

LIBERTY UNIVERSITY  
JOHN W. RAWLINGS SCHOOL OF DIVINITY

A FIELD THEORY GUIDED QUANTITATIVE STUDY INTO ENVIRONMENTAL  
FORCES IMPACTING CHRISTIAN LEADERSHIP  
AND INSTRUMENT DEVELOPMENT

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

by

Leonard Scott Momeny

Liberty University, Lynchburg, VA

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## ABSTRACT

The purpose of this descriptive quantitative study was to determine and then evaluate perceptions of Christian seminary students with recent ministry related leadership experience on the environmental factors and forces, both internal and external, that either enable or constrain the efforts of the modern Christian leader. Christian leadership study, much like general leadership study tends to focus directly upon the leader, thus ignoring the potential impact of environmental variables upon resultant leadership. For this knowledge gap to be properly investigated a new instrument, based upon work by Dr. David Dockery, was developed, refined, and utilized to investigate the perception of the impact regarding 14 environmental variables, both positive and negative. The study sample was drawn directly from a major Christian university, specifically drawing from online students. The developed computer-based Likert scale instrument was hosted via *Qualtrics* and subsequent data analysis was conducted utilizing IBM SPSS 26. While the developed instrument, the Christian Leader Environmental Variable Inventory, or CLEVI, was evaluated favorably, continued refinement and additional studies will be required to establish a firmer sense of instrument validity. Overall, the study still managed to reveal unique perceptions of Christian leaders regarding the impact of their environment upon leadership efforts, thus establishing itself as a viable component for future research.

*Keywords:* Christian leadership, leadership, field theory, leader environment.

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### **Dedication**

This dissertation is dedicated to my Lord and Savior Jesus Christ. “I can do all things through Christ who gives me strength,” (Philippians 4:13, BSB) and yes, that includes completion of a dissertation. All praise and all glory to God.

## Acknowledgments

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## Table of Contents

ABSTRACT .....	3
Copyright. ....	4
Dedication .....	5
Acknowledgments .....	6
List of Tables .....	11
List of Figures .....	12
List of Abbreviations .....	13
CHAPTER ONE: RESEARCH CONCERN .....	14
Introduction.....	14
Background to the Problem .....	20
Statement of the Problem.....	25
Purpose Statement.....	29
Research Questions and Hypotheses .....	30
Assumptions and Delimitations .....	31
Research Assumptions .....	31
Delimitations of the Research Design.....	32
Definition of Terms.....	33
Significance of the Study .....	35
Summary of the Design .....	37
Chapter Summary .....	38
CHAPTER TWO: LITERATURE REVIEW .....	40
Overview.....	40

Theological Framework for the Study .....	45
Theoretical Framework for the Study .....	60
Related Literature.....	70
Rationale for Study and Gap in the Literature .....	78
Profile of the Current Study .....	81
Chapter Summary .....	82
CHAPTER THREE: RESEARCH METHODOLOGY .....	84
Research Design Synopsis .....	84
The Problem.....	84
Purpose Statement.....	85
Research Questions and Hypotheses .....	85
Research Design and Methodology .....	87
Population(s).....	89
Sampling Procedures .....	90
Limits of Generalization .....	91
Ethical Considerations .....	92
Proposed Instrumentation .....	92
Validity .....	95
Reliability.....	97
Research Procedures .....	98
Data Analysis and Statistical Procedures.....	99
Data Analysis .....	99
Statistical Procedures .....	100



Chapter Summary .....	101
CHAPTER FOUR: ANALYSIS OF FINDINGS .....	102
Compilation Protocol and Measures .....	102
Demographic Data and Sample Data .....	107
Data Analysis and Findings .....	115
Evaluation of the Research Design .....	123
CHAPTER FIVE: CONCLUSIONS .....	127
Research Purpose .....	127
Research Questions and Hypotheses .....	127
Research Conclusions, Implications, and Applications .....	128
Research Limitations .....	137
Further Research .....	138
REFERENCES .....	140
APPENDICES .....	151
Appendix A: Proposed Research Instrument (CLEVI Version 1) .....	151
Appendix B: Expert Panel Letter of Inquiry .....	158
Appendix C: Expert Panel Letter of Explanation & Guidance .....	159
Appendix D: Participant Recruitment Letter of Inquiry .....	161
Appendix E: IRB Approval Letter .....	162
Appendix F: IRB Exemption Letter .....	164
Appendix G: IRB Consent Form .....	165
Appendix H: Pilot Study Research Instrument (CLEVI Version 2) .....	167
Appendix I: Research Instrument (CLEVI Version 3) .....	175

Appendix J: Research Instrument (CLEVI Version 4) .....	188
Appendix K: Leadership Experience Dependent Evaluation of PEV & NEV .....	203
Appendix L: Collected Free Text to CLEVI Question 45 .....	207
Appendix M: Statistical Analysis of Reliability and Correlation .....	211

## List of Tables

Table 1: Equation 1 .....	21
Table 2: Equation 2 .....	22
Table 3: Pilot Study Positive Variable Reliability Values .....	105
Table 4: Pilot Study Negative Variable Reliability Values .....	105
Table 5: Pilot Study Response Frequency .....	106
Table 6: Sample Demographics .....	111
Table 7: Sample Positional Ministry Leadership Experience .....	112
Table 8: Sample Leader Self-Perception .....	112
Table 9: Leadership Experience in Ministry .....	113
Table 10: Leadership Experience External to Ministry .....	113
Table 11: Respondent Leader and Leadership Perception .....	113
Table 12: Positive Variables of Influence .....	114
Table 13: Negative Variables of Influence .....	114
Table 14: Time Variable .....	115
Table 15: Survey Assessment .....	115
Table 16: PEV Ranked by Mean .....	117
Table 17: NEV Ranked by Mean .....	118
Table 18: Free Text Responses .....	122

### **List of Figures**

Figure 1: Momeny Gourgues Leadership Influence Field .....	26
Figure 2: Lewin Life Space .....	65
Figure 3: Force Field Analysis .....	95
Figure 4: Sample Revision Data .....	109
Figure 5: PEV Ranking .....	116
Figure 6: Positive and Negative Variable Ranking .....	119
Figure 7: Christian Leader Force Field Analysis (Traditional) .....	134
Figure 8: Christian Leadership Influence Field .....	135

### **List of Abbreviations**

Organizational Development (OD)

Person (P)

Behavior (B)

Environment (E)

Function (f)

Leadership (LDRSHP)

Leader (LDR)

Equation (EQ)

Institutional Review Board (IRB)

Christian Leader Environmental Variable Inventory (CLEVI)

Statistical Package for the Social Science (SPSS)

Positive Environmental Variable (PEV)

Negative Environmental Variable (NEV)

## **CHAPTER ONE: RESEARCH CONCERN**

### **Introduction**

Leadership is a unique phenomenon within the human experience. The mere mention of the word conjures thoughts of impressive individuals at the forefront of a greater whole, boldly pushing forward toward a future that they are attempting to will into reality. Momeny and Gourgues (2019) aptly note that “no matter the activity, be it business, military, family, or ministry there is always a need for leadership” (p. 227). It would seem in that sense, that leadership somehow transcends categorization, demonstrating a utility that far exceeds so many other phenomena. The need for leaders and leadership seems to saturate everything and yet, understanding of leadership seems incomplete. There appear to be unique concerns arising for the definition of leadership and the application of those definitions within the context of a greater theoretical framework and study. Christian leadership is not exempted from these concerns. For a more complete understanding of leadership, research must be prepared to account for so much more than just the variable of the leader.

Leadership, as Northouse (2019) understands it, is a “complex process having multiple dimensions” (p. 1). More specifically, Northouse (2019) notes that leadership is a “process whereby an individual influences a group of individuals to achieve a common goal” (p. 5). In a similar vein, Yukl (2012) attempts to formalize leadership as “influencing and facilitating individual and collective efforts to accomplish shared objectives” (p. 66). Greenleaf (1998) perhaps trumps all attempts to define leadership by simply noting, “The only test of leadership is that somebody follows – voluntarily” (p. 31). All three of the provided definitions seem to focus on individuals and nothing seems to address the nature of the outcome being based upon anything other than the leader. While the provided definitions identify leadership as a process or

collection of efforts, their application has in some ways limited the concept of process to the actions of just one person, the leader.

The ideas presented by Northouse, Yukl, and Greenleaf all represent basic concepts about leadership. The focus for all three definitions is uniquely secular, begging the question as to a requirement for a definition of Christian leadership. After all, Christian leadership is decidedly different than simple conservative approaches to leadership (Kessler & Kretzschmar, 2015). It is who the leader follows in this instance that makes it so different because Christian leaders possess a devotion and submission to Christ (Kessler & Kretzschmar, 2015).

Additionally, the church and ministry organizations Christian leaders oversee represent so much more than most can discuss when considering aspects of general leadership and organizational development. The organizational uniqueness surrounding the church and ministry efforts is found within the greater driving purpose of the church itself, and that is for those Christian leaders tasked with responsibility to “make known the glory of God by leading others to flourish in God’s design” (Geiger & Peck, 2016, p. 62). Both the general definitions of leadership and the specific definition of Christian leadership appear to indicate greater application and understanding beyond that of just a leader-oriented phenomenon.

When comparing secular definitions of leadership to more Christian conceptualizations one thing remains the same, the basics of what the leader provides are generalizable across all subdisciplines of leadership. After all, this generalization can be seen within the common verbs associated with each definition. Included within each statement is a verb that invokes either influence or action toward followership, thereby establishing the common variable in the provided definitions as calling attention to the motion of leadership. Motion is itself a process

and yet the motion of leadership study seems to only focus upon a single aspect, the generation of influence by the leader.

The provided definitions give attention to the fact that leadership is dynamic and at its core “produces change and movement,” or motion (Northouse, 2019, p. 13). Since influence is the medium by which the leader achieves change and movement from and with the members of their team, it would seem strange that leadership study knows more about the qualification of behavior than it does process. The behavior of the leader, specifically their leadership, as a means to impart influence upon those that they lead, has historically been categorized by approach through behavior interpretation (Behrendt, Matz, & Goritz, 2017; Northouse, 2019).

This is all mentioned to acknowledge that a great deal of leadership study has been relegated to an approach-based style that is more about understanding leader *x* displaying behavior that is indicative of the transactional approach, while leader *y* has a more transformational oriented approach (Behrendt et al., 2017). This means that most leadership-oriented scientists have insisted on studying behaviors, more so than models that integrate a process study, or analyzing components of leadership more systematically to develop a more defined framework to assess impacting variables outside of the leader-centric effort (Behrendt et al., 2017; Yukl, 2012; Zaccaro & Horn, 2003). The retroactive behavioral analysis approach to the study of leadership prevents further understanding or improvement to leadership education and even training.

Some researchers consider the one-dimensional approaches to leadership study are because the discipline lacks depth, pointing to limitations in both process and theory capable of commenting toward modeling, practice, and refinement (van Knippenberg & Sitkin, 2013). Leadership study does not currently insist on the utilization of theories or models that capture the



dynamic nature akin to the action of the leader and other associated contributing variables, especially external social-environmental processes (Dinh et al., 2014, p. 54). Instead, studies seem to focus on the behavior and approach of only the leader, ultimately failing to find an explanation and description of the holistic underlying process of leadership (Northouse, 2019).

To better build upon the current 100 years of leadership study it becomes necessary to expand the research efforts to include a more integrated theory-based modeled approach (Behrendt et al., 2017). It is not that the past research efforts have been in vain, for through those efforts social scientists and behavioral psychologists have been able to determine the elements typically associated with effective leadership praxis and human behavior. It is only because of such developed study regarding the descriptive nature of leadership that researchers have been able to identify behaviors that are perceived as ideal.

The idea is not to divest this vast collection of data from the future of leadership study, consisting of 66 different identified leadership theory domains, but instead push the study of leadership away from duplicative efforts in theory creation (Dinh et al., 2014; Muthukrishna & Henrich, 2019). In fact, it is the complete opposite, social scientists should instead allow that information to inform guiding “theoretical frameworks (and) set expectations that determine whether a new finding is confirmatory, nicely integrating with existing lines of research” (Muthukrishna & Henrich, 2019, p. 221). There must be something that can assist scientists with the navigation of overwhelming amounts of empirical results-based data in order to collect information. With a proper theoretical framework in place, replication in leadership study could become more commonplace and allow for far more consistent contribution to occur (Dinh et al., 2014; Muthukrishna & Henrich, 2019). Since 66 theoretical domains to leadership study are still

present, it is safe to assume Christian leadership study also requires a more consistent and enduring theoretical framework from which to research leadership and better inform leaders.

There is so much regarding the study of leadership that requires a change in focus if research is to better explain the complete process of leadership. For instance, it is believed that a theory integrated modeling approach to leadership can help reduce perceived redundancies currently attributed to the various leadership theories (van Knippenberg & Sitkin, 2013). Additionally, the potential surrounding a new approach offers a great deal of opportunity in determining new insights into the process of leadership and the impact of critical situational variables on the decisions and actions of the leader.

An example of one area that is in critical need of discussion and could benefit from a new approach toward leadership study is the variable of time, something that is continuously underrepresented in the study of leadership (Castillo & Trinh, 2018; Satterwhite, Sheridan, & Miller, 2016). Time is but one element outside of the individual leader experience that potentially impacts resulting leadership. However, that is not the only variable that could benefit, as a process or model is typically inclusive of all associated components that explain phenomena (Polkinghorne, 1998). The point is leadership, leader impact, and associated process are far greater than simple behavioral analysis of one individual that is ultimately affected by space, time, and multiple other environmental variables.

If leadership study were to direct its research efforts toward an approach that is more focused on process and framework, rather than behavioral analysis, then perhaps leaders could be better equipped through the fruits of that study to meet the challenges of their environment. A tremendous challenge typically at the crux of the hardest actions associated with leadership would be that of change. After all, change is the undeniable core of leadership praxis, for change

is movement, motion, and indicative of the active essence of leadership. People, or more generally the members of an organization, do not necessarily resist change, as they resist being changed (Stanleigh, 2013). Leaders typically fail at change efforts because of challenges in communicating the vision for their leadership effort, or sometimes the leadership effort failed due to lack of participation or a sense of urgency surrounding the change effort (Kotter, 2012; Schwering, 2003; Stanleigh, 2013). It would seem there is a significant underlying process consistently at play between leader, environment, and the resultant action of the leader that allows for change to be envisioned, enacted, and received by followers. In more general terms, there is a repeatable and understandable process to be better understood and studied at the core of leadership.

Change is a point of contention among both leader and led because though necessary it is difficult. It begs the question of why change is difficult and generally accompanied by a dichotomy in understanding (Kennedy, 2018; Kotter, 2012). Change is seen as necessary because nothing remains static in the world, and it is not just the business of the caring leader, but the entire organization, for “any living thing will change only if it sees change as a means of preserving itself” (Wheatly, 2006, p. 147). If change does not occur correctly than effort dies, or if the leader was unable to see a need for change than the organization is at risk of stagnation. At both points the leader potentially loses effectiveness. While change is the business of the entire group, because it must occur with and in support of the entire group, it is the leader as the head of the organization that envisions and initiates the change process. Additionally, it is the foresight and ability of the leader to articulate that change vision, for all information gathered and processed in aggregate, in such a fashion that endures throughout the change process (Kotter, 2012).

While the change or leadership process begins with the leader, it is important to note that several variables must be considered before leadership action occurs. Those variables under consideration, whether internal or external to the leader, should ultimately influence the leader's thoughts and vision before leadership action. If the perceived importance or influence of these variables contributes to the development of the leader's vision, then leadership study must aim to improve the leader's vision. Social scientists focused upon leadership study must strive to quantify all variables relevant to the leader to better inform understanding of the leadership process and framework. This effort will in turn increase a leader's ability to understand all aspects of their environment or situation, impacting their effort to successfully lead their team.

Kurt Lewin's field theory provides a meaningful foundation from which to extend a more refined effort into understanding the process of leadership (Burnes & Cooke, 2012; Mozenter, 2002; Ramos & Rees, 2008). Since Christian education on topics such as leadership are open to the integration of social science theory into their greater application in the pursuit of a more attuned biblical worldview, it seems reasonable to extend an assumption of validity for utilization of Lewin's field theory in the study of Christian leadership (Estep Jr. et al., 2008). This is especially true given the variables of Lewin's formula are open to definition and inclusion of necessary aspects specific to the Christian worldview, e.g. a healthy Christian ecological environment (Lowe & Lowe, 2018). For as this study will show, the environment surrounding a person is critical, because it can shape the lives and behaviors of those within, and this also includes the behaviors of leaders.

### **Background to the Problem**

The background to understanding change leadership begins in earnest with Kurt Lewin. Lewin was a psychologist that sought to understand social psychology, influenced organizational

development, or OD, and expressed his effort through the development of topological psychology. Lewin noted something special concerning the behavior of a person as being something that cannot be taken in isolation. Lewin then made the leap to say that behavior is a function of the person and environment. Essentially, Lewin's work was the first to take into account a "holistic view of human behavior that focused on the entirety of a person or group's perceptual or psychological environment," or total field (Burnes & Cooke, 2013; Lewin, 1946). Lewin would codify this process through the following heuristic formula:<sup>1</sup>

$$B = f(P, E) \quad (1)$$

The formula, which notes behavior as equal to the function of the person and their environment, was unique for multiple reasons, far beyond the fact that Lewin was attempting to introduce mathematics to the science of psychology as a matter of perceptibly increased rigor. Lewin's formula is unique because it shows a model of unity between variables, specifically variables that can be easily adapted to leadership study. However, to adapt the formula from its current state to a rendering that is more befitting the specifics of leadership study, it becomes necessary to insist upon some guidelines to ensure objectivity is maintained. The idea is to not change the essence of the heuristic formula but instead to ensure it can model the desired phenomena that the general formulation seeks to identify. To assist in these adjustments, it is helpful to refer to a couple of points physicists commonly use to evaluate the effectiveness of a model. A model is considered to be good if it accomplishes the following: "1) Is elegant, 2) Contains few or arbitrary or adjustable elements, 3) Agrees with and explains all existing

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<sup>1</sup> The dictionary notes *heuristic* as "a rule or method that helps you solve problems faster than you would if you did all the computing." The idea of the heuristic formula is that it serves as a general formulation or standard mathematical procedure with which to guide academic inquiry.

observations, and 4) Makes detailed predictions about future observations that can disprove or falsify the model if they are not born out” (Hawking & Mlodinow, 2010, p. 51).

