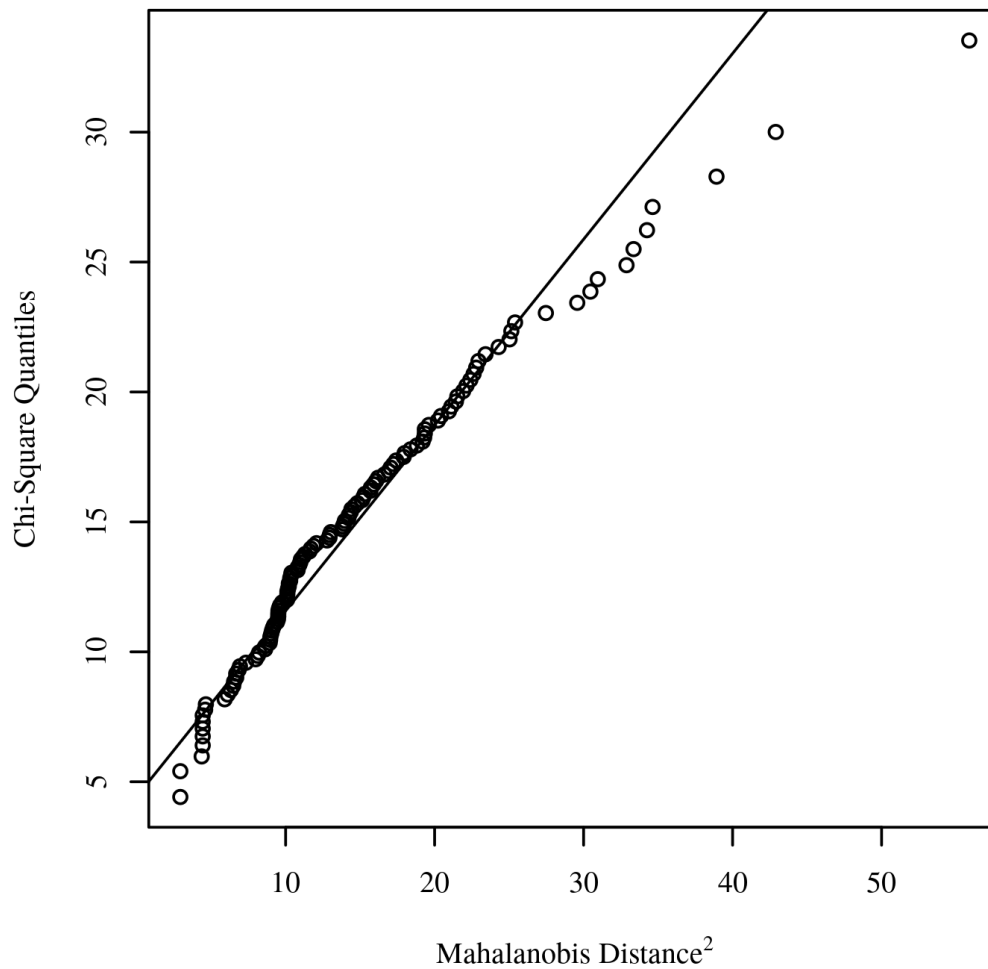


Figure 1. Scatterplot for Multivariate Normality

⁴¹ Intellectus Statistics (IS) was used to compute all statistical procedures. The written output was used to construct this chapter.

EFA also assumes factorability. Correlation coefficients should exceed .30 to justify factoring the data.⁴² All variables had at least one correlation coefficient greater than .30 and appeared suitable for factor analysis. Finally, EFA assumes an absence of multicollinearity. Variables should be intercorrelated, although too highly correlated variables can cause problems in EFA. Intellectus Statistics software calculated the determinant of the correlation matrix to assess multicollinearity. Tabachnik and Fidell noted a determinant ≤ 0.00001 indicates multicollinearity in the data.⁴³ The value of the determinant for the correlation matrix was 0.01, meaning there was no multicollinearity in the data.

The factor loadings were interpreted by taking the absolute value of each loading and implementing the criterion suggested by Jason W. Osborne and Anna B. Costello.⁴⁴ Values ranging from .32 to .50 were acceptable, while values above .50 were considered strong. Tabachnick and Fidell also recommended that .32 should be the minimum threshold to identify significant factor loadings.⁴⁵ These guidelines can help decide which variables to include for a given factor. However, the cutoff used to determine which loadings to include for each factor is a matter of preference for the researcher.

The sample size for exploratory factor analysis is essential when constructing repeatable and reliable factors. The most common guideline for the sample size ratio to the number of

⁴² Barbara Tabachnick and Linda S. Fidell, *Using Multivariate Statistics*, 6th ed. (Boston, MA: Pearson Education, 2013), 619.

⁴³ Tabachnik and Fidell, *Using Multivariate Statistics*, 90.

⁴⁴ Jason W. Osborne and Anna B. Costello, "Sample Size and Subject to Item Ratio in Principal Components Analysis.," *Practical Assessment, Research, and Evaluation* 9, no. 11 (2004): 7, <https://doi.org/10.7275/ktzq-jq66>.

⁴⁵ Tabachnik and Fidell, *Using Multivariate Statistics*, 654.

variables included should be at least 10:1, but some research indicates a minimum ratio of 5:1.

The participant-to-item ratio for this analysis was approximately 8:1, with a sample size of 126 and fifteen variables. By these standards, the sample size is acceptable, but the results may not be reliable.⁴⁶

Intellectus Statistics software conducted exploratory factor analysis (EFA) for fifteen variables (Q2–Q15).⁴⁷ The two-factor model accounted for 36.60% of the total variance in the data. “A Chi-square goodness of fit test determined if the two-factor model fit the data perfectly based on an alpha value of .05, $\chi^2(76) = 109.32$, $p = .007$. The two-factor model did not adequately depict the data since the p -value of .007 is less than the alpha value of .05.”⁴⁸ Table 6 displays the factor analysis summary.

Table 6

Exploratory Factor Analysis: Two-Factor Model

Factor	Eigenvalue	% of variance	Cumulative %
1	3.83	25.54	25.54
2	1.66	11.06	36.60

Note: $\chi^2(76) = 109.32$, $p = .007$.

⁴⁶ Intellectus Statistics (IS) was used to compute all statistical procedures. The written output was used to construct this chapter.

⁴⁷ Ibid.

⁴⁸ Intellectus Statistics (IS) was used to compute all statistical procedures. The written output was used to construct this chapter.

Exploratory Factor Analysis: Three Factors

Because the two-factor model did not adequately depict the data, EFA was repeated for fifteen variables (Q2–Q15), manually reducing the number of factors to three. The three-factor model accounted for 41.26% of the total variance in the data. Table 7 contains the factor analysis summary. A Chi-square goodness of fit test determined whether the three-factor model fit the data perfectly based on an alpha value of .05, $\chi^2(63) = 79.29$, $p = .081$. Since the p-value of .081 was greater than the alpha value of .05, the three-factor model depicted the data well.

Table 7

Exploratory Factor Analysis: Three-Factor Model

Factor	Eigenvalue	% of variance	Cumulative %
1	2.72	18.11	18.11
2	1.90	12.66	30.77
3	1.57	10.49	41.26

Note: $\chi^2(63) = 79.29$, $p = .081$.

Osborne and Costello's guidelines aided the evaluation of the factor structure. Unlisted loadings were insignificant for that factor (≤ 0.32). Each factor had at least three significant loadings, indicating a strong and solid factor.⁴⁹

According to Osborne and Costello, examining the communality of each variable, checking for cross loadings across multiple factors, and inspecting the number of strong loadings

⁴⁹ Osborne and Costello, "Sample Size," 7.

for each factor are good ways to analyze the validity of the factor structure. Nine variables exhibited low communality ($\leq .40$), indicating heterogeneity in the data. No factor showed high communality ($\geq .80$). Anna B. Costello and Jason W. Osborne suggested that a larger sample size may help determine the factor structure and validity of individual items.⁵⁰

Table 8

Factor Loadings from Three-Factor Exploratory Factor Analysis

Variable	Factor loading			Communality
	1	2	3	
Q2	0.54			0.38
Q3	0.63			0.43
Q4	0.54	0.39		0.47
Q5	0.54	0.39		0.46
Q6	0.33	0.34		0.23
Q7			0.81	0.67
Q8			0.60	0.39
Q9	0.57			0.36
Q10	0.63			0.46
Q11	0.40			0.25
Q12	0.41	0.44		0.37
Q13	0.43	0.41		0.36
Q14		0.57		0.39
Q15			0.57	0.37
Q16		0.74		0.59

Note: Factor loadings < .32 are suppressed.

⁵⁰ Anna B Costello and Jason W. Osborne, “Best Practices in Exploratory Factor Analysis: Four Recommendations for Getting the Most from Your Analysis,” *Practical Assessment, Research, and Evaluation* 10, no. 7 (2005): 4, <https://doi.org/10/7275/jyj1-4868>.

Cross loadings occur when factor loadings ($> .32$) exist for a single variable across multiple factors. Five variables contained cross loadings across multiple factors, indicating the factor structure may not be suitable for the data.⁵¹ Table 8 presents the factor loadings, communalities, and cross loadings. “To reduce cross loadings, rotations are recommended, which helps simplify the factor structure by causing each variable to load on as few factors as possible. A Promax rotation is recommended in most situations as it allows for correlations among the factors.”⁵²

Exploratory Factor Analysis: Three Factors with Rotation

To reduce cross loadings, EFA was conducted for fifteen variables, manually reducing the number of factors to three with Promax rotation. The assumptions of multivariate normality, factorability, and multicollinearity remained unchanged from the previous EFA. The three-factor model accounted for 40.88% of the total variance in the data. Table 9 contains the factor analysis summary. A chi-square goodness-of-fit test determined whether the three-factor model fit the data perfectly based on an alpha value of .05, $\chi^2(63) = 79.29, p = .081$. Since the p value of .081 is greater than the alpha value of .05, the three-factor model depicts the data well.

The factor structure was evaluated using the guidelines by Osborne and Costello. The factor loadings are located in table 9. Unlisted loadings were insignificant (≤ 0.32). Each factor

⁵¹ Costello and Osborne, “Best Practices,” 4–5.

⁵² Intellectus Statistics (IS) was used to compute all statistical procedures. The written output was used to construct this chapter.

had at least three significant loadings, indicating a strong and solid factor.⁵³ Ten variables presented low communalities.

Table 9

Exploratory Factor Analysis: Three-Factor Model with Rotation

Factor	Eigenvalue	% of variance	Cumulative %
1	3.02	20.11	20.11
2	1.63	10.89	31.00
3	1.48	9.88	40.88

Note: $\chi^2(63) = 79.29, p = .081$.

