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# Challenges of Postmodern Thought in Christian Higher Education Institutions: Implications for Ethical Leadership

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## Recommended Citation

# DISSERTATION NOTICES

**Brown, J. O. (2014).** *The importance of integrity in Christian leadership: Giftedness + integrity³ = productivity.* **Ph.D., Asbury Theological Seminary.**

One of the Christian world's greatest leadership challenges today is integrity. The Church is facing an integrity crisis that will compromise its influence within society. This integrity crisis within the Church serves as the impetus for exploring the importance of integrity among Christian leaders. This study examines three dimensions of integrity: personal integrity, vocational integrity, and organizational integrity.

The study assessed knowledge, attitudes, and behavioral changes among 20 pastors and lay leaders of the Alpha and Omega Leadership Institute in Jamaica who participated in an eight-week leadership seminar and two follow-up seminars focused upon the importance of personal, vocational, and organizational integrity in Christian leadership with an emphasis on Giftedness + Integrity³ = Productivity. All 20 leaders completed the pre and post Lewis Pastoral Leadership Inventory. Major findings with implications for integrity in Christian leadership were identified in three categories: Character (personal integrity), Competence (vocational integrity), and Contribution (organizational integrity). These findings suggest that leaders struggle to create a sense of personal balance, that leaders possess limited administrative skills and pastoral care knowledge and practices, and that leaders have limited knowledge of the importance of vision and mission.

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The study investigated the question: What is the process that Christian higher education administrators and faculty members used when understanding the challenges of postmodern thought at the institutions, and what are the challenges for ethical leadership? Utilizing a grounded theory methodology, the researcher sought to develop a theory that examined how 15 Christian higher education administrators and faculty understood the challenges of postmodern thought at their institution and determined what were the implications for ethical leadership. The study identified six categories that served as the framework for understanding the process Christian higher education leaders used when understanding postmodern challenges at their institutions and the factors they determined to be implications for ethical leadership. The six categories were (a) attitude towards openness, (b) constructivist approach, (c) critical thinking/embracing diversity of ideas, (d) curriculum consideration, (e) tolerance, and (f) leadership. Additionally, attitude towards openness was developed as the central phenomenon. The integration of the six categories produced a central category that shaped the theory of the process Christian higher education leaders used in understanding the challenges of postmodern thought at Christian higher education institutions and the implications for ethical leadership.