The heuristic formula of field theory certainly provides most of the points commonly accepted with that of a good model. However, it does not appear unreasonable to logically infer some safe assumptions that can be made to improve upon the second point. Hopefully improving the potential modeling of leadership, all the while avoiding violation of the general essence of the original formula. Specifically, it is suggested that the field theory formula can have the more arbitrary element of behavior modified to focus upon leadership and the variable of the person to the leader. After all, B as representative of behavior has been previously utilized to account for leadership in similar fashions during previous research (Burnes & Cooke, 2013). The same can be noted for the variable P, or in this study, the leader. Finally, the variable E remains representative of the environment. After the previous mentioned finetuning has been accounted for the formula can now be written in the following manner:

$$LDRSHP = f(LDR, E) \quad (2)$$

Taken together, the formula both creates and describes a special reality that exists in the world of the leader and the environment with which they exert influence. When explored for its possible application it becomes evident that there is potential to provide understanding regarding how and why a leader behaves in a particular way. It also remains clear that the function of leadership is not just the sum of a person, which would include aspects such as intelligence quotient (IQ), emotional intelligence quotient (EQ), leadership experience, etc., but it is also inclusive of their environment.

This symbiosis between leader and environment is critical to the future of leadership study and education. This rings especially true for Christian leadership study, as Baumgartner,

director of the Ph.D. in Leadership program at Andrews University noted in an interview from 2017, “when pastors go out...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” (p. 17). The use of the word *world* in the above quote references the environment or area where the pastor or Christian leader conducts their work. This has a biblical reference that is connected via Matthew 13:37, “the field is the world (NIV),” a line from the parable of the weeds. And the person in the field tending to growth of crops within the parable is seeking to determine what is either aiding or detracting from their effort in the world. More practically, instead of weeds, the modern leader would understand their field to host things such as internal and external relationships, finance, culture, and the like.

This element of function between leader and environment is also critical to future leadership study because leaders are constantly dealing with change in their organizations. When taking the idea of what a leader is predominantly responsible for in an organization, change and movement as directed by a guiding vision, just by the mere presence of a leader it would seem they are always engaged in organizational development. After all, if a leader fails at forethought, planning, and constant change, then they risk being overtaken by events, in which case they become leaders in name alone (Maxwell, 1993).

Lewin’s field theory provides a means to address a greater problem set, that is if the effort is made to avoid the same mistake made by previous researchers who removed the mathematical context of the original theory. Some researchers and scientists are calling for research efforts into new avenues of leadership study. With the growing demand for an investigation into theory integrated models of leadership to better equip leaders to survive in their effort to negotiate change, it seems prescient to revive Lewin’s field theory in this fresh

manner (Behrendt et al., 2017; Burnes & Cooke, 2013). Additionally, it is necessary to do so with the mathematical nature intact, for a scientific theory, even social science theory, if able, should “employ a mathematical model that describes and codifies the observations we make” (Hawking, 2009, p. 31). For it is within the mathematical description of the scientific theory that replication and direction of future study can be had in a more robust manner.

Lewin’s field theory can function as the necessary vehicle for achieving a meaningful change in leadership study, and its mathematical flavor permits a better understanding of sub-associated variables within the greater, but more simplified equation (ref. EQ. 2). Lewin allows researchers to maintain a framework with which to analyze things one step at a time to better understand the subsequent leadership on display. Field theory then becomes a vehicle to better appreciate the environment of the leader. Furthermore, specifically adapting field theory to Christian leadership will allow more focused insight into the specific variables that impact the Christian leader, ultimately preparing them for success in an organizational endeavor that is unlike any other in the world.

Finally, field theory provides a vehicle to be informed by meaningful metaphors and parallels to be drawn from other field theories found in physical science, which can be distinctly seen as more secular manifestations of what Christians know to be the creation event. Field theory adopted specifically for Christian leadership study thus demonstrates a potential capacity for theological analysis directly to Christ as both creator and leader. For through that creation event lies a sense of ordering and leadership that Christ modeled as the *logos* of creation, more closely tying the Christian leader to a Christian leadership theory. Thus, offering Christian leadership study an opportunity at a Christ-like leadership theoretical framework with which to inform future research efforts.



### **Statement of the Problem**

The study of Christian leadership is both a new and old area of study as an academic discipline. Researchers have recently identified Christian leadership as “a trans-disciplinary field of study,” meaning that it draws on both theological and other disciplines for its explanation and research (Kessler & Kretzschmar, 2015, p. 1). This makes the study of Christian leadership unique in that it can be “pursued as a distinct discipline or a trans-disciplinary field of study, but it cannot be pursued in isolation” (Kessler & Kretzschmar, 2015, p. 1). Kessler and Kretzschmar noted that there were very few research publications regarding the nature of Christian leadership, and many academic disciplines have addressed the area of study from a specific optic, e.g. biblical leadership (Kessler & Kretzschmar, 2015). The two researchers even go so far as to ask the question, “how do we combine practical involvement and scientific knowledge” concerning the study of Christian leadership (Kessler & Kretzschmar, 2015, p. 5)?

This was the point that gave way to a gap in the literature directly informing or addressing Christian leadership—its environment, interactions, or study—with respect to the optic of the natural sciences and rigorous process analysis. Perhaps the mechanistic “theory x” view on management and leadership, which is fading in other areas of leadership study, is ready to receive due influence from new applications and approaches drawn from various arms of other scientific studies, (e.g. various specialized versions of field theory in physics), ultimately allowing analysis toward viable application in a Christian leadership context (McGregor, 1985; Wheatly, 2006). A reassessment into the nature of the environment of Christian leadership and what scholars could learn from the study of field theory could assist the next generation of Christian leaders in being more successful in their coming ministry effort to better reach the lost (Pew Research, 2015).

A leader is known to have influence and it has been theorized the projection of influence can even be understood as a field, much like a magnet that spans away from a point of emission, the leader (Wheatly, 2006). Such a field has been discussed by Momeny and Gourgues (2019) and is depicted below in what is known as the *Momeny Gourgues Leadership Influence Field* (p.12):

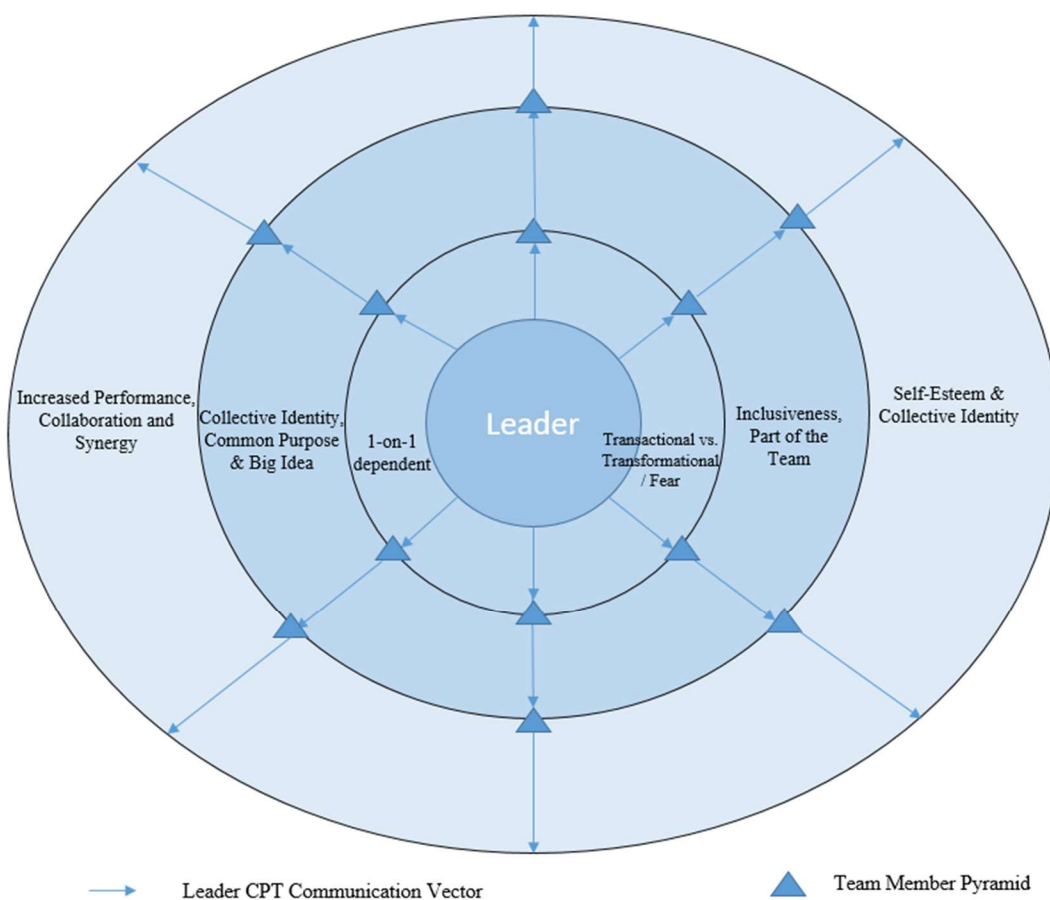


Figure 1 – Momeny Gourgues Leadership Influence Field

It can be reasoned that if a field of influence can be created by a Christian leader and felt by others then it can also diminish and cease to be felt by others. It is hard to point to examples of a leadership field being generated, as many have only noted there is merely a perception of leadership influence immediately felt upon entering an organization or church (Wheatly, 2006; Geiger & Peck, 2016). However, it is not difficult to note the diminished field of influence by a

leader, as it usually points to organizational collapse. It can be assumed the Christian leadership field of influence began to diminish in various churches in the UK where it was noted that only 10% of the population were regularly attending service (Chester & Timmis, 2008).

What is not known is how all associated environmental variables being experienced by the Anglican Church leaders at the time could have indicated a potential loss, thus signaling a need for change to leadership action. It is almost like the influence of the leaders within those churches were like balloons, once full and prominent, exerting presence and influence across a large area. However, a leader's influence can also be like that of a balloon and deflate, thereby leaving their once dramatic presence diminished, almost as if it were never there in the beginning.

Geiger and Peck (2016) thought this concept of Christian leaders creating a discernable field of influence within both their churches and communities critical and noted the following, "Without God's people leading according to God's design, any culture will inevitably deteriorate...culture in church, home, and the workplace will self-destruct without God's people distributing His grace through their leadership" (p. 73). Within the context of Geiger and Peck's (2016) comment is the idea of a force, much like in the case of various scientific field theories, emanating beyond the walls of the church, and hopefully impacting the surrounding field according to God's design. Yet current leadership study does not necessarily attribute such concepts as being anything other than a planning tool regarding individual organizations, as regularly seen within common force field analysis (Schwering, 2003; Wheatley, 2006).

This does not mean that field theory has no current discussion within modern leadership study. After all, leadership researchers have commented on the existence of such a perceptible field in organizations, even if only done so in passing (Momeny & Gourgues, 2019; Wheatley,

2006). However, those researchers always stop short of full discovery by adopting a position of the potential field only representing either good or bad culture. While there may be a hint of truth to such an assumption, there is so much more to be understood about the leader's environment than just good or bad culture. The relationship between leadership behavior and resulting influence as a function of both the leader and environment is unique to its impact on influence field generation. After all, leader success can be dependent upon many factors contained in the surrounding environment. Knowing which elements of the environment impact a leader's influence, in either a positive or negative capacity, could be very beneficial toward understanding leadership beyond the one-dimensional aspect of the leader.

The relationship between that of a leader and their environment is unmistakable. It is commonly said that the leader influences the environment with which they interact, but the variables that comprise the environment influence the field as well. Kurt Lewin's field theory notes that "it is possible to understand, predict and provide the basis for changing the behavior of individuals and groups by constructing a life space (or field) comprising the psychological forces influencing their behavior at a given time" (Burnes & Cooke, 2013, p. 409). More loosely translated, better understand the field, or leader environment, then know how to better take action as a leader. Jesus himself understood the impact of environment and vectors of potentially negative influence regarding sharing a message successfully with others. This is demonstrated within the instructions Christ provides to the disciples in Mark 6:8-11, as they are sent out to evangelize the surrounding area:

"Take nothing for the journey except a staff – no bread, no bag, no money in your belts.

Wear sandals but not an extra tunic. Whenever you enter a house, stay there until you

leave that town. And if any place will not welcome you or listen to you, shake the dust off of your feet when you leave, as a testimony against them” (NIV).

There is a beneficial relationship to be studied that seems to exist between Christian leadership and field theory. The use of Lewin field theory, and its further supplementation through physical field theories, even if only via metaphorical analysis, promises to uncover aspects about Christian leadership that have previously gone unstudied. Uncovering knowledge about specifics comprising the Christian leader influence field and the magnitude of associated vectors of influence within the environment offers an opportunity to pursue a more complete understanding of the leadership process.

### **Purpose Statement**

The purpose of this descriptive quantitative survey was to discover and evaluate perceptions of Christian seminary students regarding environmental factors believed to impact Christian leadership through the development and validation of a new instrument, the Christian Leader Environmental Variable Inventory, or CLEVI. The study at a minimum sought to deliver refined information concerning the specific variables found within the environment of the Christian leader, as determined through an aggregation of data received from seminary students who also have ministry experience as leaders in the field. With the collected data the researcher sought to model Christian leadership as cast against a field of competing positive and negative vectors of influence within the greater environment, thus allowing the “whole system in the room” (Burnes & Cooke, 2013, p. 421).

The complete purpose of the reported work was to model Christian leadership as a holistic process, thus better informing leaders as to the changing environment in preparation to better fulfill God’s mission (Baumgartner, 2017). Taking the specifics of a person’s environment

into account when attempting to research a more complete human behavior or experience is gaining traction. Leadership is not the only area of Christian education and study that has begun to explore the impact of the surrounding environment more closely with respect to the Christian experience. For instance, even non-traditional digital environments are beginning to gain research interest on the topic of spiritual formation occurring within nurtured Christian digital ecologies (Lowe & Lowe, 2018). Such creative studies are now making environmental research concerning the establishment of a more complete understanding of the Christian experience critical. With little to no current information available regarding the specifics of the environmental variables associated with the modern Christian leader, and a declarative need by researchers to advance “in scientific efforts toward a more integrative and theory-driven leadership theory,” this researcher sought to address the presented knowledge gap (Behrendt et al., 2017, p. 230).

### **Research Questions and Hypotheses**

The following research questions and hypotheses guided the reported research into the perceived environmental variables surrounding the Christian leader’s environment:

**RQ1.** What internal and external leader environmental factors do Christian seminary students consider to be required in order to positively influence their field?

**RQ2.** What internal and external leader environmental factors do Christian seminary students consider negatively influence their efforts of influence within their field?

**RQ3.** What is the current level of understanding regarding the Christian leadership environment and its relationship to leader impact / success?

**RQ4.** What dichotomy is present between the varying degrees of ministry experience, if any, regarding the perceived importance, study and education of the Christian leadership environment and its relationship to leader impact?

**RQ5.** To what degree is the proposed instrument, or CLEVI, a reliable and valid measure of perceived environmental variables impacting the Christian leader?

## Hypotheses

H1. Christian seminary students, regardless of ministry experience, will all indicate similar assessments regarding the variables, both internal and external, that should be considered in order to better define the Christian leader environment.

*Null:* Christian seminary students will not indicate similar assessments regarding the variables, both internal and external, that should be considered in order to better define the Christian leader environment.

H2. Christian seminary students will comment in depth on the importance of the time variable within the leader's environment.

*Null:* Christian seminary students will not comment in depth on the importance of the time variable within the leader's environment.

H3. Research and survey scores will demonstrate the CLEVI to be a valid instrument for exploring the perceived environmental variables of the Christian leader.

*Null:* Research and survey scores will not demonstrate the CLEVI to be a valid instrument for exploring the perceived environmental variables of the Christian leader.

## Assumptions and Delimitations

Assumptions and delimitations assist the researcher in understanding the study framework that is to follow upon successful approval of the dissertation prospectus (Roberts, 2010). Research assumptions include areas and specifics that the researcher "take(s) for granted relative to the study" (Roberts, 2010, p. 139). Delimitations on the other hand are research boundary areas, indicating to readers how the research effort was appropriately narrowed (Roberts, 2010). The specific assumptions and delimitations regarding the presented study are listed below.

### Research Assumptions

The researcher made the following assumptions regarding the completed research:

1. Online Christian seminary students are the ideal population for this study as they are to be considered *life engaged*. This assumption implies the online student does not attend school in person due to on-going commitment toward ministry or other

Christian organization-oriented duties and responsibilities, thus creating a population rich with Christian leader experience (Cartwright et al., 2017).

2. The life engaged online Christian seminary student is familiar with the basic study of leadership, both in a generalized and Christian capacity.
3. The life engaged online Christian seminary student is familiar with the most relevant and up-to-date environmental challenges facing the modern Christian leader, both in and out of ministry.
4. The life engaged online Christian seminary students will provide objective and non-biased opinions to the proposed quantitative descriptive investigation.
5. Kurt Lewin's field theory is assumed to be a valid construct with which to conduct leadership-oriented research.

### **Delimitations of the Research Design**

This research was delimited to students engaged, or recently engaged, in either Christian ministry or education, and currently attending seminary at a major Christian university with an online educational component. Recently engaged criteria were set at a term not to exceed three years absence from the field of active engagement. It did not include graduate students at the select university who were attending school in any capacity other than seminary. More specifically, the population was drawn primarily from those students that attend via distance learning but sought not to exclude those that attend in a traditional capacity. This study did not account for the perspective of any other demographic at this time, regardless of their familiarity with the topics at hand.

The main thrust of the research was to determine if a consistent set of environmental forces, both positive and negative, could be detailed by respondents, thereby creating a consensus of the Christian leader's reality as it pertains to the leadership field. Such delimitations criteria better prepared the data for analysis, presentation, and conclusions. Finally, the delimitations criteria ultimately provided the best opportunity to collect objective data to



determine the viability of the CLEVI as a reasonable instrument with which to study perceived environmental variables impacting Christian leadership.

### **Definition of Terms**

Terms pertinent to the study and their associated definitions are listed below. Terms are defined in an operational sense, that is “defined according to how the terms are used in the study” (Roberts, 2010, p. 139). As a note to consistency and validity in support of the published research effort, the writer made every effort to draw from only scholarly resources in support of term definitions. Adjustments were only made on a case-by-case basis when no other solution existed.