Table 10

Factor Loadings from Exploratory Factor Analysis

Variable	Factor loading			Communality
	1	2	3	
Q2	0.57			0.32
Q3	0.74			0.56
Q4	0.51			0.31
Q5	0.55			0.37
Q6				0.14
Q7			0.83	0.69
Q8			0.59	0.35
Q9	0.72			0.63
Q10	0.71			0.51
Q11	0.41			0.20
Q12	0.35	0.32		0.27
Q13	0.38			0.23
Q14		0.59		0.36
Q15			0.54	0.38
Q16		0.88		0.81

Note: Factor loadings < .32 are suppressed.

⁵³ Osborne and Costello, "Sample Size," 7.

IS software ran additional EFA to investigate additional factors. Costello and Osborne also suggested dropping variables with low communalities and cross loadings.⁵⁴ Additional EFA produced inconclusive results. Osborne and Costello cautioned researchers using EFA to be aware of small sample sizes. They concluded, “More is always better.”⁵⁵ A larger sample size will likely produce a more stable factor analysis.

Demographic Statistics

Preliminary tests utilizing the pilot study sample investigated additional research implications. An analysis of variance (ANOVA) determined whether significant differences existed in the average score (AVG_SC) across the categories of age, gender, hours completed, and delivery method.⁵⁶ None of the *p* values were less than the alpha value of .05, indicating the results of the ANOVA were not significant. Any differences in AVG_SC among the levels of age, gender, hours, and delivery were too small to be significant. Table 11 displays the ANOVA analysis results from IS.

⁵⁴ Costello and Osborne, “Best Practices,” 4.

⁵⁵ Osborne and Costello, “Sample Size,” 8.

⁵⁶ Intellectus Statistics (IS) was used to compute all statistical procedures. The written output was used to construct this chapter.

Table 11*Analysis of Variance Table for AVG_SC by Age, Gender, Hours, and Delivery*

Term	SS	df	F	p	η_p^2
Age	1.42	5	1.66	.151	0.07
Gender	0.06	1	0.33	.567	0.00
Hours	0.08	3	0.16	.925	0.00
Delivery	1.13	4	1.65	.168	0.06
Residuals	19.22	112			

CHAPTER 5

DISCUSSION

The purpose of this study was twofold: to develop a survey instrument measuring the leadership self-efficacy of MDiv students at NOBTS and to establish psychometric properties of the instrument through a pilot study and statistical analysis. The goal was a ten-to-twelve-item survey; however, the expert panel reached a consensus on fifteen items. Further investigation did not provide evidence for eliminating items, so all were retained. A pilot study offered helpful information about the survey format and instructions for completion. Analysis of the two studies clarified pathways for future research, helping to understand LSE better and how it might help measure the preparedness of MDiv students in Southern Baptist seminaries.

Study One: Survey Development

A five-person expert panel evaluated twenty-five potential survey items in round one of the Delphi studies. Additionally, the survey elicited demographic and professional information from the expert panel. Experts provided clarifying information or suggestions for rewording ten of the twenty-five survey items.

Question 4 initially read, *As a leader, I can build community and partnerships with group members.*¹ The expert analysis produced an interquartile range for importance (IQR-P) of 1.0 and an interquartile range for clarity (IQR-C) of 3.5. While the panel agreed on importance of the item, rewording for clarity was necessary. One comment suggested, “I would consider using words like ‘trust.’ As a leader, I can build community and establish trust.” Another expert suggested measuring *community* or *trust* and eliminating the other word to increase clarity. The question was reworded for round two, stating, *As a leader, I can foster community among group members.*

The initial wording for question 3 stated, *As a leader, I can articulate a God-given vision to the group.* Expert analysis revealed an IQR-P of 2.5 and IQR-C of 4. This question had a mean IQR-P of 9 out of 10 and was the lowest-scoring question retained in the direction setting section. A panel member questioned the use of “God-given” in the statement, explaining how a leader following scriptural commands for leadership, such as in Matt. 28:18—20, would work, but an individual exerting “God told me so” commands apart from scriptural teaching would be problematic. The question was reworded for round two of analysis, reading, *As a leader, I can articulate a vision for ministry to the group.*

Building relationships was the second aspect of LSE assessed in the survey. Question 14, *As a leader, integrity is a hallmark of communication with team members*, received an IQR-C of 6, the lowest score for clarity of the entire survey. Interestingly, the expert panel still agreed on the importance of the item, receiving an IQR-P of 1.5, and offered suggestions for rewording.

¹ For the round one Delphi study, the expert panel analyzed items assessing three constructs of leadership self-efficacy: direction setting, building relationships, and overcoming obstacles. Questions 1 through 8 assessed *direction setting*, questions 9 through 16 assessed *building relationships*, and questions 17 through 25 assessed *overcoming obstacles*.

The panel suggested that rewording to be a statement of personal efficacy rather than a personal values statement would provide clarity to the reader. The question was reworded for round two, stating, *As a leader, I can communicate truthfully with team members.*

Question 16 also assessed building relationships with the statement *As a leader, I can help group members feel important to the team through the use of their spiritual gifts and abilities.* The expert panel analysis produced an IQR-P of 2 and IQR-C of 3 for this item. One expert suggested eliminating the word “feel” from the statement, concerned the item could imply emotional manipulation by the leader. Four experts agreed with eliminating “feel” from the question and provided comments to help clarify the statement. The statement was reworded to assess more accurately how a leader helps team members contribute to the success of their group. The new statement for round two reads, *As a leader, I can help group members contribute to our work using their spiritual gifts and abilities.*

Overcoming obstacles is the third aspect of LSE assessed through survey items. Question 20 initially read, *As a leader, I use self-evaluation to ensure my leadership is a reflection of Christlikeness.* Expert panel evaluation revealed an IQR-P of 1 and IQR-C of 1. While both scores were acceptable to retain for the next round of item analysis, expert panel members questioned the relationship between self-evaluation and Christlikeness. Question 20 was reworded to state *As a leader, I can use Scripture and prayer to ensure my leadership reflects Christlikeness.* Experts did not provide additional comments for revising other items in this section. Expert analysis narrowed the original twenty-five survey items to eighteen for round two of the Delphi study.

Eighteen survey items comprised the round two Delphi study. The same five-member expert panel evaluated these items for importance and clarity. Expert panelists provided comments to enhance question clarity on half of the items.

Items in section one assessed the LSE construct of direction setting. All questions reached a consensus on importance and clarity.² Questions 2 and 5 had suggestions for rewording from one expert panel member. Since no other panel members offered suggestions and consensus was reached, these five questions were included in the final survey in their current form.

Items in section two assessed the LSE construct of building relationships. All questions in this section reached a consensus on importance and clarity. Three questions included rewording suggestions to increase clarity. Question 6 achieved an IQR-P of 0 and IQR-C of 1. The expert panel suggestion was to change the coordinating conjunction to “and” rather than “or.” The consensus was reached for IQR-P and IQR-C, so question 6 was retained in its current form. The final item read, *As a leader, I can actively listen to group members’ ideas or suggestions.*

Question 8 achieved an IQR-P of 0.5 and IQR-C of 2, indicating some lack of clarity. Only one expert stated a lack of clarity, but he did not provide any suggestions for rewording or changing the item. Another expert suggested removing the word “can” from the statement. Question 8 was revised to increase clarity and follow the expert panel’s advice. The final survey item read, *As a leader, I consider group member input as I make decisions.*

One expert panel member suggested that questions 9 and 10 were similar in construct and to consider eliminating one. Another panelist preferred question 10 and the chosen phrasing. Since question 9 was ranked lowest in importance for this section, the item was dropped, and

² Von der Gracht, “Consensus Measurement,” 1525-36.

question 10 was retained. For the final survey, question 10 reads, *As a leader, I can build trust between myself and my group members.*

In the final section, overcoming obstacles, all survey items reached a consensus of the expert panel except for question 16. For round two analysis, question 16 read, *As a leader, I can use Scripture and prayer to ensure my leadership reflects Christlikeness.* Expert analysis revealed an IQR-P of 0.5 and IQR-C of 2.5. Panelist comments included, “Ensure may be a bit strong,” suggesting that Scripture and prayer do not always elucidate Christlikeness. Following the expert suggestions, question 16 was reworded to state, *As a leader, I use scripture and prayer to cultivate Christlike leadership.*

Study one aimed to create a ten-to-twelve-item survey to assess LSE in MDiv students. After expert and statistical analysis, fifteen items were retained for the final survey. Since three constructs of LSE were evaluated through the survey, having parallel numbers of items measuring each construct was desirable.

Study Two: Establishment of Psychometric Properties

Cronbach's alpha measured the internal consistency of the survey instrument “A Measure of Ministry Preparedness among MDiv Students” using a 95% confidence interval. The Cronbach's alpha coefficient of .85 indicated good reliability.³

Exploratory factor analysis, run through Intellectus Statistics software (IS), determined factor loadings. IS used the Kaiser criterion to determine the number of factors to retain. The two-factor model accounted for 36.60% of the total variance in the data. A chi-square goodness-

³ Darren George and Paul Mallery, *IBM SPSS Statistics 25 Step by Step: A Simple Guide and Reference*, 15th ed. (New York: Routledge, Taylor & Francis, 2019), 236.

of-fit test determined the two-factor model does not accurately depict the data. IS suggested manually retaining an additional factor.

The three-factor model accounted for 41.26% of the total variance in the data. A chi-square goodness-of-fit test determined the model fit the data well. Each factor had at least three significant loadings, but nine items exhibited low communality. Osborne and Costello suggested a larger sample size might result in more substantial loadings and higher communalities.⁴ Additionally, cross loadings occurred in five variables. Jason W. Osborne and Anna B. Costello recommended rotations to simplify the factor structure.

Using IS, exploratory factor analysis with a Promax rotation further evaluated the factor structure. The three-factor model accounted for 40.88% of the variance in the data. The lower percentage of variance requires further study. A chi-square goodness-of-fit test determined the three-factor model fit the data well. Each factor had at least three significant loadings, indicating a strong and solid factor. However, ten items presented low communalities. Additional factor analysis further evaluated the factor structure, dropping variables with low communalities and cross loadings. Additional EFA produced inconclusive results. A larger sample size would be likely to enhance factor analysis and provide a more significant understanding of the data.

Pilot Study

MDiv students at New Orleans Baptist Theological Seminary participated in a pilot study using the final fifteen-item survey. The registrar's office provided 596 email addresses for dissemination. One hundred forty-four students agreed to participate. After removing incomplete

⁴ Jason W. Osborne and Anna B. Costello, "Sample Size and Subject to Item Ratio in Principal Components Analysis.," *Practical Assessment, Research, and Evaluation* 9, no. 11 (2004): 1–9, <https://doi.org/10.7275/ktzq-jq66.7>.

responses and deleting responses from three students who indicated they were no longer in the MDiv program, 126 respondents comprised the sample for a 21.2% return rate. This return rate exceeded the goal of 20% for the sample population.

Demographic data collected at the end of the survey provided an understanding of respondents. This data was utilized to compute descriptive statistics. Most respondents, 61.9%, were under the age of 35. Male participants outnumbered female participants 4:1. An online delivery method was indicated by 57.94% of respondents. A small percentage of respondents, 14.29%, had completed more than seventy-three hours, placing them in the last quarter of their MDiv program.

