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The Intersection of Leadership and Spirituality: A Qualitative Study Exploring the Thinking and Behavioral Attributes of Leaders Who Identify as Spiritual

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DISSERTATION NOTICES

Cho, C. S. (2006). *The relationship between experiences of Master of Divinity students at the Seventh-day Adventist theological seminary and their spirituality.* Ph.D., Andrews University, ProQuest Dissertations Publishing. 3213127.

The purpose of this study was to examine the relationship between the experiences of Master of Divinity students while enrolled in the seminary and their level of spirituality upon completion.

A quantitative research design with a limited qualitative piece was used to survey M.Div. students who graduated in 2004. Exactly 100 participants completed the Christian Spiritual Participation Profile and an instrument that explored the degree of effort put into formal curriculum offering, and the frequency of participation in nonformal curriculum and socialization activities. Participants were also asked to share a positive experience and to recommend changes to the seminary curriculum. The Pearson correlation and ANOVA procedures were employed to analyze the data.

Spirituality correlated positively with the following: the effort students made in the formal curriculum, the frequency of participation in the nonformal and socialization areas, and the perception of faculty modeling. The effort students made in the formal curriculum produced the highest correlations with both current spirituality and the reported change in spirituality during the seminary years. Black students ranked highest in spirituality and white students the lowest. Faculty involvement in student activities made a difference in how an activity was perceived to have influenced spirituality. Outside of the seminary experiences, some of the supportive influences and/or obstacles were found to have significant rela-

tionships to the spirituality of all M.Div. students.

Intentional spiritual emphasis in the formal and nonformal curricula, socialization, and Christian modeling of faculty enhances the spiritual growth of students. Students need to take responsibility for their own time management in order to invest enough time for regular personal devotion and in-depth study of the Word. Finally, the seminary should provide a strong community experience where fellowship among students and faculty can flourish.

Goldberg, D. S. (2016). *The intersection of leadership and spirituality: A qualitative study exploring the thinking and behavioral attributes of leaders who identify as spiritual.* Ph.D., Union Institute and University, ProQuest Dissertations Publishing. 10173954.

While the field of leadership can trace its roots to Plato, Sun Tzu, and Machiavelli, among many others, it has become a focus of contemporary academic studies in the last 50 to 75 years. And while spirituality can trace its origins to Muhammad, Jesus, and Buddha, the exploration of the nexus of leadership and spirituality is much more recent and as a result, a limited body of knowledge exists and thus, is ripe for study.

Many challenges exist, including the fact that the study of leadership is a multidisciplinary academic field which includes a myriad of topics from a vast array of disciplines and spirituality, which are extraordinarily diverse. This study explored a set of theories and tools enabling leaders to develop and support qualities within themselves and those with whom they work and interact. Specifically, this work is a qualitative study exploring

the nexus of leadership and spirituality, addressing the gap in the literature that considers this intersection, as evidenced by the Venn diagram that includes leadership, spirituality, thinking, and behavioral attributes.

While a qualitative study, the quantitative element used is Emergenetics, a 30-year-old psychometric tool that looks at the four thinking attributes of analytical, structural, conceptual, and social, and the three behaviors of expressiveness, assertiveness, and flexibility. With more than 630,000 profiles completed in 21 languages by people around the world, the universe for this study consisted of 14 one-to-one interviews and two focus groups of 14 people each, one in person and one online. The myriad of faith traditions with which the participants identified in their youth is provided. With regard to the tradition with which participants identify today, of the 42 participants, 24 identify as Science of Mind/Religious Science and 18 identify with other faith traditions or no faith tradition.

The primary question was does spirituality influence leaders' thinking and behaviors. The secondary questions included an exploration around ways spirituality influences thinking and behaviors. It also explored the questions as to spirituality informing the ways leaders can be challenging within their organizations, and if acknowledging one's spirituality publically helps or hinders building effective teams.

The highlights of the research include the finding that spirituality does indeed influence everything a leader does and is, whether thinking or behavior attributes, and the process of a leader's questioning. As well, while publicly acknowledging one's spirituality is thought to be positive, there are some confounding cir-

cumstances and those ideas are also presented.

The study also includes the group Emergenetics profiles for the two focus groups and all of the individual interviews as one profile, respectively, with an explanation as to how that informed the research.

Finally, the implications of this research to the study of leadership, the study of spirituality and leadership, and the use of the Emergenetics tool in such work is explored.

Gyuroka, T. C. (2016). *What do pastors in German-speaking Europe perceive as important leadership competencies in order to be effective pastoral leaders. Ph.D., Andrews University, Dissertations. 1600.*

Leadership competency models for teaching leadership to pastors in the Seventh-day Adventist Church—if used at all—usually have been adapted from business leadership models. The curricula for seminary leadership courses and continuing education programs are usually shaped by what seminary teachers or administrators deem important. Their criteria are often based on anecdotal evidence rather than on a research-based understanding of what Seventh-day Adventist pastors actually need in order to be successful leaders in their local churches. This study seeks to address this need within the Seventh-day Adventist church in German-speaking Europe, and globally by developing a competency model of pastoral leadership.

The study used a mixed-method research design. The explorative qualitative phase (phase 1) of the study worked with five focus groups. Four focus groups consisted of pastors in the Austrian Union, the German-Switzerland Conference, the North German Union, and the South