1. *Life space*: “The total (psychologically impacting) aspects of the environment perceived at some level, either consciously or unconsciously, by the individual” (Burnes & Cooke, 2013, p. 412).
2. *Environment*: All elements associated with both the outside and inside of the boundaries of the leader’s sphere of influence and can include factors within the following areas: political, economic, sociological, digital / virtual factors, networks, organizational culture, organizational skill set, geographic / physical and the like (Army Field Manual 3-0; Daft, 2010; Dockery, 2019; Schwering, 2003).
3. *Environmental variables*: Factors that comprise the environment broken down into individual variables. These variables can affect the leader’s influence and movement of the organization. Additionally, these factors can extend far beyond the leader’s local area of operations / influence in both a positive and negative sense concerning the force of produced leadership.
4. *Behavior*: A “product of the environment and the way in which individuals interpret external stimuli” (Burnes & Cooke, 2013). Kurt Lewin expresses behavior mathematically in the field theory formula,  $B = f(P, E)$ .
5. *Motion*: A continuous change of a position or a body.
6. *Event*: A point in spacetime, also considered the moment of time in which a change occurs.
7. *Leader*: A leader is someone who can provide influence and organization to either individuals or groups regarding achieving a common goal. In addition to this functional perspective it is important to note that a leader is someone who influences

those that follow from either positional or personal power, thus creating the potential for not only assigned but emergent leaders as well (Northouse, 2019; Towns, 2007).

8. *Leadership*: The process of “influencing and facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2012).
9. *Leader vision*: The leader’s strategy / plan to help “direct, align, and inspire actions on the part of large numbers of people” toward a preferred future (Kotter, 2002, p. 8).
10. *Adaptive thinking*: Strategic thinking style that is a result of a nimble leader analyzing all aspects of their circumstance, thus allowing them to create and execute a vision that adapts successfully to a changing environment.
11. *Field*: “The means by which a force communicates its influence” across spacetime (Hawking, 2009, p. 204). A magnet creates a field across its surrounding environment, just as a leader can create a field across their surrounding environment.
12. *Deep time*: Typically, a term that only serves to “bookend the time spectrum, holding the biological and cosmological truths of the past and...future” (Satterwhite et al, 2016, p. 49).
13. *Present time*: Refers to the unlikely concept of “now” that is shared between people and organizations. Physics informs us that the concept of the present is dependent upon one’s reference frame. However, the term present can offer a sense of duration for leadership and management as it can relate “from today through about 5 years from now” (Satterwhite et al, 2016, p. 49).
14. *Near time*: Near time extends across the continuum before and after present time, occasionally inclusive of the concept of “long-term,” but can simplify into an understanding of “within our lifetime” (Satterwhite et al, 2016, p. 49).
15. *Distant time*: Flows past near time on either side of the continuum and “roughly equivalent to an individual’s lifetime, stretching ~ 80-100 years,” but never beyond generations (Satterwhite et al, 2016, p. 49).
16. *Vector of Positive Influence*: A vector is a mathematical symbol that represents both direction and magnitude. A vector of positive influence indicates a movement in the direction supporting the vision of a leader, or more generally, positive leadership.
17. *Vector of Negative Influence*: A vector is a mathematical symbol that represents both direction and magnitude. A vector of negative influence indicates movement in the leader’s environment against the vector of positive influence, thereby protracting the influence of the leader in that area of their environment / field.
18. *Life engaged*: An online student is considered life gaged because they do not attend school in person due to on-going commitment toward ministry or other Christian

organization oriented duties and responsibilities, thus creating a population rich with Christian leader experience (Cartwright et al., 2017).

19. *Organizational Development (OD)*: “A behavioral science field devoted to improving performance through trust, open confrontation of problems, employee empowerment and participation, the design of meaningful work, cooperation between groups, and the full use of human potential” (Daft, 2010, p. 619).

### **Significance of the Study**

The significance of the study was considered to be multifaceted. First, it was determined that there was a great deal to be gained by increasing the utility of Lewin’s field theory from the study of organizational development, or OD, toward being more inclusive of leadership study. Additionally, field theory’s utility does not end there, as it has been extended to the area of leader force field analysis. However, most academics associated with such pursuits, be it force field analysis or OD, have made the unfortunate choice to rid the model of its mathematical flavor, instead focusing on simple, one-dimensional analysis to identify areas that require change (Burnes & Cooke, 2013). This strategy has seen limited utility in the secular world as its ability to influence change agents has been hit or miss.

Perhaps the difficulty in pushing leader force field analysis could be due to the fact that Lewin's original field theory has been manipulated in such a way as to remove its ability to comment on all aspects at play in the leader's environment. The real struggle in OD and leadership, especially when addressing large-scale OD efforts, has been failing due to a problem with “achieving widespread participation, or to use Weisbord's (1987) phrase, they have not been successful at ‘getting the whole system in the room’” (Burnes & Cooke, 2013, p. 421).

Recharging the effort into further researching and expanding upon Lewin’s field theory, all the while enhancing its mathematical qualities, was determined to be a potential gain for the study of leadership as a more complete process.

The second point of significance to this study was its potential application in furthering Christian leadership research. Leaders of large secular organizations are not the only ones that struggle with leading and developing their teams through changing landscapes. Christian leadership also struggles with its changing environment. There is a growing issue with the un-churched, and part of that is due to the challenge of reaching both the millennial generation and generation z (Pew Research Center, May 2015). Additionally, there has been a dramatic shift, not just in the sociological environment that surrounds the Christian leader, but the physical environment as well. A leader's field experiences change just like a farmer's field in the parable in Matthew 13:37. Through the simple act of smashing the physical environment against that of the virtual world, the digital revolution and its associated technology have forever changed the landscape of ministry (Campbell & Garner, 2016).

Some churches are thriving and some are not, but while academics have studied a great deal on leadership theory as it associates to traits, behavior, and ethics; these same "theories and models...have failed utterly when put to the test of solving leadership-related problems" (Zaccaro & Horn, 2003, p. 770). The call has only recently been made by academics and leadership scientists to advance "in scientific efforts toward a more integrative and theory-driven leadership theory" (Behrendt et al., 2017, p. 230). The significance of addressing that call for a more theory-driven integrative model of leadership begin to be answered with the support of this research. After all, the move to build upon Lewin's work through a refined adaption of variables and theoretical considerations offers substantial potential future research opportunities across the study of leadership.

It was also determined there was insight to be gained concerning improving the behavior, or leadership, of our Christian and ministry leaders through increased understanding of their

environment and associated environmental variables. A better understanding of the environment alone provides a milieu of potential gains in leadership study and education by contributing to the following: increased adaptable thinking, increased ability to create and execute a leadership vision, and increased ability to understand who is integrated with that vision versus who is resisting change. In leadership study, that equates to the leader's increased ability to create, articulate, and execute meaningful change that lasts (Kotter, 2012). After all, “without a vision to guide decision making, each and every choice employees face can dissolve into an interminable debate” (Kotter, 2012, p. 8).

Finally, while this study aimed to determine the specific environmental variables surrounding the Christian leader, the validation of the developed CLEVI research instrument offered great potential for future study. Data gathered during research ultimately determined whether the CLEVI was a valid instrument to better inform Christian leadership study. It is not unreasonable to assume the collected data about the created CLEVI could also be generalized for adoption toward a more general leadership study. An extension of the instrument toward a more general study of leadership in the future could better inform the collective understanding surrounding the process of leadership.

### **Summary of the Design**

The methodological design employed was a quantitative descriptive study via survey, as the research sought to capture a numeric description of opinions of the perceived environmental variables impacting Christian leaders (Creswell & Creswell, 2018). The primary instrument for data collection was a computer-based survey with an integrated Likert scale. Alongside research data points the survey also captured typical study data, such as basic demographics, professional leadership experience within ministry and other parachurch organizations, and even leadership

experience outside of the church settings. However, the survey mostly focused on the perceptions of respondents concerning their opinions, attitudes, and assessment of Christian leader environmental variables exerting force both in support of and against Christian leadership efforts. Finally, assessments of the respondent's perception of the CLEVI as viable means of capturing the necessary variables that comprise the Christian leadership environment were also collected.

The primary or desired population focus for this study were students attending seminary in an online capacity at a major Christian university. To determine the appropriate sample size, the author had to research the total number of students attending seminary. With the approximate population size determined the author sought to achieve a sample size of 10-15% of the total population but settling upon no less than 400 total samples.<sup>2</sup> Sampling type employed was convenience, fully acknowledging that it is less desirable due to rigor and unintended inclusion of population bias. However, convenience sampling was also thought to provide a potential to increase the overall number of acceptable and complete returns and generally expedited the greater execution of the research (Creswell & Creswell, 2018).

### Chapter Summary

Leadership has been consistently defined as a process; however, the application of associated definitions has only resulted in theoretical frameworks that historically emphasize one element, the behavior of the leader. Such limited perspective has left leaders, both current and future, with only retroactive behavioral analysis with which to study leadership. This has produced a gap in the knowledge of leadership study, especially Christian leadership study,

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<sup>2</sup> The sample size of 400 also aligned with calculation for determining a minimum sample size. Accepting an error of 5%, a corresponding  $z_c$  score of 1.96, and  $\hat{p}\hat{q}$  both equaling .5 each, the researcher utilized the following equation,  $n = \hat{p}\hat{q} \left[ \frac{z_c}{E} \right]^2$  and determined a min. sample size of 384 (Larson & Farber, 2015).

where leaders are known to be instructed in skills sets and yet remain unaware as to how to best employ them in their respective environments (Baumgartner, 2017). Leaders require a theoretical framework about leadership that helps them get the entire leadership picture into view (Burnes & Cooke, 2013). To assist Christian leaders in better understanding leadership as a complete process and thus produced via a confluence of multiple variables, the following research sought to explore the perceived environmental variables of the Christian leader. It was proposed by the researcher that the developed instrument would assist in the discovery and description of pressing environmental variables impacting the Christian leader. Finally, if found reasonable, the developed instrument would certainly arm researchers in future efforts regarding Christian leadership.

## CHAPTER TWO: LITERATURE REVIEW

### Overview

The five chapters of a dissertation all serve a significant purpose within the greater context of pursued doctoral research. Chapter two of the dissertation, while it can be dependent upon the desired format of the originating university, is generally the literature review (Roberts, 2010). The purpose of the literature review is to provide the reader with a basic background of the previous academic efforts that have laid the foundational knowledge of the topic to be covered. This literature review is to ensure that the reader is familiar with both the necessary background studies and additional required information to understand the value of studying the declared gap. This chapter will seek to provide the reader with a concise summation of leadership theory, Lewin's field theory and its theological alignment, and any additional related literature.

It has been captured that the literature review "function is to review...what others have done in areas that are similar, though not necessarily identical to, one's own topic of investigation" (Leedy & Ormrod, 2013, p. 51). All of this serves to assist the reader in realizing the natural transition from current knowledge to the justification of the proposed research effort to be outlined within chapter three, thus leading to new knowledge.

Since the purpose of the literature review is to serve as a "written summary of journal articles, books, and other documents that describe the past and current state of information" it is within chapter two that the reader becomes familiar with all necessary aspects of the coming study (Creswell & Creswell, 2008, p. 89; Roberts, 2010). In the literature review, the reader will also become familiar with the guiding theoretical framework of the study and in this case, also the theological framework. Considering the coming research is to inform the greater body of



Christian education concerning the specific topic of leadership praxis as governed by a Christian worldview, there must be a theological framework that accompanies the theoretical component (Estep Jr. et al., 2008). The literature review for this study will first need to preface the theological and theoretical framework with additional commentary toward the current state and nature of both leadership and Christian leadership study. This will further serve to familiarize the reader with all aspects surrounding the research. With a solid understanding of leadership in hand, this chapter will then emphasize Lewin's field theory as the ideal framework, both theologically and theoretically, to study Christian leader environmental variables and their perceived impact upon leadership.

### **Leadership and Christian Leadership**

Before there can be a discussion regarding the utilization of Lewin's field theory to the study and practice of Christian leadership it is necessary to provide basic definitions and conceptual structure to the general subject and research of leadership. The study of leadership has been something that has occurred over the generations and it maintains a unique history. Initially, most leadership studies were captured within a historical narrative and those studies seem to give birth to the concept of *great man theory* (Northouse, 2019).

This type of study would eventually give rise to the formal inquiry of what would be counted as scientific management, which essentially represents the first refined attempt at the study of leaders and leadership (Daft, 2010; Northouse, 2019). This early effort of leadership study, typically marked by the focused analysis of unique traits and behaviors attributed to the actions of just one individual, the leader, has since evolved. Today there is a dramatic and vibrant social science informed academic niche directed to both leadership study and more specialized pursuits such as Christian leadership. While this evolution regarding the pursuit of

leadership study has occurred over the course of the last 100 years, it is unique that a greater theoretical framework is not in place to guide the efforts of researchers (Behrendt et al., 2017). Not only is there a lack of a greater guiding theoretical framework, but leadership study also boasts over 60 various theoretical domains and no set definition for the act of leadership (Dinh et al., 2014).

Some of the most common efforts applied in the modern social science-based pursuit of leadership have been attuned toward retroactive behavioral analysis (Behrendt et al., 2017; Dinh et al., 2014; van Knippenberg & Sitkin, 2013). This is in part due to the idea that most people being led are constantly subjected to the behaviors of leaders, and so can properly identify and differentiate “between actual leadership behavior with follower’s perception of leadership behavior” (Behrendt et al., 2017; Dinh et al., 2014). The data collected from these events of research have gone on to provide a treasure trove of both quantitative and qualitative datapoints. All this information has typically been collected in support of various theories that qualify the approach one may take to leadership. Some of the more popular approaches are known by many and include things like transformational, servant, authentic leadership, and the like (Northouse, 2019).

With a diversity of leadership approaches to select from and study it likely strikes most as odd that a finalized definition to leadership has yet to materialize. It has been surmised that “there are many ways to finish the sentence ‘Leadership is...’ and in fact...almost as many different definitions of leadership as there are people who have tried to define it” (Stogdill, 1974, p. 7; Northouse, 2019). One reasonable definition of leadership was proposed by Northouse (2019) and states that it is a “complex process having multiple dimensions” (p. 1). Northouse (2019) goes on to further remark that leadership is a “process whereby an individual influences a

group of individuals to achieve a common goal” (p. 5). Yukl (2012), just like Northouse, has attempted to define the act / behavior of leadership, formalizing his approach to leadership as “influencing and facilitating individual and collective efforts to accomplish shared objectives” (p. 66). Perhaps though it was Greenleaf’s definition and understanding of leadership that has managed to dramatically reduce the complexity of the situation by providing his assessment via an economy of words. For it was Greenleaf (1998) that noted the leadership definition that “The only test of leadership is that somebody follows – voluntarily” (p. 31). While Greenleaf’s approximation of leadership is humorous in its brevity, it serves the Yukl and Northouse definitions well by augmenting the more formal descriptions with a summarization of leadership that is exceptionally practical.

All three of the provided definitions focus on approach utilized by the leader to the led, and in that sense, the definitions appear one-dimensional. The process outlined between the three definitions is valid concerning a more secular approach. However, what adaption or augmentation to the definition of leadership must be made to ensure its applicability toward the study and practice of Christian leadership? Kessler and Kretzschmar (2015) offer a reasonable extension to the concept of Christian leadership in contrast to simply leadership. They offer both leadership and Christian leadership as being process oriented as well, just as the previously provided definitions, but maintain that Christian leadership is decidedly different (Kessler and Kretzschmar, 2015). After all, the significant difference is that while a leader is one whom others follow, a Christian leader is one who others still follow, but he or she also follows Christ. (Kessler & Kretzschmar, 2015; Sanders, 2007; Towns, 2010).

With a guiding definition or at least approximation of Christian leadership in hand, there are key aspects of this concept that will be more fully developed within the coming literature

review. Specifically, this will be seen through the determination that Lewin's field theory not only applies to leadership study but specifically to Christian leadership. To maintain the necessary Christian worldview required for this study, certain aspects are examined in the coming pages to demonstrate the theoretical ability of Lewin's construct to allow for considerations of followership to Christ (Kessler & Kretzschmar, 2015). Christian leadership must be additionally informed by the Bible and theology (Huizing, 2011; Sanders, 2007). The theological framework within the literature review will dutifully describe the relationship present, and meaningful metaphors that can be used in support of field theory toward the application of Christian leadership study.

The documented shared problem set between leadership and Christian leadership is evident in the struggle to attain a basic definition of the concept of leadership (Burnes & Cooke, 2013; Dinh et al., 2014; Northouse, 2019). This whole problem speaks to the lack of a greater integrated / modeled leadership framework (Behrendt et al., 2017; Zarco & Horn, 2003). It also becomes clear as to why so many leadership and leader behavioral and social science-oriented studies may appear duplicative (Muthukrishna & Henrich, 2019). The lack of theory-driven focus in leadership and Christian leadership study alike leads to excessive behavioral-oriented studies and has often omitted a more holistic view, thereby limiting the applicatory benefit of leadership study to the practitioner (Behrendt et al., 2017; Dinh et al., 2014; van Knippenberg & Sitkin, 2013).

To bridge this gap in knowledge and address the multiple calls to pursue a new path forward in leadership study that acknowledges the need for a guiding theoretical framework, this researcher seeks to present a solid literature review on that potential path forward (Behrendt et al., 2017; Zarco & Horn, 2003). The advantage of Lewin's field theory as ideal in the study of a

greater leadership process is palatable, and this will certainly be perceptible in the chapter's theoretical framework. The importance and role of theory in research cannot be overstated (Creswell & Creswell, 2018; Leedy & Ormrod, 2013). The basic application of field theory has managed to inform leader study for decades, though sans its original guiding mathematical flavor (Burnes & Cooke, 2013; Schwering, 2003). However, the theoretical framework will go on to explain the benefit of that mathematical language in theory development as critical to ensure completeness in study and later application (Davies, 1992; Ellenburg, 2014).

The idea of a guiding theory, as in the case of field theory and its application in Christian leadership study is exciting. Field theory applied specifically to Christian leadership study is not simply exciting for all it provides via an organizing framework with which to approach research efforts, but also because it has so much opportunity to offer regarding theological inquiry. Field theory has the potential to allow for a guiding theory toward Christian leadership that can, by a biblical / theological parallel, provide Christian leaders with insight to a Christ-like leadership that draws from the very logical order in creation as seen through the Bible and cosmological inquiry (McGrath, 2007; Nystrom & Nystrom, 2004).