The primary goal of a pilot study is to identify any difficulty in taking the survey or understanding instructions or survey items. In the last portion of the pilot study, respondent feedback was sought to further develop the survey into a final form.⁵ When asked whether the survey contained *language that can be understood by Master of Divinity students*, 98.48% of respondents answered *yes*. In the space provided for comments, ten students identified a typo in the survey where the word *this* should be replaced with *that*. Two students indicated the language was not understandable by MDiv students but did not provide clarifying comments.

When asked *Does the survey assess relevant ministry leadership concepts*, 97.73% of respondents indicated *yes* as their response. A small percentage, 2.27% of respondents, indicated *no* in their response. Two students provided comments to explain their answers better. One student suggested the survey include a question assessing LSE in conflict resolution. Another student believed the survey assessed theoretical readiness rather than practical preparedness. One

⁵ See appendix 13.

student noted that the items in the survey assessed ministry leadership concepts they would have encountered in the previous three months, providing support for the practicality of the study.

Most respondents thought the survey questions were clear. Only 3.79% of respondents identified questions as *unclear*. One respondent suggested adding an instructional note clarifying the domain of functioning under study, a ministry context. Another respondent felt the survey items were “too vague and impossible to answer with a simple scale.” Other respondents indicated clarity in the survey and relevance to ministry leadership. Most respondents stated the survey instructions were clear. Some respondents indicated the instructions for the survey were unclear (2.29%), but no additional comments were left to understand the responses better.

The survey provided space for respondents to leave additional comments about the survey experience or suggestions for improving the survey.⁶ Several students suggested asking for prior leadership experience in the demographic data or having respondents reflect on past leadership experiences. Other respondents felt the instructions should have participants think about a place where they serve in leadership before taking the survey. Two respondents believed a neutral response choice would have aided their responses. Many respondents shared positive feedback and were grateful to participate in the pilot study.

Some preliminary tests used the research sample and demographic data to investigate further research implications. A one-way analysis of variance (ANOVA) test investigated any significance between participants’ mean score and the categories of age, gender, hours completed, and delivery method. The ANOVA revealed no significant effects. Worth noting is the large discrepancy between male and female participants. A larger sample size would likely increase statistical significance and help to understand the survey instrument better.

⁶ See appendix 13.

Future Research Considerations

Many opportunities exist for future research about LSE and the preparedness of MDiv students. The two studies provide a significant step forward in creating a validated survey instrument to measure LSE among seminary students. The pilot study provided initial feedback regarding the survey instrument, instructions, and items under assessment. However, a more extensive, full-scale study would provide more comprehensive data to establish psychometric properties.

Academic advisors at the graduate level play an essential role in students' lives. While this survey will provide some data for academic advising, developing a parallel measure for advisors to complete regarding student LSE may be desirable. These similar survey forms would provide conversation points for students to discuss their perceived capabilities and compare them to the advisor's assessment. Additionally, the results of an advisor-student survey may offer insights into goal setting and assistance with academic planning.

A longitudinal study to examine the predictive validity of this survey instrument would be beneficial. Since LSE is a measurement of perceived preparedness, comparing the results to the same population five to ten years after graduation would help further validate the survey. Also, a longitudinal study would help researchers understand the connection between LSE and ministry preparedness.

Followership is another variable of leadership that may have an impact on LSE. A study examining the leader's LSE compared to the followership of those in a specified group of people can provide an understanding of the dynamic between leader and followers. While individuals may believe they are prepared to lead others, a lack of willingness to follow might prove difficult, particularly with volunteers in ministry settings.

Conclusion

The goal of this research project was to develop and validate a survey instrument with ten to twelve items measuring the LSE of MDiv students at NOBTS. This goal was partly achieved with a fifteen-item instrument presenting good reliability and validity. This survey instrument is unique to Christian Leadership as the first to measure LSE in a ministry context. The completed survey provides new data about LSE in the domain of ministry and the seminary preparation of students.

Christian leadership and a biblical worldview provide the theoretical foundation of the survey instrument. Leadership can be seen across many contexts, but Christian leadership, apart from biblical principles, does not work. Growing in leadership requires understanding biblical principles, ministry contexts, and the willingness to self-evaluate. This survey encourages participants to reflect upon their preparedness in direction setting, relationship building, and overcoming obstacles in a distinctly Christian context. As a relatively new concept, some existing survey instruments measure LSE. However, no instrument measured the graduate-level preparedness of MDiv students in a Christian context.

Organizations, churches, and ministries all desire good leadership. A strong leader can help individuals work together toward shared goals, build relationships with others, and overcome obstacles as a team. Preparing leaders today is essential to developing exemplary leaders for the future. Strong Christian leaders can impact ministries, advancing the kingdom of God into a desirable future.

APPENDIX 1

EXPERT PANEL COORESPONDENCE

Dr. Emily Dean
New Orleans Baptist Theological Seminary



• Sara Robinson

To: • Emily Dean

Sunday, February 5, 2023 at 8:25 PM

Emily,

Good evening! As you know, I'm working on my dissertation. I've chosen to study the preparedness of M.Div. students through leadership self-efficacy. I'm excited about my research and what I will learn by developing a survey and completing a pilot study.

Are you willing to serve on my expert panel? I'm forming a panel of Baptist seminary professors involved in preparing M.Div. students. While I'll certainly need your input, the time required will be limited to several rounds of analysis through an online survey instrument.

Please respond to this email if you're willing to help me. A more formal invitation will follow, including a link to the survey (Survey Monkey).

Thanks, in advance, for your consideration!

Sara

Sara Robinson

Women's Ministry & Transition Consultant | Church Consulting & Revitalization
Phone: 502-489-3382 | Fax: 502-489-3182



• Emily Dean <edean@nobts.edu>

To: • Sara Robinson

Monday, February 6, 2023 at 9:13 AM

↩ You replied to this message on 2/6/23, 9:20 AM.

Hey Sara,

Of course! I would be happy to help you with your research.

This week is pretty crazy, but I am open next Monday, Feb. 13 if you would like to try again for a zoom call. :)

Emily

Dr. Julia Higgins
Southeastern Baptist Theological Seminary



● Sara Robinson

To: ● Higgins, Julia B.

Monday, February 6, 2023 at 9:43 AM

Date: Sunday, February 5, 2023 at 8:27 PM
To: Higgins, Julia B. <jhiggins@sebs.edu>
Subject: Request to Serve on Expert Panel

EXTERNAL EMAIL: Do not click any links or open attachments unless you recognize the sender and know the content is safe.

Dr. Higgins,

Good evening! I'm in the final stages of my doctoral work, completing my dissertation. I've chosen to study the preparedness of M.Div. students through leadership self-efficacy. I'm excited about my research and what I will learn by developing a survey and completing a pilot study.

Are you willing to serve on my expert panel? I'm forming a panel of Baptist seminary professors involved in preparing M.Div. students. While I'll certainly need your input, the time required will be limited to several rounds of analysis through an online survey instrument.

Please respond to this email if you're willing to help me. A more formal invitation will follow, including a link to the survey (Survey Monkey).

Thanks, in advance, for your consideration!

Sara

Sara Robinson

Women's Ministry & Transition Consultant | Church Consulting & Revitalization
Phone: 502-489-3382 | Fax: 502-489-3182

From: Higgins, Julia B. <jhiggins@sebs.edu>
Sent: Monday, February 6, 2023 9:42 AM
To: Sara Robinson <sara.robinson@kybaptist.org>
Subject: Re: Request to Serve on Expert Panel

Hi Sara,

Congrats on making it to this point in your research! I'm honored that you would ask me to serve on your panel and would love to help you in this way.

Blessings,

Julia B. Higgins, PhD

Assistant Professor of Ministry to Women
Associate Dean for Graduate Program Administration
Southeastern Baptist Theological Seminary
919.761.2407 | www.sebs.edu | [visit us](#)



Southeastern
Baptist Theological Seminary

Dr. Paul Kelly
Gateway Theological Seminary

Dr. Kelly,

Good evening! I'm not sure if you remember me, but we met through Dr. David Odom and his research (Youth Ministry Arenas). I attended SPCE with him in the Fall of 2021 as we presented our research.

I'm in the final stages of my Ph.D. work, completing my dissertation. I've chosen to study the preparedness of M.Div. students through leadership self-efficacy. I'm excited about my research and what I will learn by developing a survey and completing a pilot study.

Are you willing to serve on my expert panel? I'm forming a panel of Baptist seminary professors involved in preparing M.Div. students. While I'll certainly need your input, the time required will be limited to several rounds of analysis through an online survey instrument.

Please respond to this email if you're willing to help me. A more formal invitation will follow, including a link to the survey (Survey Monkey).

Thanks, in advance, for your consideration!

Sara

Sara Robinson

Women's Ministry & Transition Consultant | Church Consulting & Revitalization
Phone: 502-489-3382 | Fax: 502-489-3182

RE: Request to Serve on Expert Panel



Paul Kelly <PaulKelly@gs.edu>

To: Sara Robinson

Monday, February 6, 2023 at 5:46 PM

 You replied to this message on 2/6/23, 5:50 PM.

I suppose I could help with this.

Dr. Chris Shirley
Southwestern Baptist Theological Seminary

From: Sara Robinson <sara.robinson@kybaptist.org>
Sent: Sunday, February 5, 2023 7:32 PM
To: Chris Shirley <CShirley@swbts.edu>
Subject: Request to Serve on Expert Panel

Dr. Shirley,

Good evening! I'm not sure if you remember me, but we met through Dr. David Odom and his research (Youth Ministry Arenas). I attended SPCE with him in the Fall of 2021 as we presented our research.

I'm in the final stages of my Ph.D. work, completing my dissertation. I've chosen to study the preparedness of M.Div. students through leadership self-efficacy. I'm excited about my research and what I will learn by developing a survey and completing a pilot study.

Are you willing to serve on my expert panel? I'm forming a panel of Baptist seminary professors involved in preparing M.Div. students. While I'll certainly need your input, the time required will be limited to several rounds of analysis through an online survey instrument.

Please respond to this email if you're willing to help me. A more formal invitation will follow, including a link to the survey (Survey Monkey).

Thanks, in advance, for your consideration!

Sara

Sara Robinson

Women's Ministry & Transition Consultant | Church Consulting & Revitalization



RE: Request to Serve on Expert Panel



Chris Shirley <CShirley@swbts.edu>

To: Sara Robinson

Wednesday, February 8, 2023 at 9:20 AM

Sure. Glad to help.