### **Theological Framework for the Study**

#### **Developing the Theological Approach**

Christian education, even when conducted in support of something specific like leadership study, is unique when compared to more general education efforts (Stone & Duke, 2006). This is because for education to be truly Christian it cannot simply rely upon social science theory alone. Christian education also demands comment from scripture and Christian doctrine as well, specifically theology. Christian education, regardless the specialized focus of topic, "seeks the transformation of the whole person into the likeness of Christ" (Estep Jr. et al.,

2008, p. 21). To take on the likeness of God, or at least be spurred toward the concept of becoming more like Christ, a central tenet of the faith is to be engaged during the education and study, the doctrine of *imago Dei* (Kilner, 2015). This means that the Scriptures and theology utilized to inform the education of Christian leadership study must address the principles of leadership demonstrated by Christ.

Theology is not such a distant discipline with which to engage. Instead, there are some, much like Stone and Duke (2006), who would posit that “to be a Christian at all is to be a theologian” (p. 2). While the Greek etymology of the original *theologia* breaks down into of the roots for words representing the divine, or *theos*, and sayings or teaching theories, or *logia*, the most common definition, of which there are many, is simpler (Stone & Duke, 2006, pp. 7-8). Theology is the belief, or more specifically, study of God, especially how it pertains to the interpretation and application of doctrine relating to God (Estep Jr. et al., 2008; Stone & Duke, 2006). The intent is to understand what is represented within the pursuit of theology so that a solid and grounded theological approach can be decided upon thereby appropriately informing Christian leadership study.

A systematic undertaking is required for researchers and students of Christian leadership to fully develop a theological framework that supports the totality of an approach that properly reflects the leadership of Christ. The effort to determine whether a social science theory can reasonably be applied toward the study and application of Christian leadership begins with scripture. To have a focus of scripture is critical as it is the premier source of influence for theology, and not *vice versa* (McGrath, 2007, p. 121). In the case of Christian leadership study, the scripture selected should provide Christ-like tenets and exemplars in the praxis of not only leadership but the development of others in the concept of followership toward Christ. This

means that the process for developing a theology is beginning to embrace the other methods of theological influence: 1) tradition, 2) reason, and 3) experience (McGrath, 2007, p. 121). All elements of influence, coupled with a desired direction or social theory to investigate, allows either the student or researcher to begin to integrate the items of desired study toward a level of integration.

In one sense this is to embrace a sequential, or linear thought process with respect to processing the theological development of the concept of Christ as leader, and more specifically, leader exemplar. However, by the end, when the reader can achieve a holistic picture of the sequential development toward a theology of Christian leadership, there will be a need to allow for a parallel synthetic thought process to occur (Stone & Duke, 2006, p. 64). The benefit to the Stone and Duke (2006) perspective of the parallel synthetic thought process is that it allows for all areas and disciplines within the selected study to properly coalesce into a meaningful whole.

With the perspectives of Stone and Duke (2006) in mind, it is efficient to note the trans-disciplinary nature of Christian leadership study as unique. For instance, it can draw influence from multiple disciplines, not limited to but including “Management Sciences, Psychology, Sociology,” and even science (Kessler & Kretzschmar, 2015, p. 1). This will allow for the connections to be seen in the theological reflection of Christ as leader in the context of various other academic disciplines, so long as agreeance with the proposed reflection is keeping with the high standards of the aforementioned systematic theological approach. One such example of parallel to draw from to allow informative influence on Christ-like leadership study would be the moment of creation. The role and leadership of Christ in this instance is truly summarized in one single word, *logos*, and it is this core moment in scripture that will serve to inform the theological framework of this study (McGrath, 2007; Nystrom & Nystrom, 2004).

The Gospel of John opens with the following verse, “In the beginning was the Word, and the Word was with God, and the Word was God” (John 1:1, NKJV). While there is great beauty within the translated text there is extended doctrinal value within the original Greek. The original Greek of the Gospel of John translates *logos* as Word (Garrett & Kaiser, 2005, p. 1721). Within the confines of this verse, *logos* is understood to represent the moment in creation where God provides meaning, motion, and order to all of life within the universe (Nystrom & Nystrom, 2004, p. 10). As the first chapter progresses it becomes clear that Christ is the Word, or *logos*, referenced in the first verse. Within this moment of supplementation to the biblical creation narrative, both Christ’s role in the ordering of life and the leadership of Christ is powerfully revealed (Garrett & Kaiser, 2005, p. 1721).

This concept of leadership is grounded within the perceived role of a leader being mostly engaged with the production of a vision, influence, and the ability to understand *creation* of the change and movement necessary to achieve the proposed vision. Additionally, this concept of leadership involves a long-term perspective on the roles and responsibilities of a leader, thus implying the origin and foundation of servant leadership and ethical leadership (Greenleaf, 1977; Northouse, 2019). If one is to create something, it is up to the creator to tend to the upkeep of the created, for if it were to flounder with no assistance from the creator it would likely slip into destruction. This is truly divine providence being demonstrated (Murray & Rea, 2008). Hence also the tie to servant leadership, for Christ the leader in creation had a way to life made through Him, thus serving the eventual led. Christ the leader has again made light and life for all mankind available in His sacrifice, that is once again, only available through Him (ref. John 1:9-13). All of this to say that the leadership of the creation moment extends across many aspects of



behavioral-oriented leadership that is commonly endorsed by the Christian worldview, for as Pearcey notes, “real leaders are servants” (Pearcey, 2008, p. 375).

The provided scripturally based example of Christ in creation speaks tremendously toward a study framework that is grounded in theology, Christian doctrine, and historical analysis, which are all key elements to theological influence. Such key influences in place imply that a reasonable theological framework is within grasp as this study moves forward toward the application of a leadership theory that maintains a Christian worldview and ability to reflect *imago Dei*. Additionally, the characteristics of the creation event and its effect upon all within the environment of the creator demonstrates an ability for the study to be performed under the consideration of field theory. For demonstrated within the creation event is leadership that gives meaning, purpose, and order to all within the environment, literally creating the environment. This moment in scripture reveals a unique interaction that is present between leader and environment, something that field theory can speak to via a reasonable metaphor.

A field, both in scientific and social science realms, speaks toward the interaction of specific quantities within a particular environment identified in spacetime and the subsequent effects of that interaction (Hawking, 2009; Lewin, 1936; Muller, 2016). The field in both space and time can be thought of as “vector quantities” that are “characterized by a direction in space as well as magnitude” (Susskind & Friedman, 2017, p. 116). Since the field is depicted via vectors in both physics and social science, the predominant field theories are all represented mathematically, thus allowing for every variable to be accounted for to achieve a full understanding of all elements influencing the possible resulting action. This is just as true in Lewin’s field theory and human behavior as it is in Einstein’s gravitational field theory presented via General Relativity (Bodanis, 2016; Lewin, 1936).

The relationship explored across the theological and theoretical framework within the confines of this study is that of the field theory and the theological reasonableness that it can maintain on the topic of Christian leadership. Creation, as described within the pages of Genesis has been related, both in past years and present, to the Big Bang Theory (Erickson, 2015; Polkinghorne, 2007). Polkinghorne, a former physicist and Cambridge Fellow, now Anglican priest, has often commented on the concept of this creation event, even only as scientists understand it, as a means of further informing Christian study (Polkinghorne, 1998; 2007). Polkinghorne is comfortable with the idea of science informing Christian education on many topics as the “primitive ancestor of both modern science and modern theology was medieval *scientia*” (Polkinghorne, 2007, p. 108). Polkinghorne’s position about this research is tremendously advantageous. This research fully embraced the perspective of Polkinghorne and made use of every aspect of both physics and social science-based field theory to inform this study of Christian leadership. This means that field theory must face additional scrutiny, far beyond a simple analysis of its proven ability to inform leadership study and find application within a reasonable theological framework.

As explained via the previous systematic approach toward the generation of a theological framework to investigate Christian leadership application of field theory, what follows is to be informative in nature. It is also necessary to consider the theological framework laid out here as a boundary for maintaining the study’s focus on a Christian worldview. The theological framework progressively builds to investigate relevant elements of discussion surrounding Christ-like leadership via the scriptural creation account, *imago Dei*-centric leadership focus, and the relation to field theory. All elements, when approached in turn can and do complement each other in support of informing the study. Even parallel synthetic thought processes can be

simplified by understanding the final approach will be the holistic undertaking of the sum of influence from all aforementioned variables as they relate to systematic theological analysis and practical theology.

### **Theology and Christian Leadership Study**

Current studies in Christian leadership rely a great deal upon biblical theology, considered by some to be an “intermediate or bridge discipline between exegetical theology and systematic theology, growing out of the first and leading to the second” (Estep Jr. et al., 2008, p. 12; Osborne, 2006). In its simplest sense, biblical theology can study single works or authors within scripture, thereby identifying specific theological messages within the context of historical development of the biblical narrative (Osborne, 2006). What is built is a theological narrative that maintains the historicity of the relationship between God and man, thus allowing biblical theologians to better support systematic theology and the greater doctrine of the church (Estep Jr. et al., 2008). The ability to identify the passage from John 1 as the guiding scripture for this study is in effect engaging within the context of biblical theology. The manner in which the passage of John 1:1-3 is broken down allows for an immediate history to be seen in such a sweeping manner that its utility is unparalleled in support of Christ-like leadership, as it spans the entire scripture in one breath. Developing the study of Christ-like leadership from this point is meaningful, but this is not the first time such efforts have been undertaken.

Current statements of biblical theology in support of Christian leadership has made tremendous strides to understand various characteristics of the biblically aligned leader. Essentially, these desired leadership characteristics have been analyzed against scripture and materialized in situationally oriented presentations that communicate biblical leadership with things like transitions, teaching, and development (Towns, 2007). While valuable, these biblical

models do not necessarily try to incorporate all variables into a more integrated approach to Christian leadership. Thus, this leaves some current efforts as lacking integrity, or more specifically wholeness, thereby providing Christian leaders with an incomplete approach toward a practical theology of leadership (Kessler & Kretzschmar, 2015). The biblical and theological analysis already provided regarding the action of Christ in creation shows this incomplete approach to be incongruent with the developing Christ-like approach. The practical theology approach also demands that the results of Christian leadership study be complete enough to speak toward “the practice of how Christians live their daily lives,” implying the coming framework, to be theologically sound, must be encompassing of all variables at play in the life of a Christian leader (Estep Jr. et al., 2006, p. 13; Kessler & Kretzschmar).

This begs the question, is it more valuable to produce a theoretical framework for a biblically aligned leader, or to investigate the potential for a framework that embraces the specifics of leadership focused on *imago Dei*? This investigation will identify the value of Lewin’s theoretical framework as being ready-made to be theologically aligned with the *imago Dei*, all the while ensuring that the theory makes use of all previous research efforts (Behrendt et al., 2017; Muthukrishna & Henrich, 2019).

It is not that leadership study has been off base concerning its efforts, it just needs to work to capture the entire picture and process of leadership, just as Christ let nothing escape his influence during creation (Northouse, 2019; Burnes & Cooke, 2012). Bredfeldt captures the idea that Christ-like leadership involving similar aspects as that of skilled teachers, mentoring, and guiding followers toward greater growth in reflecting Christ in their own lives (Bredfeldt, 2006). Sawyer completed a dissertation that identified key elements in support of necessary leadership principles through textual exegesis, and others have spoken to the need for scriptural

environments encompassing everything done by the Christian leader (Lingenfelter, 2008; Sawyer, 2018).

The works mentioned still all leave room to explore the far reaches of social science and physics alike for a possible solution. That which is being searched for should be as inclusive as field theory, in that it represents an effort to account for theoretical clarity that takes stock of all aspects of Christian leadership and its relation to the leader. Inclusive variables to the theological framework presented by Christ in creation means that all elements of the leader's environment, or field, must be included. If the leader and the environment are all functioning together in concert for the intended action of leadership, just as Christ engaged all of creation and currently engages with all the Christian faithful, so must the framework of this study account for all concerns. Those led by Christian leaders deserve such a framework, for Christian "education should have a theologically informed and constructive use of social science theories...for the nature of the student is both developmental in nature and is innately the *imago Dei*" (Estep Jr. et al., 2006, p. 38).

*Imago Dei* is at the crux of the matter for the Christian leader striving to become more like Christ so that they are also a light unto the world for Christ, "Jesus spoke again to them again, saying, 'I am the light of the world. He who follows Me shall not walk in darkness but have the light of life'" (John 8:12, NKJV). This comment from Christ is important, as the light of life that Christ provided in creation brought leadership for all of creation, drawing us from darkness to illuminated order. However, as will be later explained, light in the astronomical sense, as during the moment of creation, does so much more than illuminate; it demonstrates a clear parallel to the *logos*. This means that the theological totality that must be met by a more Christ-like approach to leadership theory must seek to encompass not just the behavioral aspects

of the person of Christ, but allow the reflection of Christ in their lives illuminate all variables that lie within their purview as a leader.

In summary thus far, necessary variables to be included when investigating Christian leadership, especially when doing so through the theological lens of Christ-like leadership, must embrace that which John 1:1-3 is framing (Kessler & Kretzschmar, 2015). The idea of Christ as centered and ordering is very informative to the creation doctrine. Furthermore, the concept is indicative of a functional relationship between the leader and the led; however, it is cast against the macroscopic perspective of the created world, thus presenting all variables as being inclusive of and subject to analysis due to the all-inclusive nature. Essentially, the required variables to be included and analyzed are the same that comprise the work of Christ, as these elements are to be seen in the lives of the faithful as validation of the *imago Dei*. Some would immediately comment that this is somehow an invocation to the concept of proof of salvation through works, but such a remark is narrow in perspective. After all, Christ never said there was not a need for evidence of a Christian's faith within their behavior and action, "In the same way faith, if doesn't have works, is dead by itself. In the same way, faith by itself, if it does not prove itself with actions, is dead" (James 2:17, CSB). So, if the faith and the subsequent variables of a leader's actions were to be considered in light of Christ-like leadership there would certainly be dynamic proof of reflection of the *imago Dei*.

As noted previously, the Christian leader is someone who others follow that follows Christ (Kessler & Kretzschmar, 2015). As such, the Christian leader should reflect the works of Christ, and the variables tied to this should be subject to theological analysis. The leader must be the Christ-like light as seen through their reflection of the *imago Dei*, and their demonstrated behavior and actions, for as Christ states, they will know you by your love for one another, and a

good tree bears fruit (ref. John 13:35; Matt. 7:17). Any variable in the life of a leader that can be utilized to demonstrate love or somehow produce the fruit of the Spirit per the book of Galatians is subject to consideration (ref. Galatians 5:22-23). That would include the entire life and environment of the leader, and that means all aspects of their field of activity should fall under some sort of action as a function of things specific to the Christian leader and their relation to their environment. Christian leadership theoretical framework, at least after much theological debate, appears to require an all-encompassing, all-inclusive approach to the entire life-space of the Christian leader (Bredfeldt, 2006; Kessler & Kretzschmar, 2015; Kilner, 2015; Lewin, 1936). This is keeping with many who feel that Christian education, to include the specifics of Christian leadership, must embrace less of the things that influence a Christian away from Christ-like behavior and instead focus on increasing attention toward Christ (Dreher, 2017; Huizing, 2011).

### **The Model of Christ as Leader in Creation**

As mentioned earlier, the significance of Christ in Creation cannot be overstated. The doctrine of creation is of great significance as it sees pure creative love in action, goodness is born into the world and the reality of the universe begins to exist (Erickson, 2015). The Old Testament accounting emphasizes the theme of “creation as ordering” and the theme is found to be further established and justified in cosmological foundations. The entirety of creation was spoken into existence by the Word, *ex nihilo*, and once initiated the function between creator and environment become clear (McGrath, 2007). A Christ-like leadership has all the potential in the world for life and a greater chance of meaningful exchange, for it is not the leader but Christ within the leader that is drawing others in the same way Christ drew all of creation toward Him.

It is important to note that Christ also exemplified the empowered followers within the act of creation. The followership of Christ is without parallel. It is best seen in the garden when

Jesus is praying fervently to God the Father, deeply troubled and yet acknowledging all was to be completed following God's will and not his own (ref. Mark 14:36). Such followership must be included within the discussion of Christ-like leadership, as it not only transitions to those above the leader but below. After all, a leader should not teach followership if they lack the trait. Additionally, this followership is seen as Christ works in conjunction with God during the creation event, for all things were spoken into existence through Christ as the Word, providing the ordering principle for the universe in that very moment as the light of life, and men (McGrath, 2007; Nystrom & Nystrom, 2004).

### **The Concept of Imago Dei and the Christian leader**

The ability for the Christian leader to effectively model Christ involves an embrace of the doctrine of the *imago Dei*, and it is so much more than simply modeling the biblical example of the serving and mentoring leader exemplified by Jesus in the gospels (Towns, 2007). The doctrine of the *imago Dei* is completely tied to the creation of man in the image of God. The concept within the doctrine of being created within the image of God involves an understanding that the reflection of God in the life of the believer is something that Christians can explore, study, and apply. Essentially, *imago Dei* embraces the totality of which someone openly sacrifices themselves to Christ daily. It exemplifies how much is the leader living for Christ, compared to them being consumed by the daily strife of life and selfish or sinful pursuits, thus empowering the potential for relevant and moving *imago Dei* influenced leadership (Kilner, 2015). John the Baptist understood actions required by the believer to improve the reflection of *imago Dei*, for the Christian must be willing to recede in every capacity of their life while ensuring Christ is instead emphasized, "he must increase; I must decrease" (John 3:30, BSB).



If a Christian leader understands that the ideal embrace of the *imago Dei* is truly allowing Christ authority over all things so that the light of men is seen within them, then the light of Christ in them empowers their efforts, and Christ is truly brought to bear in leadership praxis (Huizing, 2011; Kessler & Kretzschmar, 2015; Kilner, 2015). To make this distinction one must first see that the *imago Dei* speaks to so many things, such sanctity of life, dignity, and equality among all of those created by God (Kilner, 2015). However, it is the awareness that *imago Dei* is not simply something Christians are to see in others, but that others are to see in Christians as new creations in Christ (2 Cor. 5:17). The reflection of *imago Dei* has direct implications to Christian leadership practice, for if a Christian leader is someone who follows Christ that others follow, then they understand the “sense of responsibility to reflect God’s character and priorities well” (Kilner, 2015, p. 325). This reflection principle should ultimately ensure that Christ is affecting the leadership of the leader, who then becomes a vehicle for others to see the light of Christ in the action of their leadership.

The idea of reflecting Christ’s light in the life of every Christian and Christian leader is not an intellectual leap of faith achieved through doctrinal and theological analysis but is instead biblically directed by Christ. It was Jesus that said,

“You are the salt of the earth; but if the salt has become tasteless, how can it be made salty *again*? It is no longer good for anything, except to be thrown out and trampled underfoot by men. You are the light of the world. A city set on a hill cannot be hidden; nor does *anyone* light a lamp and put it under a basket, but on the lampstand, and it gives light to all who are in the house. Let your light shine before men in such a way that they may see your good works and glorify your Father who is in heaven” (Matthew 5:13-16, NASB).

This description of a perceptible Christian life is critical upon moving forward when discussing the Christian leader. It describes the Christian's role in the world so that others may see God in their lives when exposed to a reflection that is striving to be more Christ-like. Thus, the *theological* light of Christ becomes rooted in the idea of the Christian leader's reflection of the *imago Dei*, and the light of Christ should be manifested, mobile, and present within the leader and their every action.

To positively embrace the *imago Dei* is to understand that the more Christ-like the reflection within the lives of the Christian, the more apt others are to see the light of the world, Christ, within everything one does as a Christian and a leader. This concept of the light of Christ in the Christian leader, coupled with the original light that touched the world through first creation allows for the realization of great theological potential. The first light of creation, the light of Christ in all Christians harkens to the field theory-like influence that Christ experienced within His leadership example set at the creation. This relationship between the shaping light of Christ at creation, coupled with the reflected light of the Christian leader through proper understanding of the *imago Dei* should be guiding the theological framework of Christian leadership study. This is a viable theological framework for it is grounded in the very earliest leadership effort in the Bible, creation, and then connects that to the light that should be reflected by all Christians. A Christian leader should be this way, a light to others, as it illuminates and defines a path for those that they lead. However, light is not only meaningful in a theological context, for understanding the significance of light in a very physical context, but especially an astronomical context also offers incredible insight to the potential of the Christ-like light reflected by the Christian leader.

In astronomical language, a light is a gathering of elementary particles that, through a process of resonance, have joined to create a massive body of burning hot dense gas that has become a star (Polkinghorne, 2007). That star then creates not only light but a gravitational field through a warping of spacetime, initiating movement of particles and matter to a proper place in orbit where they can coalesce and form meaningful bodies. Through the cycle, movement, and light the star provides purpose and opportunities to these bodies and they become planets.

As explained above, a light draws others in, illuminating their path, initiating movement, and purpose. In a very scientific sense, there are perceived opportunities for life within the light of an astronomical star, as it influences everything within its field. More importantly, there is a very real opportunity for life within the light of Christ, and the brighter that light in the life of the Christian leader, the more impact available to others. There is a field theory that identifies and explains the impact of starlight and the effects of gravity on the elements under their combined influence, specifically gravitational field theory as explained by relativity (Gribbins, 2016).

Lewin's field theory, which draws so much inspiration from physics, can assist in developing a similar understanding in the life of the Christian leader concerning the light of Christ in their life as shaping a field that encompasses ministry efforts. Christ said that we are to be like a light as He came to be a light unto the world. A field theory applied to Christian leadership can assist students and researchers to better understand the relationship between Christian leaders and their environment, and the subsequent health of the field produced (Lewin, 1936), and there are meaningful parallels to be drawn between both that theory and both the physics and theology-informed approach to the understanding of Christ's leadership field. Field theory demonstrates tremendous potential regarding speaking toward an informed theological framework, as it finds great utility in the creation-oriented leadership of Christ. Field theory

offers insight into complexity associated with the degree and depth of influence that can be produced by the Christian leader, but understanding it demands a firm grounding in theory.

### **Theoretical Framework for the Study**

#### **Building the Theoretical Framework**

One of the key areas within the body of the dissertation is the guiding conceptual or theoretical framework (Roberts, 2010). The importance and role of theory in research is that it can reduce the ambiguity within a research effort, literally providing the guiding clarity and direction for the study (Merriam, 2001; Roberts, 2010). Another manner of thinking about the theoretical framework is that it becomes the lens through which research is viewed, identifying, or at least focusing upon “key factors, constructs, or variables” (Miles & Huberman, 1994, p. 18; Roberts, 2010).

Within the realm of the theoretical framework the “boundaries, or scaffolding,” for the study is provided (Roberts, 2010, p. 129). This is done to remove the potential for any sort of diversion within the course of the study, thus narrowing the focus of the research effort. This study is quantitative in nature and so the theoretical framework ultimately aimed to not only be informative but also influence the hypothesis during testing. As mentioned previously, two theories informed this study. The primary social science-oriented theory that informed the theological framework is the aforementioned field theory. Additionally, gravitational field theory of general relativity also informed the research, though in less of a capacity than field theory, as not to overextend the utility of drawing meaningful metaphors to leadership study (Laniak, 2006; Morgan, 2006). Field theory further informed by gravitational field theory of general relativity, mainly through metaphorical analysis, both informed and demonstrated the increased value of Lewin’s work to the specific study of Christian leadership. This is because a good metaphor

“create(s) potential to exchange between two domains or environments in which the inner logic or relations between various elements are compared” (Laniak, 2006, p. 32).

### **Introduction to Field Theory as a Theoretical Framework**

As mentioned earlier, the primary theoretical framework that provided the boundaries for this study was Kurt Lewin’s field theory. It was through this theory that Lewin sought to identify and assess a person’s psychological environment within its entirety, something he called a life space (Burnes & Cooke, 2013). Lewin’s assumptions about the behavior of a person being a function of their composition and the direct influences of their environment would lead him to create a well-known formula to inform the study of psychology. Though initially received with great fanfare, the formula of Lewin’s field theory, to include its topological identity, was eventually seen by some academics as inducing unnecessary rigor (Burnes & Cooke, 2013).

It was through the acquisition of this perceived excessive rigor that many stated the relevance and application of field theory were lost. The validity of Lewin’s field theory and assumption that it applies meaningfully with the study of leadership has already been stated. The previous theological analysis provided earlier in this chapter demonstrated that Lewin’s work can also comment effectively to the specific needs of Christian leadership. However, the field theory applied during the study will not detract from the mathematical nature, but instead emphasize the potential of the original Lewin equation to acquire a more complete understanding of the process surrounding Christian leadership. Thus, through the scaffolding of the theoretical framework of Lewin’s field theory, specifically the aspects of the formula  $B = f(P, E)$ , the coming research will seek to investigate and better understand Christian leadership praxis through deliberate focus on perceived environmental variables.

### **Kurt Lewin and the Underlying Philosophy of Field Theory**

Before diving into a discussion on field theory it is valuable to first look at the developer, Kurt Lewin, and the various points of influence that led to his creation of *Topological Psychology*. Kurt Lewin (1890 – 1947), a Jewish German American psychologist, was first born in what is now modern-day Poland, then Prussia. Lewin was formally educated in Germany and would even go on to have the beginnings of a wonderful scientific career in Europe, studying at both the University of Freiburg and Munich (Kennedy, 2018). While in Germany, Lewin worked within the Psychological Institute, Berlin, 1921 to 1933. However, as the case with many other Jewish scientists during this time in Germany, the anti-Semitic slant of the German government made his continued existence there untenable. Thus, just as Albert Einstein had resigned from the Prussian Academy at the rise of the Nazi political party in Germany, Lewin too resigned from the Psychological institute and left for the United States (Isaacson, 2007; Kennedy, 2018). Lewin would find opportunity in the United States, working at institutions such as Cornell, the University of Iowa, and eventually becoming the director of the Center of Group Dynamics at MIT, a position he would hold until his death in 1947 (Kennedy, 2018).

As a psychologist, Lewin was fascinated by human behavior, but his approach was shaped through the lens of *gestalt psychology* (Burnes & Cooke, 2013). Gestalt psychology developed in Germany emphasized “a perceptual pattern or configuration that is the construct of the individual mind...a coherent whole that has specific properties that can neither be derived from the individual elements nor be considered merely as the sum of them” (Burnes & Cooke, 2013, p. 410; Kadar & Shaw, 2000). This was unique in that the standard model at the time saw humans as simply the sum of their parts, but gestalt saw that “the individual parts are interdependent and interact in a dynamic fashion” (Burnes & Cooke, 2013, p. 410; Kohler, 1967). Gestalt psychology produced an approach that realized looking at separate elements

outside of the perceptual field of the individual was capable of creating misunderstanding, and there was a need to account for the individual, their actions and their environment, to understand resultant behavior (Burnes & Cooke, 2013; Kohler, 1967; Martin, 2003).

Gestalt psychology seems to provide a better understanding for the underpinnings of field theory, as it focuses on a constructivist approach, thereby accounting for the quantitative nature of the theory's concentration on vectors and the need for a mathematical framework (Burnes & Cooke, 2013). This approach to behavioral analysis certainly makes every effort to account for all aspects of the individual's situation and understands that the invisible forces at work against and for an individual must be accounted for with respect to their actions and effort. It appears to be a very close psychological approximation to a concept found within Newton's Laws of Motion that noted for every action there is an equal and opposite reaction, thereby grounding the method in the consideration of multiple vectors of influence as having effect (Wheatly, 2006). With an understanding of the philosophical constructivist worldview that gestalt psychologists like Lewin held, it is now easier to study the nature of his proposed field theory and work.

### **Field Theory Analyzed**

Lewin's work is still visible today, though it appears to have been relegated to the equivalent of a historical footnote (Burnes & Cooke, 2013; Kennedy, 2018). Aspects of Lewin's academic toil remain today and can be somewhat seen within the study of leadership (Burnes & Cooke, 2013; Lewin, 1936; Schwering, 2003). The most visible manifestations of his effort are typically associated within organizational development, or OD; however, at least in his approximation, the highpoint of his career would be the creation of topological psychology (Burnes & Cooke, 2013; Schwering, 2003). While Lewin may only be known to some as the man whose scientific rigor introduced the only formula in psychology, the reductionist version of

his field theory, force field analysis, is still in popular use today (Burnes & Cooke, 2013; Schwering, 2003).

Field theory is something that is not only attributed to Lewin, as there are multiple field theories throughout the study of physics, e.g. quantum field theory and gravitational field theory (Hawking, 2009; Wheatley, 2006). Lewin was directly influenced by the beauty of various field theories, specifically the theory of relativity, in that it was able to capture specifics of vectors that acted invisibly to shape the world around us (Lewin, 1936). The attention to such herculean efforts, like that demonstrated by general relativity's ability to comment on the shaping of the surrounding spacetime of our universe, must have seemed quite appealing to Lewin who was looking for a unifying theory to join the various specialties of psychology, at the time a young science (Isaacson, 2007; Lewin, 1936;). Thus, Lewin was smitten by the concept of fields and vector analysis and developed vector psychology. This would later become known as topological psychology. The capstone to Lewin's 25-year pursuit of excellence is found below, as indicated already within chapter 1, the social field theory formula,  $B = f(P, E)$ , where  $B$  = Behavior,  $P$  = Person, and  $E$  = Environment.

The nature of the formula is simple upon first glance; however, its lack of initial visual complexity should not detract from the robust potential to be found within the greater theoretical framework. And yet, aside from the subsurface implications found within the greater context of each individual variable within the formula, the principle presented is accessible to all who view the formula. All that is required to understand the utility of the formula and its associated theory within the confines of leadership study is a casual explanation of the variables within the formula.



The main point that Lewin's field theory captured within the boundaries of his terse guiding formula that the behavior (B) attributed to a person's action is the byproduct of so much more than the individual. In keeping with the tenants of gestalt psychology, Lewin is stating that the behavior or action of a person is a function of both the person (P) and their environment (E). To take one of the two mentioned variables, either *P* or *E*, in isolation as a causal effect would be counter to gestalt and the constructivist worldview and philosophy that Lewin appreciated (Burnes & Cooke, 2013).

The ease of the theory found within the composition of the guiding heuristic formula, though not as exacting as those found governing the domain of physics and other field theories, ensures that the concept that human behavior cannot be taken in isolation is easily understood. Lewin's work stands on the idea that human behavior must instead be accounted for as a function of the union and mutual impact between person and environment. Thus, ensconcing the pair into a guiding geometric shape so that each producer of vectors of either positive or negative influence can be assessed within the topological construct known the Lewin life space, indicated below in Figure 2 (Burnes & Cooke, 2013; Lewin, 1936).

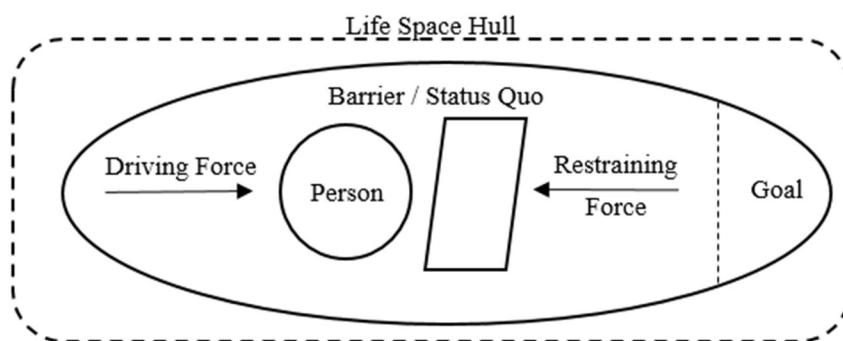


Figure 2. – Lewin Life Space

The field theory discovered and formalized by Lewin had empowered research to shift its tendency to focus solely on the leader, through what is still considered to be retroactive behavioral analysis (Behrendt et al., 2017; Muthukrishna & Henrich, 2019). This shift was meant

to allow researchers to embrace a more macroscopic perspective regarding group behavior and dynamics, essentially a sort of cousin to leadership. While the formula was intended to remain general, thus increasing its utility across multiple specialties of psychology and highlighting its heuristic nature, it does not have to necessarily remain in its current form for application. The formula can be adapted to suit the needs of leadership study. By substituting leadership, or in variable notation LDRSHP, for the more generic behavior, or B, the formula takes on a leadership-centric nature. Finally, the variable of P, or person is subsumed by LDR, the variable notation for a leader. What remains is Lewin's formula adopted specifically for application toward leadership study, recall from EQ. 2.,  $LDRSHP = f(LDR, E)$ , where LDRSHP = Leadership, LDR = Leader, and E = Environment.

When the formula is cast against the context of leadership study in conjunction with the concept of the Lewinian life space, it joins to create a more complete idea of "the field in which a person's behavior takes place in an intricate set of symbolic interactions and forces that, depending their valence, can either reinforce or change their behavior" (Burnes & Cooke, 2013, p. 412). If one were to then take a more detailed approach to the previous quotation following the adapted leadership specific field theory formula it would change the context dramatically: "the field in which a leader's leadership takes place in an intricate set of symbolic interactions and forces (represented by vectors) that, depending on their valence and magnitude, can either reinforce or change their leadership" (Burnes & Cooke, 2013, p. 412). When the terminology is adjusted according to leadership it presents a great deal of potential utility and application, especially to the study of Christian leadership. Vectors of influence, whether propagated by aspects of the individual or their environment seem quite capable of shaping the totality of the behavior to be determined to occur within the life space or leader's field.

## Field Theory and Meaningful Parallels to Physics

Lewin's field theory, especially when adapted to the study of specifics surrounding leadership, indicates that it shares many basic characteristics with the aforementioned field theories typically associated with physics. The field and associated vectors surrounding a human being are just as real as those surrounding the star at the center of any galaxy. The true difference between field theories is the heuristic nature of Lewin's field theory formula and that of other disciplines is the concrete nature and values attributed to the vectors associated with the study of the hard sciences.<sup>3</sup>

It means that the variables representing greater vectors within the Lewin field theory could be interpreted as merely symbolic. That is to say that the provided vectors somehow lack rigorous or meaningful application, thus being considered somewhat arbitrary and without purpose. Whether symbolic or not, those vectors encased within each variable, either positive or negative, contain tremendous potential and are felt, regardless of their invisibility, the second a person walks into an organization (Wheatley, 2006). After all, the space in an organization is not empty, just as the space in the galaxy is not empty, as both have vectors of force being produced (Hawking, 2009; Isaacson, 2007; Wheatley, 2006). When in the organizational frame, the Lewin field theory acknowledges that the invisible forces and their associated vectors are produced by either (or both) the leader and the environment (Lewin, 1936; Schwering, 2003; Wheatley, 2006). When all variables are considered there is an ability to provide a more complete picture of how the resulting leadership is generated.

How are the basic concepts surrounding Lewin's field theory different from the gravity shaping effect of a star and its ability to derive an astronomically based gravitational field within

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<sup>3</sup> Hard science is in reference to things such as biology or physics, while social science is on occasion referred to as a soft science strictly on the basis of concrete metrics and instruments for measuring.

the solar system's environment? There is no relevant difference, as both fields rely on vectors of influence from various variables, annotated by a governing formula, that ultimately coalesce into what becomes a definable and understandable reality. From that predictive nature of the reality captured within the field, great utility has sprung forth in the fields of science, especially when dealing with general relativity and the resulting gravitational field. It predicts the interpretation of how something reacts specifically to the environment shaped, as the case with accounting for time dilation between a GPS satellite and a cellphone or receiver (Isaacson, 2007; Muller, 2016). Thus, providing a beautiful perspective on the action and reaction within an environment between the interaction of both a prime influencer and something else simply in the field. The vectors capturing the effect, while not visible to the eye during the analysis of gravity are very real, and the same could be said for those created in a field by a leader. Though these vectors remain unseen they are still present.

By considering the vectors associated with gravitational field theory scientists have been able to create great leaps in technology as a result of larger vector analysis and understanding. This jump in understanding and development occurred through studying and measuring the vectors of force that surround our day-to-day activities and it was first thought to lack any greater application. The ability to study and measure the vectors of influence that surround both the leader and environment is attainable and comparable to everything described within gravitational field theory. For just as the vectors in the environment can influence time dilation in a gravitational field, so to do vectors of leader and environment influence what is eventually felt as the shaping behavior of influence thought of as leadership. OD, management, and leadership science see it every day as propagated through the actions of an organization. A leader sets goals, budget constraints, and standard operating guidelines, (or vectors) that influence an organization

from afar, thereby shaping the surrounding field of the team and the greater environmental space (Daft, 2010; Schwering, 2003; Wheatley, 2006).