Dr. Charles Smith
Midwestern Baptist Theological Seminary



Charles Smith, Jr. <csmith@mbts.edu>

Monday, February 6, 2023 at 9:29 AM

To: Sara Robinson; Cc: JC Morrison

From: Sara Robinson <sara.robinson@kybaptist.org>
Date: Sunday, February 5, 2023 at 7:34 PM
To: Charles Smith, Jr. <csmith@mbts.edu>
Subject: [External Sender] Request to Serve on Expert Panel

Dr. Smith,

Good evening! I'm not sure we've ever met in person, perhaps only through Twitter. I'm in the final stages of my Ph.D. work, completing my dissertation. I've chosen to study the preparedness of M.Div. students through leadership self-efficacy. I'm excited about my research and what I will learn by developing a survey and completing a pilot study.

Are you willing to serve on my expert panel? I'm forming a panel of Baptist seminary professors involved in preparing M.Div. students. While I'll certainly need your input, the time required will be limited to several rounds of analysis through an online survey instrument.

Please respond to this email if you're willing to help me. A more formal invitation will follow, including a link to the survey (Survey Monkey).

Thanks, in advance, for your consideration!

Sara

Sara Robinson

Women's Ministry & Transition Consultant | Church Consulting & Revitalization
 Phone: 502-489-3382 | Fax: 502-489-3182

From: Charles Smith, Jr. <csmith@mbts.edu>
Sent: Monday, February 6, 2023 9:14 AM
To: Sara Robinson <sara.robinson@kybaptist.org>
Subject: Re: [External Sender] Request to Serve on Expert Panel

Sara,

Congratulations on making it to this stage of your work. You're getting close!

I'm pretty busy right now, but might be able to make time. How long does the survey take? Is that all you need?

Together for The Kingdom,

Charles W. Smith, Ph.D.

Senior Vice President for Institutional Relations
 Assistant Professor of Christian Leadership

Midwestern Baptist Theological Seminary
 and Spurgeon College
 5001 N. Oak Trafficway, Kansas City, MO 64118
 w: mbts.edu

From: Sara Robinson <sara.robinson@kybaptist.org>
Date: Monday, February 6, 2023 at 8:15 AM
To: Charles Smith, Jr. <csmith@mbts.edu>
Subject: RE: [External Sender] Request to Serve on Expert Panel

Dr. Smith,

The survey is 25 questions you'll rate on a Likert scale for both clarity and importance. Once I've analyzed the responses I'll resend the remaining responses for another round of analysis in the same manner. I would anticipate about 30 minutes for each round.

With gratitude,
Sara



● Charles Smith, Jr. <csmith@mbts.edu>

Monday, February 6, 2023 at 9:29 AM

To: ● Sara Robinson; **Cc:** ● JC Morrison

OK-Let's do it.

Together for The Kingdom,

Charles W. Smith, Ph.D.
Senior Vice President for Institutional Relations
Assistant Professor of Christian Leadership

Midwestern Baptist Theological Seminary
and Spurgeon College
[5001 N. Oak Trafficway, Kansas City, MO 64118](https://www.mbts.edu)
w: [mbts.edu](https://www.mbts.edu)

APPENDIX 2

EXPERT PANEL LETTER

Leadership Self-Efficacy of Master of Divinity Students

Feb. 8, 2023

Good morning! My name is Sara Robinson and I am a Ph.D. Candidate at New Orleans Baptist Theological Seminary in New Orleans, Louisiana. I am working to develop and validate an instrument to measure ministry leadership preparedness among Master of Divinity students. Dr. Jody Dean is my dissertation chair.

The goal of my research is to provide seminaries with an instrument to better understand student preparedness for ministry leadership. Additionally, this instrument may provide helpful insight for students, allowing them to seek additional opportunities to increase their preparedness for ministry leadership. This instrument will be unique to the field of Christian higher education. Leadership self-efficacy is a new construct, studied only in the twenty-first century. Measurement of the construct has remained broad-based, and primarily in secular arenas. This instrument will be unique to students in Christian higher education and developed from a distinctly, Christian worldview.

You have been selected to participate in this study due to your expertise in Christian Education and your role in preparing students for ministry leadership roles. The time involved in participating will be minimal. It is difficult to predict the amount of time individuals may take to evaluate survey items, however, I believe it will not take more than thirty minutes of your time. There will be no more than two additional rounds of evaluation related to this research. I hope to receive your initial responses by February 7, 2023 with the second round of evaluation sent out shortly after. You'll be asked to provide some demographic information during this round that will not appear in subsequent rounds.

Thank you for your assistance in this study. A final summary of the study will be made available to you at the completion of my dissertation. Please feel free to contact me if you have any questions. My contact information is included below.

Sincerely,

Sara Robinson
Kentucky Baptist Convention
sara.robinson@kybaptist.org
502.489.3382 (o)
502.658.1187 (m)

[Begin Survey](#)

Please do not forward this email as its survey link is unique to you.

[Privacy](#) | [Unsubscribe](#)

Powered by  SurveyMonkey

APPENDIX 3

DELPHI STUDY—ROUND ONE

Leadership Self-Efficacy of Master of Divinity Students

You are asked to evaluate twenty-five survey items on “clarity” and “importance” according to the following objective:

- *Measure a Master of Divinity student’s preparedness for ministry leadership*

Instrument items are divided into three sections corresponding to three constructs of leadership self-efficacy:

- Direction Setting
- Building Relationships with Followers
- Overcoming Obstacles to Change

Each section will contain a definition of the construct followed by a survey question (Q1., Q2., etc.) For each question, please rate the item for both “clarity” and “importance.”

Following each question, an optional place for comments is provided. If you have suggestions for improvement or want to explain your rating, please use this area to do so.

Leadership Self-Efficacy of Master of Divinity Students

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q1. As a leader, I can inspire followers to move beyond self-interest toward group priorities.

Clarity of Q1

0

10

* Importance of Q1

0

10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q2. As a leader, I can help followers identify with the central focus of our mission.

* Clarity of Q2

0 10

* Importance of Q2

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q3. As a leader, I can articulate a God-given vision to the group.

* Clarity of Q3

0 10

* Importance of Q3

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q4. As a leader, I can build community and partnerships with group members.

* Clarity of Q4

0 10

* Importance of Q4

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q5. As a leader, I can identify group goals to support our mission.

* Clarity of Q5

0 10

* Importance of Q5

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q6. As a leader, I can unite a group to work toward spiritual goals.

* Clarity of Q6

0 10

* Importance of Q6

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q7. As a leader, I can make logistical arrangements to support the group's work.

* Clarity of Q7

0 10

* Importance of Q7

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q8. As a leader, I can make team assignments based on spiritual giftedness.

* Clarity of Q8

0 10

* Importance of Q8

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q9. As a leader, I enjoy working with group members toward shared goals.

* Clarity of Q9

0 10

* Importance of Q9

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q10. As a leader, I am able to trust those with whom I work.

* Clarity of Q10

0 10

* Importance of Q10

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q11. As a leader, I consider group member input as I make decisions.

* Clarity of Q11

0 10

* Importance of Q11

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q12. As a leader, actively listen to group member ideas or suggestions.

* Clarity of Q12

0 10

* Importance of Q12

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q13. As a leader, I can help a group build covenant-based alliances and partnerships.

* Clarity of Q13

0 10

* Importance of Q13

0 10

Comments:

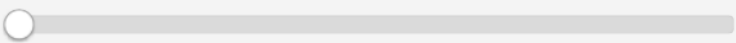
Leadership Self-Efficacy of Master of Divinity Students

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q14. As a leader, integrity is a hallmark of communication with team members.

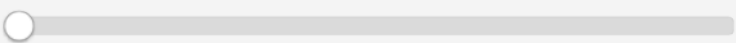
* Clarity of Q14

0 10



* Importance of Q14

0 10



Comments:

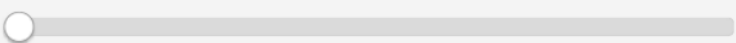
Leadership Self-Efficacy of Master of Divinity Students

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q15. As a leader, I exhibit servant leadership in my actions and interactions.

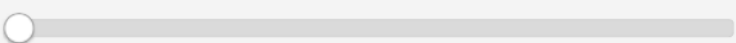
* Clarity of Q15

0 10



* Importance of Q15

0 10



Comments:

Leadership Self-Efficacy of Master of Divinity Students

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q16. As a leader, I can help group members feel important to the team through the use of their spiritual gifts and abilities.

* Clarity of Q16

0 10

* Importance of Q16

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q17. As a leader, I can use spiritual principles to help a group through difficult circumstances.

* Clarity of Q17

0 10

* Importance of Q17

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q18. As a leader, I can help groups find new ways of looking at problems.

* Clarity of Q18

0 10

* Importance of Q18

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q19. As a leader, I learn from my mistakes and use what I learn in future leadership endeavors.

* Clarity of Q19

0 10

* Importance of Q19

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q20. As a leader, I use self-evaluation to ensure my leadership is a reflection of Christlikeness.

* Clarity of Q20

0 10

* Importance of Q20

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q21. As a leader, I allow the Holy Spirit to guide groups, making course corrections along the way.

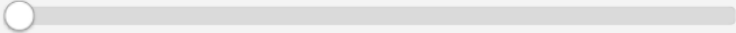
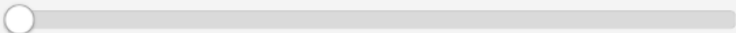
* Clarity of Q21

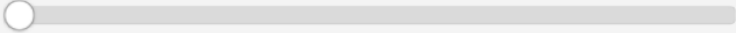
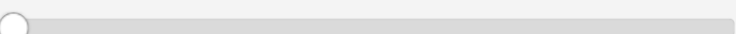
0 10

* Importance of Q21

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students	
Overcoming Obstacles (<i>definition</i>): Helping followers persist through difficult circumstances	
Q22. As a leader, I view adversity as a spiritual opportunity for growth in myself and group members.	
* Clarity of Q22	
0	10 ☐
	
* Importance of Q22	
0	10 ☐
	
Comments:	

Leadership Self-Efficacy of Master of Divinity Students	
Overcoming Obstacles (<i>definition</i>): Helping followers persist through difficult circumstances	
Q23. As a leader, I work well in changing environments.	
* Clarity of Q23	
0	10 ☐
	
* Importance of Q23	
0	10 ☐
	
Comments:	

Leadership Self-Efficacy of Master of Divinity Students

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q24. As a leader, I lead groups to attribute success to the Lord working through individuals.

* Clarity of Q24

0 10

* Importance of Q24

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q25. As a leader, I remain steadfast in my spiritual beliefs when challenged.

* Clarity of Q25

0 10

* Importance of Q25

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students**Demographic Information****Please provide the following demographic information.**

What is your:

Name**Email Address****Phone Number**

Please select your gender

☐ Male☐ Female

What is your age group?

☐ Under 18☐ 18-24☐ 25-34☐ 35-44☐ 45-54☐ 55-64☐ 65+

What is your ethnicity?

☐ White☐ Black or African American☐ Hispanic or Latino☐ Asian or Asian American☐ American Indian or Alaska Native☐ Native Hawaiian or other Pacific Islander☐ Another race

What is your religious denomination?

☐ Baptist☐ Southern Baptist☐ American Baptist☐ Non-denominational☐ Other (please specify)

What doctoral degrees have you earned? *Please include the issuing institution for each degree.*

Degree 1	
Degree 2	
Degree 3	
Degree 4	

What is your current role and place of service?

Current Role	
Place of service	

* Do you teach graduate courses in your field?

- ☐ Yes
☐ No

Please list graduate-level courses you teach.

What is the number of years you have taught graduate courses?

How many books have you edited or authored in your chosen field?

- ☐ 0
☐ 1-4
☐ 5-9
☐ 10 or more

How many professional presentations have you made at regional or national conferences related to your chosen field?

- ☐ 0
☐ 1-4
☐ 5-9
☐ 10 or more

How many continuing education workshops have you conducted in your chosen field?

- ☐ 0
☐ 1-4
☐ 5-9
☐ 10 or more

APPENDIX 4

EXPERT PANEL DEMOGRAPHICS

Demographic Profile of Expert Panel

Gender

Male	3
Female	2

Age Range

<18	0
18-24	0
25-34	0
35-44	3
45-54	0
55-64	2
>65	0

Ethnicity

White	5
Black or African American	0
Hispanic or Latino	0
Asian or Asian American	0
American Indian or Alaska Native	0
Native Hawaiian or other Pacific Islander	0
Another race	0

Denomination

Baptist	0
Southern Baptist	5
American Baptist	0
Non-denominational	0
Other (please specify)	0

Earned Doctoral Degrees

PhD – Christian Education	2
PhD – Leadership/Christian Education	1
PhD – Foundations of Education	1
PhD – No emphasis specified	1

Current Role and Place of Service

Professor of Educational Leadership	Gateway Seminary
Assistant Professor of Ministry to Women	New Orleans Baptist Theological Seminary
Assistant Professor of Ministry to Women; Dean of Graduate Program	Southeastern Baptist Theological Seminary
Dean, School of Educational Ministries	Southwestern Baptist Theological Seminary
Senior Vice-President; Assistant Professor of Leadership	Midwestern Baptist Theological Seminary

Do you teach graduate courses in your field?

Yes	5
No	0

Graduate Courses Taught by Expert Panel

Strategies for Disciple Making
Foundations of Bible Teaching
Foundations of Ministry to Women
Personal Discipleship
Ministry to Teen Girls
Bible Exposition for Ministry to Women
Biblical Theology of Womanhood
Foundations in Christian Education
Ministry to Women
Youth Ministry
Bible Teaching
Ministry Leadership and Admin
Lifespan Development
Strategic Discipleship
Christian Leadership
Contemporary Issues in Christian Leadership
Organizational Theory
Leading Change

Number of Years Teaching

Respondent	Number of years
1	14
2	11
3	10
4	16
5	10
TOTAL	61 years

Edited or Authored Books

Number of Books	Responses
0	0
1-4	5
5-9	0
10+	0

Professional Presentations

Number of Presentations	Responses
0	0
1-4	1
5-9	2
10+	2

Continuing Education Workshops Conducted

Number of Workshops	Responses
0	1
1-4	0
5-9	1
10+	3

APPENDIX 5

RAW DATA—DELPHI ROUND ONE

Data key	Description
Q#	Question Number
C	Clarity
P	Importance
Comm	Comments
EP	Expert Panel
Mean	Arithmetic Mean
IQR	Interquartile Range
SD	Standard Deviation

Q1	Q1C	Q1P	Q1 comm
EP1	10	10	X
EP2	10	10	X
EP3	10	9	X
EP4	7	9	X
EP5	5	5	
SD	2.3	2.07	
Mean	8.4	8.6	
IQR	4	3	

Q2	Q2C	Q2P	Q2 comm
EP1	10	10	X
EP2	10	10	X
EP3	7	10	
EP4	9	10	X
EP5	9	10	
SD	1.22	0	
Mean	9	10	
IQR	2	0	

Q3	Q3C	Q3P	Q3 comm
EP1	7	8	
EP2	5	7	
EP3	10	10	X
EP4	10	10	X
EP5	10	10	
SD	2.3	1.41	
Mean	8.4	9	
IQR	4	2.5	

Q4	Q4C	Q4P	Q4 comm
EP1	6	10	
EP2	10	9	X
EP3	10	10	X
EP4	9	10	X
EP5	7	9	
SD	1.82	.55	
Mean	8.4	9.6	
IQR	3.5	1	

Q5	Q5C	Q5P	Q5 comm
EP1	8	8	X
EP2	7	10	
EP3	10	10	X
EP4	8	10	X
EP5	10	10	X
SD	1.34	.89	
Mean	8.6	9.6	
IQR	2.5	1	

Q6	Q6C	Q6P	Q6 comm
EP1	10	9	X
EP2	10	10	X
EP3	10	10	X
EP4	8	10	X
EP5	9	8	
SD	.89	.89	
Mean	9.4	9.4	
IQR	1.5	1.5	

Q7	Q7C	Q7P	Q7 comm
EP1	10	6	X
EP2	10	9	X
EP3	10	10	X
EP4	9	10	X
EP5	7	9	
SD	1.3	1.64	
Mean	9.2	8.8	
IQR	2	2.5	

Q8	Q8C	Q8P	Q8 comm
EP1	9	7	X
EP2	7	9	
EP3	10	10	X
EP4	10	10	X
EP5	10	7	
SD	1.3	1.52	
Mean	9.2	8.6	
IQR	2	3	

Q9	Q9C	Q9P	Q9 comm
EP1	10	7	X
EP2	10	9	X
EP3	10	10	X
EP4	10	10	X
EP5	10	7	X
SD	0	1.52	
Mean	10	8.6	
IQR	0	3	

Q10	Q10C	Q10P	Q10 comm
EP1	10	10	X
EP2	10	10	X
EP3	9	10	X
EP4	10	10	X
EP5	10	6	
SD	.45	1.79	
Mean	9.8	9.2	
IQR	0.5	2	

Q11	Q11C	Q11P	Q11 comm
EP1	10	10	X
EP2	10	10	X
EP3	10	10	X
EP4	10	9	X
EP5	10	10	
SD	0	.45	
Mean	10	9.8	
IQR	0	0.5	

Q12	Q12C	Q12P	Q12 comm
EP1	10	10	
EP2	10	10	X
EP3	9	10	
EP4	7	10	X
EP5	10	10	
SD	1.3	0	
Mean	9.2	10	
IQR	2	0	

Q13	Q13C	Q13P	Q13 comm
EP1	1	5	
EP2	5	8	
EP3	6	10	
EP4	6	7	X
EP5	7	9	
SD	2.35	1.92	
Mean	5	7.8	
IQR	3.5	3.5	

Q14	Q14C	Q14P	Q14 comm
EP1	3	10	
EP2	10	10	X
EP3	10	10	X
EP4	9	10	X
EP5	5	7	
SD	3.21	1.34	
Mean	7.4	9.4	
IQR	6	1.5	

Q15	Q15C	Q15P	Q15 comm
EP1	10	10	X
EP2	8	10	
EP3	10	10	X
EP4	10	10	X
EP5	10	10	
SD	.89	0	
Mean	9.6	10	
IQR	1	0	

Q16	Q16C	Q16P	Q16 comm
EP1	8	10	
EP2	6	10	
EP3	10	10	
EP4	10	10	X
EP5	9	6	
SD	1.67	1.79	
Mean	8.6	9.2	
IQR	3	2	

Q17	Q17C	Q17P	Q17 comm
EP1	9	10	X
EP2	8	8	X
EP3	10	10	X
EP4	9	10	X
EP5	9	9	
SD	.71	.89	
Mean	9	9.4	
IQR	1	1.5	

Q18	Q18C	Q18P	Q18 comm
EP1	10	9	X
EP2	10	10	X
EP3	10	10	X
EP4	10	10	X
EP5	10	10	X
SD	0	.45	
Mean	10	9.8	
IQR	0	0.5	

Q19	Q19C	Q19P	Q19 comm
EP1	10	10	X
EP2	10	10	X
EP3	10	10	X
EP4	10	10	X
EP5	10	10	X
SD	0	0	
Mean	10	10	
IQR	0	0	

Q20	Q20C	Q20P	Q20 comm
EP1	9	10	
EP2	10	10	X
EP3	10	10	X
EP4	10	10	X
EP5	9	8	
SD	.55	.89	
Mean	9.6	9.6	
IQR	1	1	

Q21	Q21C	Q21P	Q21 comm
EP1	8	9	
EP2	8	10	
EP3	10	10	X
EP4	9	10	X
EP5	6	10	
SD	1.48	.45	
Mean	8.2	9.8	
IQR	2.5	0.5	

Q22	Q22C	Q22P	Q22 comm
EP1	10	10	x
EP2	10	10	X
EP3	10	10	X
EP4	10	10	X
EP5	10	10	
SD	0	0	
Mean	10	10	
IQR	0	0	

Q23	Q23C	Q23P	Q23 comm
EP1	6	10	
EP2	10	10	X
EP3	10	10	X
EP4	10	10	X
EP5	10	10	
SD	1.79	0	
Mean	9.2	10	
IQR	2	0	

Q24	Q24C	Q24P	Q24 comm
EP1	10	10	x
EP2	10	7	X
EP3	10	10	X
EP4	9	10	X
EP5	10	10	X
SD	.45	1.34	
Mean	9.8	9.4	
IQR	0.5	1.5	

Q25	Q25C	Q25P	Q25 comm
EP1	10	10	
EP2	10	5	
EP3	10	10	X
EP4	10	10	X
EP5	9	5	
SD	.45	2.74	
Mean	9.8	8	
IQR	0.5	5	

APPENDIX 6

DELPHI STUDY—ROUND TWO

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

You are asked to evaluate eighteen survey items on "clarity" and "importance" according to the following objective:

- *Measure a Master of Divinity student's preparedness for ministry leadership*

Instrument items are divided into three sections corresponding to three constructs of leadership self-efficacy:

- Direction Setting
- Building Relationships with Followers
- Overcoming Obstacles to Change

Each section will contain a definition of the construct followed by a survey question (Q1., Q2., etc.) For each question, please rate the item for both "clarity" and "importance."

Following each question, an optional place for comments is provided. If you have suggestions for improvement or want to explain your rating, please use this area to do so.

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q1. As a leader, I can help followers unite around the central focus of our mission.

Clarity of Q1

0 10

☐
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Importance of Q1

0 10

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Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q2. As a leader, I can foster community among group members.

Clarity of Q2

0 10

Importance of Q2

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q3. As a leader, I can guide a group to identify shared goals.

Clarity of Q3

0 10

Importance of Q3

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q4. As a leader, I can guide a group to work toward shared spiritual goals.

Clarity of Q4

0 10

Importance of Q4

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Direction Setting (*definition*): Setting a direction for where the workgroup should be headed.

Q5. As a leader, I can articulate a vision for ministry to the group.

Clarity of Q5

0 10

Importance of Q5

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q6. As a leader, I can actively listen to group members ideas or suggestions.