The idea of human behavior, especially the deliberate behavior of leadership, is justified in being set to the theoretical framework of a field. While formal analysis of vectors of influence produced by a leader has yet to be recorded, people have commented to the perceptible field of a leader. Many have claimed such analysis of vectors of influence as an informal measurement experienced through the perceived feeling one notes as either positive or negative when walking into an organization (Wheatley, 2006). The common response to such a perceived field is known to many as an organizational climate, a definite positive or negative invisible field that surrounds the collective. Organizational climate is a sort of invisible field, of either positive or negative influence, that permeates everything within the organization (Wheatly, 2006). That does not make that field any less real than that of a gravitational field, as a gravitational field is undetectable to the human eye, so too are the fields and vectors that ensconce the organization that a leader oversees.

To study these invisible fields all that is needed is the heuristic formula which originated with Lewin and an ability for individual specialties surrounding various areas of leadership to agree upon the subcomponents of each variable listed within the formula. The Lewin field theory, just as more physical field theories, offers the same potential to describe, measure, and study invisible vectors of leadership (Burnes & Cooke, 2013; Hawking 2009). As mentioned, all that is necessary is to determine the nature of the underlying subcomponents of the formula's variables, and then attribute a value to said variables, a range of sorts. This is completely reasonable and in keeping with heuristic application, and while not exacting it does enable informative discovery of specifics surrounding the field theory.

However, none of this is possible, at least not to the degree of finality offered through field theory with formula if the mathematics were to be removed. Many have found the mathematics and topology of field theory unnecessary. However, to remove it is perceived by some as reductionism in the worst possible sense as it changes field theory to simple path-goal vector analysis (Burnes & Cooke, 2013). The theory was meant to be taken in its complete form and to detract from the mathematics removes the ability to account for all vectors, ultimately skewing the outcome.

Lewin's field theory is complete in its current form, regardless of the discussion surrounding its guiding mathematics and topology. Additionally, given the increase in focus on data collection and analytics, the mathematical nature of field theory is in prime position for a resurgence in the studies of leadership and OD. Field theory offers a compatible framework from which to work regarding the future study of Christian leadership, for unlike other social science theories that are already set and typically based solely on secular inquiry, field theory offers utility and generalizability. This implies that there is a potential for the development of a specific and focused Christian Leadership Field Theory.

### **Related Literature**

The related literature seeks to capture, in a succinct manner, two additional key factors regarding this study. First being the potential of science and mathematics to inform leadership study (Behrendt et al., 2017; Muthukrishna & Henrich, 2019; Wheatly, 2006). The second is the current challenges that are specific to the field of Christian leadership, specifically the changing dynamic of the Christian leader environment. The reviewed literature will demonstrate a substantial gap in knowledge that must be bridged to better provide a more reasonable and

integrated leadership framework and approach concerning a Christian Worldview (Pearcey, 2008).

### **The Science and Math of Leadership**

Leadership study, as mentioned during the introduction, shares in the basic framework of Christian leadership (Bredfeldt, 2006; Estep Jr., 2008; Towns, 2007). As such it is no giant leap to mirror the directions of current leadership study efforts when making use of alternate academic disciplines, such as science, to inform Christian leadership study (Wheatly, 2006). One such major way that science is currently influencing leadership is to prompt researchers to consider time in their studies and potential guiding theoretical frameworks, for time is consistently accounted for in hard science efforts (Castillo & Trinh, 2018; Lord et. al, 2015; Satterwhite et al., 2016; Shamir, 2011). The inclusion of a temporal element in leadership study is unique, as it is an abstract concept that is outside the typically associated aspects of what is attributed to leadership. This is key as time, not simply an aspect of longitudinal studies of leadership, can provide insight into the nature of leadership that were previously undiscovered.

Some of the most interesting calls to improve leadership include efforts toward a more integrated model of leadership as informed by the same rigorous nature and approach that informs tremendous leaps in science, specifically physics-oriented studies (Muthukrishna & Henrich, 2019; Wheatley, 2006). The goal is not to discard the current knowledge that has been dutifully minded across the entirety of leadership study, as the data gathered thus far has allowed for increased insight into the nature of leadership (Behrendt et al., 2017; van Knippenberg & Sitkin, 2013). Instead, a more rigorous scientific-oriented framework and mathematical analysis, not simply statistical data reduction, can guide the future study of leadership behaviors and environment away from what typically has been identified as two leading threats to leadership

study: “1) a lack of distinct conceptual definitions, resulting in considerable overlap among different concepts, and 2) a lack of coherent causal models that include specific mediating and moderating processes” (Behrendt et al., 2017 p. 230; van Knippenberg & Sitkin, 2013). All it takes is some creativity on the part of the researcher and a solid theoretical framework.

As Lewin insisted, there is nothing quite like a good theory, and this is especially true when provided via mathematical modeling, as it allows for general predictability and falsifiability within the confines of research, ultimately improving and refining the holistic theoretical approach (Burnes & Cooke, 2013; Davies, 1992; Muthukrishna & Henrich, 2019;). Allowing science and math to influence leadership study can unveil new perspectives that the often-utilized Newtonian, or more recognizable, classical Theory X management style cannot produce (McGregor, 1985; Wheatley, 2006). Many have begun to realize leadership has much to gain via the influential bounty represented by modern scientific study (Wheatley, 2006; Zohar, 2016).

Great examples of leadership study being influenced by science are found within both the study of chaos and quantum theory. Chaos is a theory that primarily deals with minor disturbances within complex systems, interesting though exceptionally sparse in references, while quantum focuses on the microscopic elements of reality and unpredictability (Wheatly, 2006). Both theories have gone on to influence ideas such as quantum leadership, an approach to leadership study that is finding niche success in both business and nursing (Zohar, 2016). The idea of leadership study being influenced via quantum or even chaos theory is an electrifying concept. It seems odd at first, that such scientific elements would influence leadership study, as both quantum mechanics and chaos theory deal with the very minuscule and unpredictable particles that comprise our physical reality (Susskind & Friedman, 2014; Wheatley, 2006).



However, the general nature of both seems to relate to specific characteristics readily associated with the reality of leadership (Wheatley, 2006).

While metaphors and parallels drawn from science to inform leadership have only so much utility, the point is if such studies have helped define and shape the greater physical reality there is a need to investigate what sort of potential could be found in adopting similar perspectives to leaders to learn how to better shape and define an organizational reality (Morgan, 2006; Wheatley, 2006). Since field theory in science literally deals with how a propagating agent shapes and defines the greater environment for others, and there is already a social theory of similar construct, it is one of the best places to begin an investigation into exactly how studies in science can better inform studies of Christian leadership (Wheatley, 2006).

### **Gravitational Field Theory as Informative to the Christian Leadership Environment**

Within field theory typical of the hard sciences, specifically gravitational field theory, there lies a reasonable parallel to leadership study. That much was already determined via the proceeding theoretical framework. The point is now not to inform about the specifics of how there is a clear demonstration of interrelatedness between the two concepts. Instead, the point is to discuss the specifics of the environment and the relationship of shaping action within the field produced by Christian leadership. After all, the focus of the dissertation is to better understand, via a guiding theoretical framework, the environmental variables that are perceived to impact the practice of Christian leadership. To investigate the impact of these perceived variables is to also define the composition of the Christian leader's field. This is to be done by determining whether a consensus can be met regarding the perceived critical environmental vectors of influence. This is all better understood with prior exposure and discussion to the specifics of environmental

effects within fields, as this can better serve the leader and the organization in sensemaking, or converting “a world experience into an intelligible world” (Weick, 2001, p. 9).

Within the section on theoretical framework, there was a brief discussion on the propagating agent with respect to the remainder of the field, or greater environment which surrounds the point of focus. Again, in the refined field theory of gravity expressed by Einstein’s theory of general relativity the object with the most mass / energy is the shaping or propagating agent of effects within the field (Bodanis, 2016; Gribbin, 2016; Isaacson, 2007). Such a concept of a propagating agent with both mass and energy as a shaping force is paralleled within the concept of the leader. This force, as explained by Einstein, is not as direct as one would perhaps think, as with the case of most Newtonian perspectives toward interplay between multiple variables, but instead is a reaction produced by the presence and influence exerted by the propagating agent. This fantastic aspect provides tremendous utility to the concept of Christ as being central to the aspect of the Christian leader, thus influencing others through the leader via proper reflection of the *imago Dei* (Kilner, 2015).

The shaping as the result of the propagating agent is unique between both Einstein’s general relativity field theory components and the relationship of the leader. This is because all elements bend or are somehow affected by the presence of the leader within the environment. For example, the shaping of general relativity has extended its influence, thanks to the mass of the star across spacetime to establish a thriving solar system. So too it goes with the shaping and interplay of the leader within their environment. The leader’s environment and the organizational environment, both internal and external, can be thought of as one and the same, and it is up to the lead sense-maker to map the surrounding environment (Weick, 2001). It appears to be critical

that the leader better understand both how the surrounding space influences their actions and how he or she influences the surrounding space.

This interplay between object and environment can be seen best in a simple analogy of a balloon. For the purpose of the analogy, the balloon is a metaphor for the leader. A balloon filled with helium shows itself to be very dynamic at sea level, and environmental considerations, outside air pressure and temperature, have little effect upon the balloon. The balloon wants to dance about and fly away on a direction and trajectory of its choosing, not necessarily the individual molecules of helium gas within the shaped field of the balloon that ultimately constitutes its meaningful whole. On the flight up the balloon begins to suffer the effects of environmental change, experiencing disrupting variables of pressure and temperature from the external environment that ultimately impact the integrity of the molecules inside. The greater whole of molecules begins to succumb to the external variables and push further away from each other. The balloon is no longer the lead sense-maker, and when the environmental variables and their vector magnitude become too much, the balloon bursts (Weick, 2001). In essence, the field is dis-integrated, and the balloon is no longer effective in the role of its intended purpose, that of providing organization and purpose to the collected helium molecules. Furthermore, just as with the case of the balloon, specific leader field propagation and organizational interplay and subsequent interaction with a surrounding environment are seen within the example of real organizations.

For as indicated by the environmental – propagating source interplay picture provided by Einstein, specifically that of the sun and its spacetime shaped gravitational field, the metaphor is reasonable to the environmental – leader interplay within the context of any greater group. Whether a church or an aerospace giant like SpaceX, the commercial program headed by Elon

Musk, the mass or significance of the leader and their subsequent output of energy is directly relatable to their influence upon their environment (Martin, 2003; Morgan, 1989; Morgan, 2006; Wheatley, 2006). All of this is also identified within this study's variable relationship and presentation through the work of Lewin and his field theory, as indicated by the actions and shaping events of the person / leader within their given life-space / environment (Deutsch, 1968; Lewin, 2008; Martin, 2003).

There are other concepts associated with many field theories, as with the study of gravitation, that can be covered to further enhance the overall picture being painted. One such critical concept is the point of origin of an action being uniquely suited within field theory study. In physics play, this is called a singularity or point of dense information and potential prior to an explosion of energy and influence as represented mathematically via vectors (Gribbin, 2016; Hawking, 2009; Isaacson, 2007). The idea in further refining this metaphor for application to leadership study involves imagining the leader as every team or organization's singularity.

The relationship to the leadership environment is that a leader must understand how their communication or action either manages to permeate or fails to propagate across their life-space / environment over time (Lewin, 1936; Martin, 2003). Additionally, as a point of significant density, the singularity concept also insists that leadership without magnification, or internalization and response to vision and messaging, fades with distance. This represents the very core at the heart of the matter when communicating a vision, or any message for that matter, as a leader (Kotter, 2012). The truism within this concept of propagating vectors of influence as a leader across an environment is that everything a leader does, says or models, ultimately shapes and changes both the led and the environment (Kotter, 2012; Momeny & Gourgues, 2019; Northouse, 2019). As pointed out by Momeny and Gourgues (2019), that effort in shaping via

effective communication can make all the difference when, as a leader, one expects both development of subordinates and action. The reader should now see that the leader, their environment, and their propagation of influence as positive or negative vectors, whether via action or communication, can be captured and rightly informed via the science surrounding field theory. Thus, providing a better picture of the relationship shared between leader and environment.

### **The Changing Field of Christian leadership**

The focus on the leader, leader environment, and a guiding theoretical framework within the scope of Christian leadership study is because researchers have begun to notice the dramatic shift within the greater environment and ecology of the church (Chester & Timmis, 2008; Lipka & Lipka, 2016; Vaters, 2016). The situation may not be the same for everyone, but environmental considerations are creating challenges within Christian leadership, and leaders are inconsistent at best with negotiating the environment. The environmental field of Christian leadership ensconces the general and task-oriented environment of the church, and both have started to contribute to the challenges being faced by Christian leaders (Morgan, 1988). This leads to a logical inference that it is not necessarily a fault to the aspects and approach by Christian leaders, but a lack of education regarding the specifics of environmental variables surrounding Christian leaders that have ultimately led to the present church health dichotomy (Baumgartner, 2017).

The Barna Group (2015) captures that Christian leaders are struggling with understanding their environment and subsequently lacking impact within their field of influence to create change and movement, key characteristics of leadership. There has been a tremendous showing of the haves and have nots concerning church bodies, at least as it relates to health and attraction

of youth within the greater body (Lipka & Lipka, 2016; Vaters, 2016). Many of those within the millennial generation have opted out of church, joining the ranks of no religious preference (Lipka & Lipka, 2016). Some resourceful Christian leaders have seen the environmental cueing and instituted change, even dramatic change, to ensure the survival of a Christian community within their area of influence (Chester & Timmis, 2008). Chester and Timmis (2008), two dramatic church planters working the townships of England, noted a tremendous drop in attendance at many Anglican houses of worship and saw that it was due to chaffing at the environment.

The two creative gentlemen started changing their approach to ministry by focusing on the issue of organized environmental variables associated with the formal church and allowing instead for non-invasive home church scenarios, or scripture-centered communities, to arise (Chester & Timmis, 2008). Others have seen spikes in megachurches that tout small groups, coffee stations, and dramatic displays of outreach to include acknowledgment of the digital environment and those who can attend church virtually (Campbell & Garner, 2016; Vaters, 2016). The environment has substantially changed within the context of Christian leadership and the rationale that a more definitive definition of the phenomenon is required seems like a logical extension upon review of the guiding literature.

### **Rationale for Study and Gap in the Literature**

The rationale for this study was the perceived imbalance within the current understanding and education of Christian leaders concerning the environment and their relationship to the environment. Some Christian leaders are more adept at the interpretation of the environment and thus realize the interconnectedness they maintain, even without being specifically educated on this topic. (Chester & Timmis, 2008). However, with some Christian leaders struggling to adjust

to the environment around them it implies they require a more robust approach to the study of Christian leadership (Barna Group, 2015; Behrendt et. al, 2017). The theoretical framework of field theory is presented here as both organized and focused with respect to serving as a guide to better understand the relationship between leader, environment, and subsequent leadership. This study aimed to demonstrate its application within the greater context of Christian leadership and maintain a guiding theoretical framework that was beneficial toward informing the practice of Christian leaders.

If Christian leaders were provided something greater than behavioral studies and theories on leadership, they could be better educated and prepared to execute leadership duties in various environments (Behrendt et. al, 2016; Momeny & Gourgues, 2019; van Knippenberg & Sitkin, 2013). Not every leader (nor their environment) is the same; however, every leader, especially the Christian leader, does desire to better shape the environment to further the kingdom of God, as outlined in the Great Commission:

“Therefore go and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, and teaching them to obey all that I have commanded you. And surely, I am with you always, to the very end of the age.” (Matthew 28:19-20, BSB).

The Lewin field theory allows for a more complete understanding of the relationship between leader and environment, thereby equipping the leader to be far more informed of the “whole system in the room” (Burnes & Cooke, 2013, p. 421). Additionally, the leadership field seems fit to provide and inform both the leadership scholar and practitioner of specifics within the environment that give cause to take action (Burnes & Cooke, 2013; Kotter, 2012; Miles, Snow, Meyer, & Coleman, Jr., 1978). Considering that there was also a definable relationship

present between the concept of Christ as leader with creation and the theoretical framework of both science and social science field theory, it would seem that the application of a more rigorous guiding theoretical framework such as Lewin's field theory toward Christian leadership study is reasonable. There is a perceptible beneficial relationship to be studied that seems to exist between Christian leadership and field theory that should ultimately empower Christian leaders with specific knowledge of their environment.

### **The Gap**

With little to no current information available regarding the specifics of the environmental variables associated with the modern Christian leader, and a declarative need by researchers to advance "in scientific efforts toward a more integrative and theory-driven leadership theory," this research addressed the presented knowledge gap via Lewin's field theory (Behrendt et al., 2017, p. 230; Burnes & Cooke, 2013). The logical presentation of determining the applicability of Lewin to the study of Christian leadership takes into account more than simple variables and behaviors of the leader and is also inclusive of the environment which surrounds the Christian leader (Burnes & Cooke, 2013; Lewin, 2008).

A study by Stovall (2001) looked at the health of churches in the vicinity of Texas, where fluctuation on issues surrounding the type of worship music played and whether or not there was perceptible growth were determinants of influence within a body of believers. Another study by Foster (2019) sought to identify issues surrounding declining inner-city church membership. Foster went as far as to capture the concept of the environment as impacting attendance but did not comment on the specifics between environment and leader and its resulting impact on Christian leadership (2019). Given the gap in environmental study, this researcher focused on a



non-empirical paper by Dockery (2019) to frame and focus data collection concerning environmental variables surrounding Christian leader praxis.

Dockery's (2019) paper is ideal for it is a summation from the "plenary session at the Fall 2018 Society of Professors in Christian Education, or SPCE conference" (p. 296). Within his paper, Dockery specifically addresses changing environmental forces that can be perceived as potential challenges or hazards for the future of Christian higher education. While not necessarily perfectly aligned with the declared research gap, there was a significant benefit to starting with a vetted list of environmental concerns (Dockery, 2019). After all, the provided gap, the inability of leaders to bring a complete understanding of their leadership-oriented challenge into view, coupled with the struggle of Christian leaders to fully understand the specifics of their leadership environment, demonstrate that Dockery's effort to analyze the specifics of environmental variables is an ideal mechanism to provide focus to the recorded study. Therefore, it seemed only natural to harness Dockery's work and generate a much-needed research instrument, the Christian Leader Environmental Variable Inventory, the CLEVI, with which to investigate specifics surrounding perceived environmental variables of the Christian leader.

### **Profile of the Current Study**

The relationship between Christian leadership and general leadership studies means that both disciplines share in theory, studies, and future direction. Leadership study requires something greater than the current focus on just the specifics of leadership behavior if it is to branch out and develop a more integrative approach to the actions of the leader. Mathematics and parallels from scientific study, specifically field theory, stands to offer a great deal of insight into leadership as an academic discipline. The specifics of the field theory as adopted to leadership study allows for a more meaningful exploration into the deliberate underlying process of

leadership by exploring variables other than the leader. However, this alone is not enough and so an instrument, the CLEVI, had to be created to assist in the effort to understand the potential surrounding the variable of the leader's environment.

There has been so much study already done on the variable of the leader. Many aspects of leader-oriented research have been quantified through assessments on points such as emotional intelligence, transformational leadership scores, and the like. The environmental variable is the next logical step in the investigation of both leadership and Christian leadership. This research stands to inform an entire field of study within leadership that empowers future research efforts in a more scientific approach toward leadership research. If nothing else this study provides an aggregate of data for a Christian perspective on key variables that better inform leaders on aspects of their environment, thereby allowing them the ability to take in the entire picture as a leader. The developed instrument, or CLEVI, certainly marks a valid step toward the continued meaningful exploration of leadership.

### **Chapter Summary**

The history and study of leadership have been intently focused on the leader. However, leadership involves so much more than simply a leader. Leadership is a process that considers a behavioral action that seeks to influence and motivate via vectors of force, that is to say, communication, action, or modeling by a leader to generate action in the desired direction to accomplish a common goal (Lewin, 1936; Northouse, 2019). To insist that leadership is a process considers the fact that leadership study cannot be one-dimensional in nature, as leadership is not singular in its presentation. As such, leadership study requires a guiding theoretical framework that demonstrates the function of a relationship between the leader and their greater environment, which could and should be inclusive of their surrounding team.

Christian leadership study has been expressed to need this and so much more, as it requires a framework that can be properly informed by a theological framework as well.

The Lewin field theory has been demonstrated to show its utility in both general and Christian leadership. Lewin's guiding concept seen within the simplicity of his field theory equation provides students of leadership an open door to allow for science and mathematics to inform the greater study of leadership (Lewin, 1936; Wheatley, 2006). More importantly, the clarity and brevity of the theory provide a meaningful and adaptable approach that also appears to be inclusive of the specifics to Christian leadership study. Thus, with a supportive literature review complete and a refined understanding of field theory and its application to Christian leadership study provided, an explanation is required on the designed instrument seeking validation.

### CHAPTER THREE: RESEARCH METHODOLOGY

The following chapter on research methodology demonstrates the critical planning utilized during the recorded quantitative descriptive study into perceived environmental forces impacting Christian leadership. The design of this study sought to answer the presented gap of fully understanding potential environmental forces, whether internal or external, that either act as vectors of positive influence in support of or vectors of negative influence counter to Christian leadership efforts. The following chapter briefly presents the utilized design synopsis, outlining questions, hypothesis, population and sample, instruments / techniques, detailed procedures, and strategies for data analysis.

#### Research Design Synopsis

##### The Problem

As outlined previously, the problem stated to be driving both this research and currently surrounding leadership, and especially Christian leadership, is specifically focused upon the perceived challenges experienced by leaders when trying to effectively direct change as a result of being unable to “get the whole system into the room” (Burnes & Cooke, 2013, p. 421). More specifically, getting the *whole system into the room* relates to a need by researchers to address the gap in knowledge on the impact of specific environmental variables upon leadership. As expressed in chapter 1, and again in parts of chapter 2, the Christian leader seems susceptible to the central problem of the presented study. For while seminary students are frequently taught to understand scripture, they unfortunately wind up ill-prepared to deal with the world, “and the world has changed dramatically and has left the church unprepared” (Baumgartner, 2017, p. 17). The essence of the problem is clear, the church, and more specifically Christian educators, have established leaders focused on traits and practices required by biblical models of leadership, but

less on instructing leaders on the environment and its influences that both aid and hinder a leader's efforts.

### **Purpose Statement**

The purpose of this descriptive quantitative survey was to discover and evaluate perceptions of Christian seminary students regarding environmental factors believed to impact Christian leadership through the development and validation of a new instrument, the Christian Leader Environmental Variable Inventory, or CLEVI. The study at a minimum aimed to deliver refined information concerning the specific variables found within the environment of the Christian leader, as determined through an aggregation of data received from seminary students who also have ministry experience as leaders in the field. With the data collected the researcher attempted to provide a model of Christian leadership cast against a field of competing positive and negative vectors of influence within the greater environment, thus allowing the "whole system in the room" (Burnes & Cooke, 2013, p. 421).

The complete purpose of the work was to model Christian leadership as an entire process, thus better informing leaders as to the changing environment in preparation to better fulfill God's mission (Baumgartner, 2017). Taking the specifics of a person's environment into account when attempting to research a more complete human behavior or experience is gaining traction. Leadership is not the only area of Christian education and study that has begun to explore the impact of the surrounding environment more closely with respect to the Christian experience.

### **Research Questions and Hypotheses**

**Research Questions.** The five research questions crafted were done so in direct support of the provided research purpose statement. Key elements to be answered within the research questions drew from data collected via the researcher designed Likert scale survey. Other

elements the research questions depend upon, such as common demographics and both ministry and other leadership experience, were also digested during data collection to enhance analysis.

The researcher is confident that all five presented research questions assisted in effectively narrowing the focus of the provided purpose statement (Creswell & Creswell, 2018).

**RQ1.** What internal and external leader environmental factors do Christian seminary students consider to be required in order to positively influence their field?

**RQ2.** What internal and external leader environmental factors do Christian seminary students consider negatively influence their efforts of influence within their field?

**RQ3.** What is the current level of understanding regarding the Christian leadership environment and its relationship to leader impact / success?

**RQ4.** What dichotomy is present between the varying degrees of ministry experience, if any, regarding the perceived importance, study and education of the Christian leadership environment and its relationship to leader impact?

**RQ5.** To what degree is the proposed instrument, or CLEVI, a reliable and valid measure of perceived environmental variables impacting the Christian leader?

**Research Hypotheses.** A well-formulated research hypothesis is much like a research question in that it serves to assist in narrowing the focus of a provided research purpose statement. The following quantitative hypotheses were drafted to serve as “predictions the research makes about the expected outcomes of relationships” (Creswell & Creswell, 2018, p. 136). The following hypotheses are both testable and possible. Additionally, each is tied to the basic concepts that comprise the provided research questions. Finally, each hypothesis is accompanied by a *null*, which Creswell and Creswell (2018) define as making a prediction “that, in the general population, no relationship or no significant difference exists between groups on a variable” (p. 249).

**H1.** Christian seminary students, regardless of ministry experience, will all indicate similar assessments regarding the variables, both internal and external, that should be considered in order to better define the Christian leader environment.

*Null:* Christian seminary students will not indicate similar assessments regarding the variables, both internal and external, that should be considered in order to better define the Christian leader environment.

H2. Christian seminary students will comment in depth on the importance of the time variable within the leader's environment.

*Null:* Christian seminary students will not comment in depth on the importance of the time variable within the leader's environment.

H3. Research and survey scores will demonstrate the CLEVI to be a valid instrument for exploring the perceived environmental variables of the Christian leader.

*Null:* Research and survey scores will not demonstrate the CLEVI to be a valid instrument for exploring the perceived environmental variables of the Christian leader.

## **Research Design and Methodology**

The methodological design employed was a quantitative descriptive study. The primary instrument for data collection was a computer-based survey with an integrated Likert scale, designed by the researcher and initially evaluated via an expert panel and field / pilot testing (Creswell & Creswell, 2018; Trochim & Donnelly, 2008). Alongside research data points the survey also captured typical study data, such as basic demographics, professional leadership experience within ministry and other parachurch organizations, and even leadership experience outside of the church settings. However, the survey mostly focused upon the perceptions of respondents with respect to their opinions, attitudes, and assessment of Christian leader environmental variables exerting force both in support of and against Christian leadership efforts. Finally, assessments of the respondent's perception of the CLEVI as viable means of capturing the necessary variables that comprise the Christian leadership environment were also collected.

Students attending seminary in an online capacity at a major Christian university were the intended population to sample for this study. The university selected from which to conduct the study was Liberty University, specifically its John W. Rawlings School of Divinity, as it served as an ideal resource from which to draw the intended study sample. As approval was established through Institutional Review Board, or IRB, the survey participation letter of recruitment combined with the consent form would host the associated delimiting factors guiding the study, to include the requirement that a participant be an active student at the John W. Rawlings School of Divinity (see Appendix D and G).

The nature of the methodology employed regarding the survey was to approach the data collection via convenience sampling. Convenience sampling was selected as vital to the conduct of the research for the following reasons: 1) convenience sampling makes the best use of available sampling population, 2) convenience sampling does not over isolate a particular subset within the coming sample, and 3) given the typically limited population of students in attendance at a school of divinity or seminary convenience sampling allows for a larger sample to be taken and far fewer to be disregarded.

Though convenience sampling seems less rigorous upon first glance than other quantitative sampling techniques, it offers its own advantages in that it is “probably the most commonly used” and can even have the ability to allow for a higher number of sample returns than even first anticipated by the researcher (Mertens, 1998, p. 265). Convenience sampling can occasionally struggle to be “representative of the (desired) population” to be surveyed (Trochim & Donnelly, 2008, 49); however, this study’s delimitations and assumptions ensured that a portion of the desired population, that of Christian leaders, were assessed during the survey. Finally, this type of design assists the “one-shot survey” as being the simplest descriptive



approach, allowing “collection of data from a larger number of people than is generally possible when using a quasi-experimental or experimental design” (Mertens, 1998, pp. 105-108).

The collected data, as guided by initial work through the efforts of Dockery (2019), was then analyzed in such a manner as to ascertain a consensus of perceived environmental factors, both internal and external, and whether positive or negative, with respect to their impact on the efforts of the Christian leader. The idea of the consensus on specifics regarding environmental factors influencing Christian leaders was to diffuse the accumulated data into the most common aspects about the environment to complete a Force Field Analysis form for Christian leaders as a whole.

### **Population(s)**

The population represents the “collection of all outcomes, responses, measurements, or counts that are of interest,” while a sample is merely “a subset, or part” of the identified population (Larson & Farber, 2015, p. 3). The primary or desired population focus for the coming study were students currently or recently engaged in either Christian ministry or education and attending seminary online at a major Christian university. Recently engaged criteria were set at a term not to exceed three years absence from the field of active engagement. The researcher planned to focus data collection at just one university as specified by the provided criteria.

It was decided that the selected population of seminary students was ideal for collecting insights from Christian leaders on the topic of environmental challenges currently experienced. Many who attend seminary are quite often graduates of Bible colleges and other programs that serve as initial feeders into ministry positions. The assumptions provided within the first chapter stated that online Christian seminary students were considered ideal due to being life engaged.

This assumption implies the online student does not attend school in person due to on-going commitment toward ministry or other Christian organization-oriented duties and responsibilities, thus creating a population rich with Christian leader experience.

The desired population offered the opportunity for a wide demographic from which to collect information upon, as there is no prescribed age, previous experience level, or specific background required to enter seminary. The population seen at an institution such as Liberty University, where total enrollment for the school exceeds 100,000, was a tremendous resource from which to draw in support of this research (Liberty University, 2020). However, of that greater student population, only the target population of approximately 5,160 at the John W. Rawlings School of Divinity would make for a readily accessible population from which to sample (Peterson).

### **Sampling Procedures**

Considering this research was quantitative descriptive in nature the method of nonprobability sampling provided three possible options regarding sampling procedure. Non-probability sampling is pseudo-problematic in that it does not guarantee “that each element of the population will be represented in the sample” (Leedy & Ormrod, 2013, p. 214). However, the true population or at least subject surrounding this research was that of the Christian leader. Such a population is far too great to collect against and so a natural location with which to gather information regarding Christian leaders and their leadership experience had to be selected. It was because of this the concept of a Christian university as a reasonable source for a population seemed viable, as a large number of potential respondents are both present and do not require to be contacted one at a time.

The convenience sampling of students in attendance at a major seminary was due to the fact potential respondents would have valuable Christian leadership experience to be researched. Considering the aim of the study was to describe a general phenomenon shared by all Christian leaders, the descriptive convenience sampling technique allowed for the inclusiveness of experiences and information while naturally diversifying across the field of students in attendance. The ideal sampling was to occur specifically with online students as it was assumed that they offered the opportunity of a greater diversity of demographic related data. This allowed for more dynamic analysis following data collection. Finally, the sample size, typically represented by the symbol  $n$ , did not need to be incredibly large during data collection (Leedy & Ormrod, 2013). If the numbers reported by Peterson and Liberty University were indicative of what was to be expected upon selection of the intended population then even a population of 5,000 would only require a sample size of 400 (Leedy & Ormrod, 2013). This was determined to be an achievable sample size given the researcher was employing an online survey. Additionally, 400 samples are very close to the calculated minimum of 384 with consideration of a 5% error value (see Footnote 2).

### **Limits of Generalization**

The limits of generalization regarding this study is focused primarily on Christian leaders. Specifically, these generalizations were focused upon educated Christian leaders, pursuing ministry in some capacity as their primary means of livelihood. Further limitations of generalizations of course presented themselves as data was gathered via the non-probability focused convenience sampling method employed by the researcher. However, there was data collected later that implies not every demographic or church size is adequately represented within the following research.

### **Ethical Considerations**

Ethical considerations, specifically ethical impacts because of this study were considered minimal, as anonymity typically governs survey methodology (Groves, Fowlers, Couper, Lepkowski, Singer, & Tourangeau, 2004; Creswell & Creswell, 2018). The utilization of a linked online computer survey, such as the one employed for this study through *Qualtrics*, is as least invasive as possible. Outside of a requirement for respondent contact information, which was something only handled at the research site by appropriate personnel to provide participants a link to the study survey, there was no trace of personally identifiable information within the context of the data collected through the survey. The only potentially identifiable information collected involved generalized data points, e.g. age, sex, denomination, etc. The researcher never encountered relevant personal information that somehow linked a person with a specific survey. Finally, there was no need for additional consent by participants, nor was physical testing, experimentation, or deception employed during the research.

### **Proposed Instrumentation**

Given the research was quantitative descriptive in nature and employing survey methodology to address the proposed research problem, an instrument was required to conduct data collection. It is natural for descriptive research efforts to be clumped in with survey research, as both terms in most instances are professed as synonymous (Creswell & Creswell, 2018; Leedy & Ormrod, 2013). As such, the use of an instrument, such as a survey, was easily a foregone conclusion for the execution of the research. However, given the unique gap of the research, there had yet to be an instrument designed for the evaluation of perceived environmental variables impacting a Christian leader's efforts. Thus, a survey was to be designed, the CLEVI, and had to undergo evaluation, pilot testing, and content validation.

To complete a descriptive study a survey needs to assist the researcher in “acquiring information about one or more groups of people” by allowing the researcher to ask questions and summarize responses “with percentages, frequency counts, or more sophisticated statistical indexes” (Leedy & Ormrod, 2013, p. 189). The instrument in survey research can typically employ two types of design to accomplish this task, a checklist, or a rating scale. The rating scale, also known as the Likert scale, was the preferred method of survey design for the documented research effort, as it is “more useful when a behavior, attitude, or other phenomenon of interest needs to be evaluated on a continuum” (Leedy & Ormrod, 2013, p. 192).

There are of course some benefits to designing an instrument for the execution of research. For instance, the researcher did not have to seek permission to utilize a previously designed and evaluated instrument. Also, since the coming research did not seek to modify an existing instrument, there was no need to explain thought processes and other concerns associated with modifications and determination of validity and reliability of the instrument following changes. The survey utilized has been designed from the ground up. Appendix A contains the first version of the instrument initially proposed to enable the suggested research.

The final version of the CLEVI is a survey instrument that consists of 3 parts and 45 total questions. The first part of the CLEVI is entitled, *Demographics and Basic Leadership Survey*. Within this first part of the CLEVI are 11 total questions focused on descriptive data that collect against the following information points: 1) age, 2) gender, 3) time as a Christian, 4) church attendance information, 5) educational pursuit in seminary, and 6) basic leadership inquiry. Most of these questions are presented in a checklist fashion; however, 3 elements do collect information in a dichotomous manner, simply asking yes or no. All the data collected in Part I served to frame, or further contextualize the other data collected Part II of the CLEVI.

Part two of the CLEVI is called the *Environmental Variables Inventory*. This second part of the instrument features 28 questions. These questions are further broken into two parts that focus on collecting data specific to both positive and negative environmental variables perceived by Christian leaders. The environmental variables listed in this portion of the CLEVI were derived from a list of concerns David Dockery (2019) discussed as being potential environmental challenges to Christian educators and institutions in the coming years. With no previous effort attempted before concerning quantifying and qualifying the Christian leader environment, the concerns expressed by Dockery (2019) seemed cogent and recognized as valid points of discussion that could easily be generalized toward common Christian leader experience. The environmental variables that are explored, to include their positive or negative impact to Christian leadership, include the following: 1) internal culture, 2) external culture, 3) internal economics, 4) external economics, 5) internal denominational / government structure, 6) external government, 7) internal team / stakeholders, 8) external community / stakeholder, 9) globalization, 10) technology, 11) shifting demographics, 12) internal education efforts, 13) generational shift, and 14) business model / approach to ministry.

The design of these questions is presented in a 6-point rating scale, or Likert scale method. The measurement on each question seeks to understand how each of the aforementioned variables surrounding the Christian leader either positively or negatively impacts their produced leadership. The rating scale is truly focused on a perception of frequency of occurrence combined with perceived impact and ranges across, *never*, *rarely*, *occasionally*, *often*, *almost always*, and *always*. Each one of these 28 points is presented in Chapter 4 as ranked and organized for their perceived positive or negative impact on Christian leadership. Once scored and ranked, the top 4 environmental variables acknowledged as either positive or negative

vectors of influence with respect to Christian leadership efforts are presented in a method similar to traditional force field analysis, e.g. Figure 3 (Schwering, 2003).