Clarity of Q6

0 10

Importance of Q6

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q7. As a leader, I strive to exhibit servant leadership in my actions and interactions.

Clarity of Q7

0 10

Importance of Q7

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q8. As a leader, I can consider group member input as I make decisions.

Clarity of Q8

0 10

Importance of Q8

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q9. As a leader, I can communicate truthfully with group members.

Clarity of Q9

0 10

Importance of Q9

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q10. As a leader, I can build trust between myself and my group members.

Clarity of Q10

0 10

Importance of Q10

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Building Relationships (*definition*): Gaining follower commitment toward change goals.

Q11. As a leader, I can help group members contribute to our work using their spiritual gifts and abilities.

Clarity of Q11

0 10

Importance of Q11

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q12. As a leader, I can learn from my mistakes and use what I learn in future leadership endeavors.

Clarity of Q12

0 10

Importance of Q12

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q13. As a leader, I view adversity as a spiritual opportunity for growth in myself and group members.

Clarity of Q13

0 10

Importance of Q13

0 10

Comments:

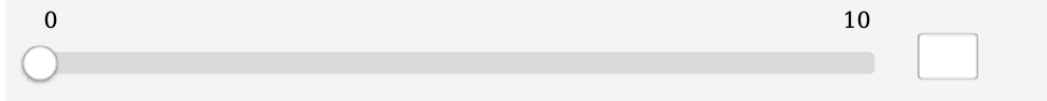
Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q14. As a leader, I enjoy leading groups through change.

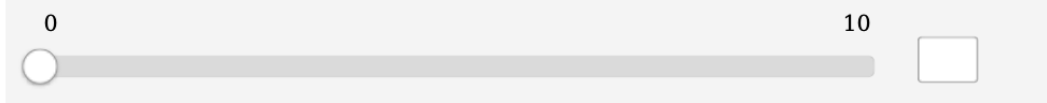
Clarity of Q14

0 10



Importance of Q14

0 10



Comments:

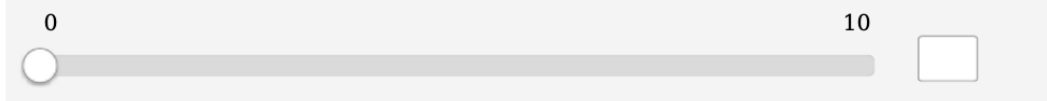
Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q15. As a leader, I can help groups find a new way of looking at a problem.

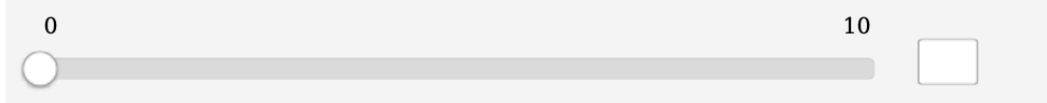
Clarity of Q15

0 10



Importance of Q15

0 10



Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q16. As a leader, I can use scripture and prayer to ensure my leadership reflects Christlikeness.

Clarity of Q16

0 10

Importance of Q16

0 10

Comments:

Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q17. As a leader, I can point group members to spiritual principles in difficult circumstances.

Clarity of Q17

0 10

Importance of Q17

0 10

Comments:

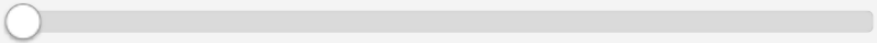
Leadership Self-Efficacy of Master of Divinity Students - Delphi Round II

Overcoming Obstacles (*definition*): Helping followers persist through difficult circumstances

Q18. As a leader, I lead groups to attribute success to the Lord working through individuals.

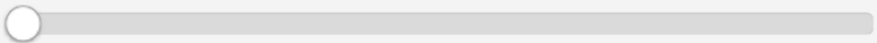
Clarity of Q18

0 10



Importance of Q18

0 10



Comments:

APPENDIX 7

RAW DATA—DELPHI ROUND TWO

Data Key	
Q#	Question Number
C	Clarity
P	Importance
Comm	Comments
EP	Expert Panel
Mean	Arithmetic Mean
IQR	Interquartile Range
SD	Standard Deviation

Q1	Q1C	Q1P	Q1 comm
EP1	10	10	
EP2	10	10	
EP3	10	10	
EP4	10	10	
EP5	10	10	
SD	0	0	
Mean	10	10	
IQR	0	0	

Q2	Q2C	Q2P	Q2 comm
EP1	10	10	X
EP2	8	9	
EP3	10	10	
EP4	10	10	
EP5	10	10	
SD	0.89	0.45	
Mean	9.6	9.8	
IQR	1	0.5	

Q3	Q3C	Q3P	Q3 comm
EP1	10	9	
EP2	10	10	
EP3	10	10	
EP4	10	10	
EP5	10	10	
SD	0	0.45	
Mean	10	9.8	
IQR	0	0.5	
Q4	Q4C	Q4P	Q4 comm
EP1	10	10	
EP2	10	10	
EP3	9	10	
EP4	10	10	
EP5	9	10	
SD	0.55	0	
Mean	9.6	10	
IQR	1	0	
Q5	Q5C	Q5P	Q5 comm
EP1	10	10	
EP2	8	10	
EP3	10	10	
EP4	10	10	X
EP5	10	10	
SD	0.89	0	
Mean	9.6	10	
IQR	1	0	

Q6	Q6C	Q6P	Q6 comm
EP1	10	10	X
EP2	10	10	X
EP3	10	10	
EP4	9	10	
EP5	9	10	
SD	0.55	0	
Mean	9.6	10	
IQR	1	0	
Q7	Q7C	Q7P	Q7 comm
EP1	10	10	
EP2	10	10	
EP3	10	10	
EP4	10	10	
EP5	10	10	
SD	0	0	
Mean	10	10	
IQR	0	0	
Q8	Q8C	Q8P	Q8 comm
EP1	9	9	
EP2	7	10	
EP3	10	10	
EP4	10	10	X
EP5	9	10	
SD	1.22	0.45	
Mean	9	9.8	
IQR	2	0.5	

Q9	Q9C	Q9P	Q9 comm
EP1	10	8	
EP2	10	10	
EP3	10	10	
EP4	10	10	
EP5	9	10	
SD	0.45	0.89	
Mean	9.8	9.6	
IQR	0.5	1	
Q10	Q10C	Q10P	Q10 comm
EP1	10	10	X
EP2	10	10	
EP3	10	10	
EP4	10	10	
EP5	7	10	X
SD	1.34	0	
Mean	9.4	10	
IQR	1.5	0	
Q11	Q11C	Q11P	Q11 comm
EP1	10	9	
EP2	10	10	
EP3	10	10	
EP4	10	10	
EP5	10	10	
SD	0	0.45	
Mean	10	9.8	
IQR	0	0.5	

Q12	Q12C	Q12P	Q12 comm
EP1	10	10	
EP2	10	10	
EP3	10	10	
EP4	10	10	
EP5	10	10	
SD	0	0	
Mean	10	10	
IQR	0	0	
Q13	Q13C	Q13P	Q13 comm
EP1	9	9	
EP2	10	10	
EP3	10	10	
EP4	10	10	
EP5	10	9	X
SD	0.45	0.55	
Mean	9.8	9.6	
IQR	0.5	1	
Q14	Q14C	Q14P	Q14 comm
EP1	9	10	
EP2	10	10	X
EP3	10	10	
EP4	10	10	
EP5	10	9	X
SD	0.45	0.45	
Mean	9.8	9.8	
IQR	0.5	0.5	

Q15	Q15C	Q15P	Q15 comm
EP1	10	10	
EP2	10	10	
EP3	10	10	
EP4	10	10	
EP5	10	9	
SD	0	0.45	
Mean	10	9.8	
IQR	0	0.5	
Q16	Q16C	Q16P	Q16 comm
EP1	10	9	X
EP2	7	10	X
EP3	10	10	
EP4	8	10	X
EP5	8	10	X
SD	1.34	0.45	
Mean	8.6	9.8	
IQR	2.5	0.5	
Q17	Q17C	Q17P	Q17 comm
EP1	10	10	
EP2	10	10	
EP3	9	10	
EP4	10	10	
EP5	10	10	X
SD	0.45	0	
Mean	9.8	10	
IQR	0.5	0	
Q18	Q18C	Q18P	Q18 comm
EP1	10	8	
EP2	10	10	
EP3	9	10	
EP4	10	10	
EP5	10	10	
SD	0.45	0.89	
Mean	9.8	9.6	
IQR	0.5	1	

APPENDIX 8

FINAL SURVEY

A Measure of Ministry Preparedness for M.Div. Students

Informed Consent to Participate

You are being asked to participate in a study measuring student preparedness for ministry leadership.

I am a Ph.D. candidate who is interested in measuring leadership self-efficacy scores of Master of Divinity students at New Orleans Baptist Theological Seminary. Leadership self-efficacy is *“a person's judgment that he or she can successfully exert leadership” through direction setting, building relationships with followers, and overcoming obstacles to change*. It is believed the results of this study can be useful in helping students better understand their perceived ability to succeed in ministry and help advisors in their work with M.Div. students.

If you agree to participate, you will complete two activities. First, you will be asked to complete a short leadership self-efficacy survey. This survey consists of statements about leadership. You'll determine how strongly each statement applies to you. In the second part of the survey, you will be asked to answer a few short questions regarding the survey instrument. This entire activity should take about 15-20 minutes. The data from this research project will be kept for future research purposes.

Although all studies have some degree of risk, the potential in this investigation is relatively minimal. All activities are similar to routine survey procedures, and all performance is anonymous. You will not incur any costs due to your participation in this study.

Your participation is voluntary. If you wish to withdraw your participation in this study, you are free to do so. Please do not hesitate to contact me if you have any questions before your participation or during the study.

Lastly, I will be giving away (2) \$50 gift cards to Amazon as an incentive for completing the survey. If you'd like to be entered into the drawing for the gift cards you'll be given an opportunity to provide your email address. Your email address will only be used for the gift card drawing and will not be connected to your survey answers in any way.

Gratefully,
Sara Robinson, Ph.D. Candidate

* 1. AUTHORIZATION: I have read the above and understand the nature of this study. By agreeing to participate in this study, I understand that I have not waived any legal or human rights and may contact the researchers at New Orleans Baptist Theological Seminary (Sara Robinson, 502.658.1187) at any time. Therefore, I agree to participate in this study. I understand that I may refuse to participate or withdraw from the study at any time. In addition, I know that if I have any concerns about my treatment during the study, I can contact the Chair of the Internal Review Board at New Orleans Baptist Theological Seminary (504.282.4455) at any time.

☐ I agree to participate in the study

A Measure of Ministry Preparedness for M.Div. Students

Leadership Self-Efficacy Survey

In the first section, you'll be presented with a statement and six answers. Indicate your level of agreement with each statement by clicking the circle under your choice.

1. As a leader, I can help followers unite around the central focus of our mission.

[illegible]

2. As a leader, I can foster community among group members.

☐ Strongly Disagree ☐ Disagree ☒ Slightly Disagree ☐ Slightly Agree ☐ Agree ☐ Strongly Agree

3. As a leader, I can guide a group to identify shared goals.

Strongly Disagree

Disagree

Slightly Disagree

Slightly Agree

Agree

Strongly Agree

☐
☐
☐
☐
☐
☐

4. As a leader, I can guide a group to work toward shared spiritual goals.

Strongly Disagree

Disagree

Slightly Disagree

Slightly Agree

Agree

Strongly Agree

5. As a leader, I can articulate a vision for ministry to the group.

6. As a leader, I can actively listen to group members' ideas or suggestions.

Strongly Disagree Disagree Slightly Disagree Slightly Agree Agree Strongly Agree

☐ ☐ ☐ ☐ ☐ ☐

7. As a leader, I strive to exhibit servant leadership in my actions and interactions.

Strongly Disagree Disagree Slightly Disagree Slightly Agree Agree Strongly Agree

8. As a leader, I can build trust between myself and my group members.

[illegible]

9. As a leader, I can help group members contribute to our work using their spiritual gifts and abilities.

Strongly Disagree Disagree Slightly Disagree Slightly Agree Agree Strongly Agree

☐ ☐ ☐ ☐ ☐ ☐

10. As a leader, I can learn from my mistakes and use what I learn in future leadership endeavors.

11. As a leader, I enjoy leading groups through change.

Strongly Disagree Disagree Slightly Disagree Slightly Agree Agree Strongly Agree

☐ ☐ ☐ ☐ ☐ ☐

12. As a leader, I can help groups find a new way of looking at a problem.

13. As a leader, I can point group members to spiritual principles in difficult circumstances.

Strongly Disagree Disagree Slightly Disagree Slightly Agree Agree Strongly Agree

☐ ☐ ☐ ☐ ☐ ☐

14. As a leader, I consider group member input as I make decisions.

Strongly Disagree Disagree Slightly Disagree Slightly Agree Agree Strongly Agree

☐ ☐ ☐ ☐ ☐ ☐

15. As a leader, I use scripture and prayer to cultivate Christlike leadership.

Strongly Disagree Disagree Slightly Disagree Slightly Agree Agree Strongly Agree

A Measure of Ministry Preparedness for M.Div. Students

Survey Validity

In this second part of the survey, you will be asked to answer a few short questions regarding the survey you just completed. Space is included for written comments if you'd like to elaborate on your answers.

1. Does the survey contain language this can be understood by Master of Divinity students?

☐ Yes

☐ No

Comment:

2. Does the survey assess relevant ministry leadership concepts?

☐ Yes

☐ No

Comments:

3. Were any of the questions unclear? If so, please elaborate in the comment box.

☐ Yes

☐ No

Comments:

4. Were the survey instructions clear?

☐ Yes

☐ No

Comments:

5. Please use the space below to leave additional comments about the survey experience or suggestions for improving the survey for future Master of Divinity students.

Demographic Data

Please provide answers to the following demographic questions:

1. What is your age range?

☐ Under 18

☐ 45-54

☐ 18-24

☐ 55-64

☐ 25-34

☐ 65+

☐ 35-44

2. What is your gender?

☐ Female

☐ Male

3. At the end of the Spring 2023 semester, how many hours will you have completed toward your M.Div.?

☐ 24 or less

☐ 25-48

☐ 49-72

☐ 73 or more

4. What is your primary method of attending classes?

☐ In person at the NOBTS main campus

☐ At an extension center

☐ Online

☐ In person, Synchronus learning

☐ Other (please specify)

Amazon Gift Card Drawing

Thank you for completing the survey! If you'd like to be entered to win one of (2) \$50 Amazon gift cards, please provide your email address below. Winners will be notified at the email address provided by May 15.

1. Please provide your email address to be entered in the Amazon gift card drawing.

Email Address

APPENDIX 9

PROVOST PERMISSION FOR SURVEY

On Sun, Jan 2, 2022 at 6:17 PM Sara Robinson <srobinson@fbc Somerset.org> wrote:

Dr. Grubbs,

I hope you enjoyed a wonderful Christmas and start to the new year! I'm expectant for good things this year!

I am writing to ask your permission to conduct a small scale pilot study on the NOBTS students enrolled in the MDIV program. In my research, I am developing a survey instrument to measure leadership self-efficacy of students who are preparing for ministry leadership. Self-efficacy has shown to be a factor in perseverance, goal attainment, and longevity in numerous populations.

The construct of leadership self-efficacy is somewhat new, theorized mainly in the twenty-first century. It is understood in three aspects: direction setting, gaining follower commitment, and overcoming obstacles. I believe measuring such could give insight to advisors regarding student preparedness for ministry leadership.

I understand my research must go through the rigorous IRB process to receive ultimate approval to move forward. Yours and the permission of the school to access e-mail addresses of MDIV students will be greatly appreciated. Please let me know what further information I need to provide to secure permission to do so.

Blessings,
SaraBeth

From: Norris Grubbs <ngrubbs@nobts.edu>

Date: Monday, January 3, 2022 at 10:08 AM

To: Sara Robinson <srobinson@fbc Somerset.org>

Subject: Re: Dissertation Research with MDIV students

Sara,

This sounds like a useful study. We don't really share the email addresses of our students for a variety of reasons, but I think we can still accomplish what you need. If you sent us an email, we could send that to all MDIV students. You'll want to give us any parameters you need for the students chosen. Your email could prompt them to reply to your address or maybe have a google form for them to complete or something like that. That way students are opting in to being part of your research and sharing their email. Would that work for you?

As you mentioned, the IRB process will be required for a study like this.

In Him,

Norris C. Grubbs, PhD
Provost
Professor of New Testament and Greek
New Orleans Baptist Theological Seminary
3939 Gentilly Blvd.,
New Orleans, LA, 70126
1-800-662-8701

On Mar 13, 2022, at 7:12 PM, Sara Robinson <srobinson@fbc Somerset.org> wrote:

Dr. Grubbs,

I am writing to ask your permission to conduct a small scale pilot study on the NOBTS students enrolled in the MDIV program. I realize I sent a similar e-mail in early January. I'm seeking explicit permission to follow the plan outlined below:

1. In my research, I am developing a survey instrument to measure leadership self-efficacy of students who are preparing for ministry leadership. Self-efficacy has shown to be a factor in perseverance, goal attainment, and longevity in numerous populations.
2. Once the survey instrument is developed and approved by IRB an email including link to the survey will be sent to your office.
3. Your office will define the email audience through your NOBTS system.
 - a. I'd like the email and link to be sent to all Master of Divinity Students.
 - b. The link to the survey will include the informed consent and an opportunity for students to opt in to the research.
4. I'd like a follow-up e-mail to be sent two weeks later. I'm happy to help prompt the sender.

If this sounds like an acceptable plan, do you mind replying with your permission to proceed?

Graciously,
Sara

From: Norris Grubbs <ngrubbs@nobts.edu>
Date: Monday, March 14, 2022 at 12:23 PM
To: Sara Robinson <srobinson@fbc Somerset.org>
Cc: Suzanne Davis <provostadmin@nobts.edu>
Subject: Re: Permission for Dissertation Research

This is approved once you have the IRB permission.

In Him,

Norris Grubbs
New Orleans Baptist Theological Seminary

APPENDIX 10

INSTITUTIONAL REVIEW BOARD APPROVAL



August 12, 2022

Mrs. Sara Robinson
613 Overview Drive
Somerset, KY42503

Dear Mrs. Robinson:

I have been informed that your guidance committee approved your prospectus on April 29, 2022, and I have received a copy of the revised document. In addition, the Institutional Review Board has approved your IRB request. You may proceed with dissertation research and writing. I encourage you to work closely with your guidance committee throughout this process.

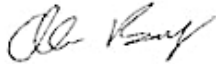
According to Section III.1.3b of the *Manual for Research Doctoral Programs*, "Any changes in the project after approval by the IRB must be resubmitted for review by the IRB before approval is granted. IRB approval is granted for a maximum of two years and may be subject to review at any time during that period." Therefore, your protocol approval expires on April 29, 2024. If your research has not been completed by that date, you will need to resubmit a request for IRB review along with an update regarding the research you have completed.

Enclosed is a sheet describing the work of the Doctoral Form and Style Consultant. Because the review of a chapter of the dissertation is optional at the discretion of the guidance committee, you will need to ask your chairperson whether your committee will require you to have a chapter reviewed. However, you can choose to request a chapter review to alert you to any problems with form, style, and grammar. The review should be completed no later than one month before submission of the dissertation. Be sure to contact Mrs. Pam Cole at pcole@nobts.edu to schedule the review well in advance, as slots tend to fill quickly.

As a reminder, a review of your program indicates that your graduation deadline is May 2025. I encourage you to be diligent to make consistent progress in order to submit your dissertation by your March 1, 2025 program deadline.

God bless in your work.

Yours in Christ,

A handwritten signature in black ink, appearing to read "Alan S. Bandy". The signature is fluid and cursive, with the first name "Alan" and last name "Bandy" clearly distinguishable.

Alan S. Bandy, Associate Dean
Research Doctoral Programs

ASB:eat

cc: Dr. Jody Dean
Dr. Reggie Ogea

APPENDIX 11

COMMUNICATION WITH REGISTRAR

On Mon, Apr 3, 2023 at 8:33 AM Beth Terrill <provostadmin@nobts.edu> wrote:

Casey,

Dr. Grubbs granted permission for PhD student Sara Robinson to survey our MDiv students. She has received IRB and committee approval to proceed with her research. Below is the email that Sara would like sent out to current MDiv students. Dr. Grubbs said you would be the one to send the survey out. She would like a second email sent out in 3 weeks. I will put a reminder on my calendar to contact you again in 3 weeks to send it out again.

Let me know if you have any questions.

Thanks!

Beth Terrill, MBA, MA

Administrative Assistant to Dr. Norris Grubbs, Provost
New Orleans Baptist Theological Seminary
3939 Gentilly Blvd. Box 33, New Orleans, Louisiana 70126
504-282-4455 ext. 8006 504-816-8428 (fax)
provostadmin@nobts.edu

From: **Casey Evans** <cevens@nobts.edu>

Date: Mon, Apr 3, 2023 at 7:49 PM

Sara,

The Registrar actually sent me a list of emails so that you can send the survey out (see email below). The list is attached.

Let me know if you have any questions.

Beth Terrill, MBA, MA

Administrative Assistant to Dr. Norris Grubbs, Provost
New Orleans Baptist Theological Seminary
[3939 Gentilly Blvd. Box 33, New Orleans, Louisiana 70126](mailto:3939.Gentilly.Bldg.Box.33@nobts.edu)
504-282-4455 ext. 8006 504-816-8428 (fax)
provostadmin@nobts.edu

identifying information. She should be able to distribute the list via survey monkey.

Thanks,
Casey

Casey Evans

Registrar

Director of Student Success

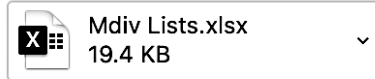
3939 Gentilly Blvd, New Orleans, LA 70126
504.816.8257



ⓧ **Beth Terrill** <provostadmin@nobts.edu>

Tuesday, April 4, 2023 at 9:10 AM

To: ⓧ Sara Robinson



Download • Preview

Sara,

The Registrar actually sent me a list of emails so that you can send the survey out (see email below). The list is attached.

Let me know if you have any questions.

Beth Terrill, MBA, MA

Administrative Assistant to Dr. Norris Grubbs, Provost

New Orleans Baptist Theological Seminary

3939 Gentilly Blvd. Box 33, New Orleans, Louisiana 70126

504-282-4455 ext. 8006 504-816-8428 (fax)

provostadmin@nobts.edu

APPENDIX 12

RESPONDENT DEMOGRAPHICS

Age Range

<18	0
18-24	37
25-34	42
35-44	29
45-54	16
55-64	4
>65	3
TOTAL	131

Gender

Male	102
Female	29
TOTAL	131

Hours Completed toward MDiv

24 or less	43
25-48	43
49-72	27
73 or more	18
TOTAL	131

Primary Method of Attending Classes

In person at the NOBTS main campus	39
At an extension center	17
Online	84
In-person, Synchronous learning	3
Other (please specify): <i>Prepare Here weekend, hybrid (2), Synchronous learning (2), Mentorship courses, FLEX, Combination of methods listed above</i>	8
TOTAL	131

APPENDIX 13

VALIDITY QUESTIONNAIRE DATA

Does the survey contain language that can be understood by Master of Divinity students?

Yes	98.48%	130
No	1.52%	2
TOTAL	100.00%	132

Comments:

Yes, except I believe this question should have “that” in place of “this” lol

Typo in the above question

survey was easy to answer

I believe there was a typo here (this instead of that).

Typo present in this question: that*

For the most part yes, but this question for example has a typo “this” and one of the previous questions contained “actively listen,” not sure what that means.

For the most part, but this question itself needs to be reworded.

“That” can be understood

In this question, I suggest you change “this” to “that”

It all seemed very clear to me.

Does the survey assess relevant ministry leadership concepts?

Yes	97.73%	129
No	2.27%	3
TOTAL	100.00%	132

Comments:

The questions were general in nature. Not too specific

Questions seem pretty vague but yes.

With the disclaimer, this survey assesses theoretical readiness; it can be difficult to assess practical self-preparedness.

However, there were no questions about conflict resolution

All of the leadership questions presented are important parts of ministry leadership.

I could connect almost all the questions to leadership experiences in the previous 3 months

Were any of the questions unclear? If so, please elaborate in the comment box.

Yes	3.79%	5
No	96.21%	127
TOTAL	100.00%	132

Comments:

Very vague questions, impossible to truly answer with a simple scale

For the most part, all seemed clear.

The question that asked whether or not I enjoyed leading through change may seem tricky, but I don't think it is. I had to take a second to process that. I wanted to say that yes, I can lead change, but that does not necessarily mean that I like to.

However, it may be useful to add a general note at the beginning that the context of every single question is a ministry setting. I think that's pretty obvious given the whole survey and it's purpose, but it might be useful to add a statement to that effect. I know that my leadership abilities vary greatly between my "secular" leadership role in the military and my volunteer leadership role in ministry, where I am much more gifted and a more natural fit. That's just a thought though. I could clearly tell that the context for all of this is ministry, given your description of the survey.

All the questions make sense and are applicable to leadership

Not unclear but possibly the answers might be different depending on the type of leadership role.

The question about "actively listening" to people.

Some questions felt repetitive, such as worded in a leadership way then later in a ministry leadership way.

Early questions were in regard to what follower response leadership framers and these are not absolute. I slightly agreed

Were the survey instructions clear?

Yes	97.71%	128
No	2.29%	3
TOTAL	100.00%	131
Comments: None		

Please use the space below to leave additional comments about the survey experience or suggestions for improving the survey for future Master of Divinity students.

N/A

The survey was easy to follow and even gave me some leadership characteristics to reflect on for my own improvement!

I'm not a fan of the "agree/disagree" spectrum for answering questions. I struggle with picturing what strongly agree, slightly disagree, or any of the choices practically look like. I like short answers because I am able to explain my reasoning.

This survey was clear and concise with practical questions for ministry leaders.

NA

Leadership is an area that I have had personal interest in so much of the language and posture reflected in the survey echoes that which I have heard in the past. I cannot speak to the nature of individuals who have a lesser interest in shaping culture through leadership (many times I hear leaders think that speaking boldly about specific positions is primarily what leadership is about which in my opinion would fall grossly short of leadership to be imitated). However, many of the questions (and potentially subsequent training or example that could be formed) are comprehensible even if the depth of said question may not be understood.

I thought it was great. No change needed.

I am not necessarily a leader so some answers had to be my hypothetical answer

Double check for grammar errors. I'm also confused why this is part of a Ph.D project

The survey was concise and clear. I feel like it could not be improved upon.

I think the survey was good as is.

These group of questions ask questions that as a seminary student you begin to focus on your true self but it is not human nature to address faults in ourself. The amount of experience should be considered as well.

I would suggest adding questions that relate to the minister's preparedness to lead a local church through tragedy or transition

No questions at this time.

I wonder if Master of Divinity students would respond differently if the particular area of servant leadership is mentioned as opposed to leadership proper

Maybe define what you mean by a leader - small group leader? Pastor? Older women with influence over younger women? Etc. That could help people understand whether they fit as a leader or not.

I see there are still 5-6 more questions after this, but as a former engineer and current project manager; I have yet to provide any info to differentiate me from another MDiv student. For me to say all these are clear might be biased by my background, whereas to say they are not might be by a non-working full-time student. These two cause a divide and pollute the search results. Even then, finding out if the student is primarily online, transfer, extension campus, main campus, working, married, or involved in the life of a church at some level (clarify the level) then you see who has learned experience vs applied in leadership.

Thank you for this survey! This Maxwell quote comes to mind: "Leadership is influence."

N/A

Very simple and intuitive survey experience

Consider having participants reflect on past experiences they have in leadership or ones they witnessed and assess how they performed or should have performed.

N/A

No other comments at this moment

The leadership (especially in Christian ministry) involves many facets. It is good that the questions involved Scripture and spiritual discernment in leadership, there are other areas such as interpersonal relationship, emotional intelligence, and communication skills ... etc. to be identified. Just some suggestions for preparing future survey.

I'm not really leading in any ministry position. So, I think a question or two may need to be added to see if varying leadership positions garner different results. Like a regional networking/director position may yield higher status info versus a youth leader of a small church.

The questions were concise, but I wanted to give an accurate assessment of how I perceived my abilities. I think the questions were great questions for leaders to ponder.

Having some questions that articulate more leadership qualities would be useful. Changing some of the language to give additional meaning to the questions may be beneficial as well. Make it so it's not so "black and white"

This survey was relevant in assessing leadership ability for minister.

Classes should have more work that prepares them for future studies if they choose to do so. Some classes are not challenging enough and feel like busy work.

Adding a place for comments with the first questions could be useful for some qualifiers. Also, asking about recent leadership scenarios to get them thinking could yield more honest answers.

It may be helpful to the person taking the survey to have a neutral answer between agree and disagree. There were a couple of questions that I was unsure of my answer. I really didn't slightly agree or slightly disagree. I felt an answer between those would be most accurate. I hope this makes sense, and also understand that a middle, or neutral, answer might not fit into your research.

See previous comment.

It was an easy survey to do.

The survey may include question(s) that measure the impact of leaders' Mdiv education in their leadership.

Perhaps developing a way of developing questions that are more quantitative and are less subjective.

I think it is good just as it is.

Blessings of success to you as you complete your journey

I really enjoyed this survey and as an MDIV student at the extension center in Clinton I am able to get both seminary and practical on the field leadership experience in my local church. I lead on staff in our college ministry and in each question I could confidently answer because of the experiences I have had serving in my local church. So they were great questions!

I think the questions were relatively easy especially for those in leadership positions.

I may be a bit of an outlier in your survey as I have more than 30 years of leadership experience in military and corporate settings. I'm far more comfortable with the leadership aspects of ministry than many other aspects.

Survey interface is slightly glitchy. Will revert to the top of the page randomly at times, particularly regarding the directions and agreement pages.

None

This survey is well done. It will be more better if there were more questions which is not only 'agree' or 'disagree' questions. But also more elaborate answers suggestion for a leadership.

I thought the survey was simple and straight forward.

Leadership and ministry leadership should use the same skills. The wording should promote this thought process rather than making this seem more like two separate things.

Each person who serves in the ministry experiences different situations and have different outcomes.

I have little to no academic research training, but if forced to give an example of some of the reasoning for each question it might cause me to be more specific or accurate in rating myself. The specific stories might not be used, but it could produce a better self assessment.

It was a pretty thought-provoking survey. I have no suggestions!

The survey was easy to access, well presented, and laid out.

I do not see a need to change anything.

There could maybe be a neutral answers option of neither agree or disagree. Also there could be questions about how the Seminary and other relevant ministry experiences have helped to prepare us for leadership roles over time. Other than that it was interesting to consider evaluating myself in this area and how I've grown, because if I had been asked these questions a few years ago I would not be as confident in many of my answers.

N/a

None

A thought process about ministry needs to take into account the toxicity and abuse that has come to light in churches in recent years and teach students the importance of the pastoral care side of ministry (aside from just teaching pastoral counseling).

N/a

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- . *Research Design and Statistical Analysis in Christian Ministry*. 5th ed. Self-published, 2015.

VITA

Sara E. Robinson

EDUCATIONAL

BME, Georgetown College, 2000
MRE, Liberty University, 2012
ThM, New Orleans Baptist Theological Seminary, 2020
PhD, New Orleans Baptist Theological Seminary, 2023

MINISTERIAL

Women's Ministry and Transition Consultant, Kentucky Baptist Convention,
2022–present
Director of Connections and Spiritual Growth, First Baptist Somerset, 2021–2022
Director of Student Ministries, First Baptist Somerset, 2016–2021
Director of Women's Ministries, First Baptist Somerset, 2008–2015
Director of Operations, Midwest, LIFT Student Ministries, 2003–2011
Kids Ministry Director/Pianist, Chevy Chase Baptist Church, 1998–2000

ORGANIZATIONAL

NOBTS Society for Women in Scholarship, Founding Chairwoman, 2020–2022
Lake Cumberland Baptist Association Leadership Team, 2021–2022
Society for Professors of Christian Education, 2021–2022
Disciple Leaders Network of Kentucky, 2021–2022
Baptist Association of Christian Educators, 2019–2022
Association of Youth Ministry Educators, 2021

PUBLICATIONS

“Youth Ministry Arenas Study” with Dr. David Odom, *The Journal of Youth Ministry*,
2021