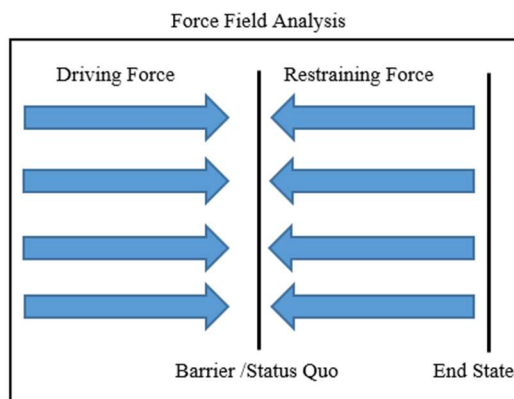


Figure 3 – Force Field Analysis

The CLEVI then shifts into Part III, *Closing Assessment*. There are only six items covered in the closing portion, to include a section allowing for recommendations for unseen environmental variables not otherwise covered within Part II of the CLEVI. The prime purpose of this section is to determine the closing thoughts the respondents might have had regarding the survey, the otherwise yet discussed element of time on leadership, and dichotomous inquiry into whether or not the discussion of Christian leadership in context of environment could assist future Christian leaders.

### Validity

Validity is such a key element in research, specifically concerning a research instrument. Creswell and Creswell (2018) note that validity “refers to whether one can draw meaningful and useful inferences with scores on particular instruments” (p. 251). Many forms of validity can be sought throughout the evaluation of an instrument. As previously mentioned, the prime resource to inform the developed instrument to investigate the impact of specific environmental variables upon Christian leader efforts was derived from a formalized version of a speech provided by David Dockery. During a “plenary session at the fall 2018 Society of Professors in Christian

Education (SPCE) conference” Dockery (2019) discussed 15 areas that have since been amended and collected within the initial draft of the CLEVI. Given Dockery’s position of responsibility, that of Chancellor at Trinity International University, he is attuned to the environmental challenges not only facing Christian education but Christian leadership efforts as well. In a loose sense, by utilizing Dockery’s work as a foundation for instrument development, a degree of face validity was assumed. As a reminder, face validity is defined by Trochim and Donnelly (2008) as “a type of validity that assures that ‘on its face’ the operationalization seems like a good translation of the construct” (p. G-3).

In addition to the assumed face validity, the researcher sought to establish a greater sense of instrument validity through “judgement by a panel of experts” (Leedy & Ormrod, 2013, p. 91). In the case of judgement by a panel of experts, the proposed instrument is given to “several experts in a particular area (who) are asked to scrutinize an instrument and give an informed opinion about its validity for measuring the characteristic in question” (Leedy & Ormrod, 2013, p. 91). The researcher pursued this kind of validity regarding the CLEVI by submitting the instrument to selected experts for evaluation, and details of this pursuit can be seen in the expert panel recruitment email (see Appendix B). The panel was selected for their expertise and leadership in both Christian ministry and education, as it was reasoned these areas could comment easily on instrument content validity.

Unfortunately, it has been determined that a complete sense of construct validity cannot also be pursued for the developed instrument at this time, even though it represents an additional degree of validity beyond “judgement by a panel of experts” (Leedy & Ormrod, 2013, p. 91). The key element of construct validity is to determine if the instrument items “measure hypothetical constructs or concepts” thereby providing scores that serve a purpose and continue



to demonstrate consequence analysis when they are used in practice (Creswell & Creswell, 2018, p. 153; Humbley & Zumbo, 1996). Conceptually, the construct validity could be derived from consistency of scores as established through additional studies over multiple iterations, thus serving as a “function of correlation over persons and trials” (Groves et al., 2004, pp. 254-255). Since the gap studied had nothing comparable from which to engage with by contrast analysis and the researcher did not aim to conduct multiple iterations of the published study, a more definitive sense of construct validity remains an issue for future pursuit (Westen & Rosenthal, 2003).

### **Reliability**

An additional element of evaluation for an instrument or assessment tool, aside from validity, is reliability. Reliability speaks to an instrument’s consistency. When using an instrument to measure something consistency is critical, and those tools that measure social science-oriented phenomena are no exception. This does not mean that there is an insistence for the exact same answer every time the survey is submitted, but there should be a degree of consistency in measurement. This difference but need for consistency is best exemplified when someone measures a cup of an ingredient, e.g. flour. No matter what they do, that cup of flour will be consistently measured though certainly not exactly duplicated in its measurement with every attempt, but that consistency matters.

The reliability of an instrument can be determined through multiple forms and approaches. Some of the most common means of determining reliability include the following: 1) interrater, 2) test-retest, 3) equivalent forms reliability, and 4) internal consistency reliability (Leedy & Ormrod, 2013). The unique thing about reliability testing effort in support of an instrument evaluation is that “its particular form is essentially equivalent to the procedure used to

determine it” (Leedy & Ormrod, 2013, p. 91). Since that is the case the author employed *Internal Consistency Reliability*, the extent to “which all of the items within a single instrument yield similar results” (Leedy & Ormrod, 2013, p. 91). Internal consistency can be quantified as a score through something called Cronbach’s alpha,  $\alpha$  and “value that ranges between 0 and 1, with optimal values ranging between .7 and .9 (Creswell & Creswell, 2018, p. 154).

### **Research Procedures**

The step-by-step process and procedures to execute the documented research began with the acceptance of the research prospectus. Once the prospectus was accepted and a dissertation supervisor had been selected, the very next effort focused upon the refinement and approval of the instrument, the proposed CLEVI. As mentioned earlier, this involved judgment by a panel of experts and then validation of the instrument via a pilot test sequence. Upon conclusion of the pilot study and confirmation of both initial validity and reliability scores, other necessary refinements of the instrument were completed before formally beginning the primary data collection process through the target population.

While the instrument was being finalized, the researcher contacted appropriate target university personnel and IRB so that all required permissions were received prior to conducting the recorded study (see Appendix E and F). As already discussed, the intended research utilized the CLEVI survey, specifically provided through *Qualtrics*. The only thing that needed to be provided to the target university population was a link to the survey and assistance in the circulation of potential study participation via distribution through university email (see Appendix D). Once complete, all survey response data was automatically collected into the *Qualtrics* website. The researcher initially suggested a survey administration timeline of

approximately 4 weeks in duration, with a desired target of at least 400 total samples to be collected; however, this is further addressed and refined in chapter 4.

Upon completion of the data collection process, all information was organized in *Qualtrics* and exported for further analysis to the program called Statistical Package for the Social Science, or more informally known as IBM SPSS Statistics (Creswell & Creswell, 2018). *Qualtrics* provided an ability to produce data that was immediately ready for use by SPSS. Following data entry into SPSS, everything was analyzed, organized, and is formally presented in chapter 4. Finally, all key information mentioned as being relevant, to include administrative-oriented, to the progression of the documented research has been acknowledged in remaining chapters and various appendices.

### **Data Analysis and Statistical Procedures**

Data collection is not the solitary goal of quantitative study, or any research approach for that matter, as it is just one dimension of the greater research process. Data analysis and interpretation are what bring life and purpose to the collected information.

#### **Data Analysis**

As mentioned earlier, the data collected through *Qualtrics* allows for information to be prepared for immediate analysis via IBM SPSS. The collected and analyzed information was organized and presented within the context of all parts of the CLEVI and is presented in chapter 4. The idea was to utilize the majority of Part I to allow for further contextualization of the preponderance of questions within Part II of the CLEVI. CLEVI Part I, *Demographics and Basic Leadership Survey*, specifically question 10 and 11 were to answer research questions 3 and 4 through analysis of dichotomous data. This perception of leadership experience and value to understanding the environment as impacting the efforts of the Christian leader can then be cast

against basic demographics such as age, church background, etc. This data is presented in various charts, tables, and graphs within chapter 4.

Part II, *Environmental Variables Inventory*, is comprised of 28 questions, with each specifically addressing an element of an environmental variable that is to be inventoried and analyzed. The focus of data extracted from Part II extends to answer RQ. 1 – RQ 2. Each of the 14 potential variables, whether internal or external to the environment have been analyzed in turn. The analysis was extended from individual variables to the collective analysis of all variables as a description of the Christian leader’s field, ultimately resulting in the final recognition and modeling of the environment. Again, the idea was to address the presentation of this analysis through tables, charts, and the like. An example of such a presentation can be referenced in Table 6. Part III, *Closing Assessment*, points all attention to further handling of the dichotomous data, much like Part I.

### **Statistical Procedures**

Both descriptive and inferential statistics are employed regarding the final data analysis formally presented in Chapter 4. The descriptive statistics utilized mostly surround elements of data uncovered within Part I of the CLEVI instrument; however, it also extends to elements of Part II as a means to present pure data (both pure data points include means and standard deviations for all variables evaluated). The additional employment of inferential statistics was utilized to identify differing opinions and perceptions regarding the understood force field analysis of specific variables as it relates to things like differing age groups, gender, and leadership experiences. This use of inferential statistics allowed for the coming data analysis to maintain agility so that the researcher was able to “draw inferences” about the greater population from the data sample (Leedy & Ormrod, 2013, p. 277). Such efforts to utilize both descriptive

and inferential statistical procedures were thought to allow the maximum application of data, thereby contributing to the overall benefit of the study.

### **Chapter Summary**

The research methodology was meticulously planned to lay bare a strategy that was both actionable and comprehensive. As the identified gap of attempting to complete the leader's perspective through expounding upon the perceived impact of environmental variables is new, there had been little accomplished regarding previous work that could potentially guide this research effort. As a result of this, the researcher spent a great deal of time creating an initial draft of an instrument, the CLEVI, to accomplish the originally proposed research. That instrument was to undergo evaluation by both an expert panel and members of a pilot study. In chapter 4 both data and analysis will be presented regarding the instrument development and the research into perceived environmental variables. Finally, chapter 5 will summarize conclusions drawn from the study data and analysis and make recommendations for further research.

## **CHAPTER FOUR: ANALYSIS OF FINDINGS**

The research findings in this chapter are presented and analyzed according to the purpose of the published study. This quantitative descriptive study sought to evaluate the perceived environmental variables impacting the efforts of the Christian leader and develop an instrument to effectively measure the proposed construct. Where necessary there is an accompanying narrative that either supports or enhances presented data. However, some of the findings are presented via informative data tables to only present facts and avoid the perception of researcher bias (Roberts, 2010). What follows in this chapter is the presentation and statistical analysis of collected data and an evaluation of the overall research design.

### **Compilation Protocol and Measures**

The study and its published research methodology were comprised of six elements: precedent literature review, expert panel (first iteration), pilot study, expert panel (second iteration), final instrument design, and statistical analysis of sample data. This section seeks to describe the protocol for the first five elements in detail. Statistical analysis of collected data is presented in the subsection on data analysis and findings and organized via the guiding structure of the developed research instrument.

### **Precedent Literature Review**

Regardless of selected research methodology, all studies must begin with a precedent literature review that identifies a knowledge gap, informs theory, and supports the greater research effort (Leedy & Ormrod, 2013; Galvan & Galvan, 2017). The precedent literature review for this study focused on the following areas: leadership theory, Lewin's field theory, physical field theories, theology, and Christian leadership experiences inclusive of environmental context. Each of these areas informed both instrument development and the greater study effort.

### **Expert Panel and Instrument Development (First Iteration)**

While assumed face validity described in chapter 3 provided a degree of foundational validity for initial instrument development, it was determined the CLEVI should also be formally submitted to an expert panel for phased evaluation. Judgment by a panel of experts acted as an additional level of validity and specifically sought to comment toward a perceived face and content validity (Trochim & Donnelly, 2008; Creswell & Creswell, 2018). After all, the duty of the expert panel, per the expert panel letter of explanation and guidance in Appendix C, was to assist in determining whether the “measurement instrument is a representative sample of the content area (domain) being measured” (Leedy & Ormrod, 2013, p. 89).

The original research design called for the recruitment of a panel with expertise focused upon both Christian leadership and education. A prime person of interest to serve on the panel was David Dockery. Dockery was the scholar that authored the original academic paper which served as the basis for the construct of the initial CLEVI (see chapter 3). In addition to Dockery, two other specialists in Christian leadership and education were to be recruited. Panel members responded favorably during recruitment efforts and so the expert panel consisted of the following: David Dockery, Steve Lowe, Mary Lowe, and John Cartwright. The focus for this first iteration of the panel would be the evaluation of the initial version of the CLEVI (see Appendix A).

The first iteration with the expert panel was very positive with most members providing a favorable assessment of the instrument as being “acceptable / needing minor revision” (see Appendix C). No members provided a negative assessment at the time of the first iteration of the expert panel. Most panel member suggestions emphasized improving Part II of the survey through the inclusion of additional information to improve clarity and avoid confusion. A sense

of initial content validity was established at this time. Once question improvement was complete, specifically the addition of greater explanatory text through qualifying data added to each question in Part II of the CLEVI, a second version of the CLEVI was finalized for the pilot study (see both Appendix A and H).

### **Pilot Study**

Upon conclusion of the first iteration of the expert panel, the CLEVI was adjusted to reflect the adoption of panel suggestions and finalized into a second version (see Appendix H). With both face and early content validity established through the initial iteration with the expert panel, the second version of the CLEVI was now ready to be utilized in a pilot study to assess initial reliability scores and further establish instrument validity. It is important to note that pilot studies are efficient mechanisms for refining research instruments as they are used for “carefully scrutinizing it for obvious or possible weaknesses,” thus providing information for either minor or major modifications (Leedy & Ormrod, 2013, p. 92).

It is recommended that a field test or pilot study consists of “five to 10 people to test the instrument and to make judgments about its validity” (Roberts, 2010, p. 154). Additionally, when selecting the pilot study members, it is recommended that they should not be involved with the study but should “be like those in the study” (Roberts, 2010, p. 154). Five members were recruited and participated in the eventual pilot study, each was a fellow doctoral student, and all met the same criteria that would be exercised as delimitations within the study sample.

A major point of focus of the pilot study was to pursue an initial reliability score for the developed instrument. The pilot study provided a Cronbach alpha value well above .95 and typical scores range from 0 – 1.0 (Creswell & Creswell, 2018). Though a strong reliability value was derived, it represented the very real potential for a false positive reliability score. To



increase perceived reliability, and avoid an artificially inflated score, the CLEVI was further broken down into two dimensions, Part II (a) – Positive Variables and (b) Negative Variables. The reasoning for this change was justified through modeling utilizing the provided pilot study data. With two distinct domains now accounted for, consisting of both positive and negative variables, the following new reliability scores were extracted, .908 for the positive variables and .877 for the negative variables. Finally, it was reasoned that splitting Part II of the CLEVI into two specific dimensions would allow respondents to focus upon one impact consideration at a time, either positive or negative, ultimately enhancing instrument usability.

<b>Reliability Statistics: Positive Variables</b>	
Cronbach's Alpha	N of Items
.908	14

*Table 3 – Pilot study positive variable reliability values*

<b>Reliability Statistics: Negative Variables</b>	
Cronbach's Alpha	N of Items
.877	14

*Table 4 – Pilot study negative variable reliability values*

Finally, The Likert-scale response portion of each question was changed from 5 to 6-point. This change also included removal of the neutral score of *Sometimes*, a value that endured within versions 1 – 3 of the CLEVI (see Appendix A, H, and J). This decision was based upon the excessive selection of the neutral score during the pilot study. There was a total opportunity for 140 responses by all pilot study participants within the major measured area of the CLEVI. 138 responses were recorded due to one respondent having issue with questions 36 and 37 of version 2 of the survey (see Table 5). The pilot study data would indicate that 56% of the total

responses during the pilot study were coded as a neutral score of *Sometimes*, indicated as 3 (see Table 5). These final changes coupled with remaining suggestions from the expert panel would eventually lead to a third version of the developed instrument. Other points brought up during the pilot study included elaboration on the simplistic environmental variable terminology and a request to increase ministry positions listed on question 7 of the CLEVI (see Appendix H).

		Responses	
		N	Percent
	1	5	3.6%
	2	10	7.2%
	3	78	56.5%
	4	23	16.7%
	5	22	15.9%
Total		138	100.0%

*Table 5 – Pilot Study Response Frequency*

### **Expert Panel and Instrument Development (Second Iteration)**

All changes based on either data or suggestions collected during the pilot study were adopted and a CLEVI version 3 was produced and presented to the expert panel for review. Expert panel members were again asked to review the document for content validity and evaluate the instrument using the same scale from the first iteration period. Three of four panel members responded favorably, stating acceptable or better scores for the instrument meaning it required only minor revisions, mostly grammatical in nature. One panel member generated an extremely helpful suggestion on questions requesting dichotomous data, or yes and no answers. Once these simple changes were made to the instrument the researcher was able to move on with a strong sense of affirmation regarding content validity.

### **Final Instrument Design**

Thanks to data collected from the members of the expert panel and the input gathered from the pilot study a refined research instrument was developed across four iterations of

scrutiny. All phases of evaluation, whether via the expert panel or the pilot study were intended to influence the content validity of the CLEVI. The path to instrument development, refinement, and validation was outlined in detail within those instructions to the expert panel. The differences in questions are easily seen between Appendix A, H, I, and J respectively, as each version of the refined CLEVI attempted to refine questions to increase readability. Once complete, the fourth version of the CLEVI (see Appendix J) was presented to the IRB for change to protocol approval. Final changes approved by the IRB included instructions for respondents prior to the beginning of every section of the survey, the inclusion of a back function into the *Qualtrics* survey, and the addition of a 45<sup>th</sup> question. This final question was utilized as free text entry for respondents to comment with any sort of issues or critique of the instrument that could prove beneficial in future research.

### **Demographic Data and Sample Data**

With expert panel iterations and pilot study complete, the fourth version of the CLEVI was presented to university administrators hosting the “accessible population” and “sample frame” for survey distribution (Trochim & Donnelly, p. 37). Rather than distributing mass survey recruitment emails to current seminary students, administrators thought distribution was best handled by providing the recruitment messaging and a survey link to professors and faculty hosting current classes. This method for study recruitment was still in keeping with convenience sampling. The challenge in this method was it left no way to assess exactly how many potential respondents could have seen the survey recruitment messaging compared to those that decided to participate in the study. This turn of events impacted sampling and required a reanalysis of the minimum sample size.

Reanalysis of minimum sample size for the study required utilization of all collected data, both valid and complete. All samples collected totaled 231 with responses differing dramatically in the percentage of completion. Within the total number of collected surveys were 160 valid and completed samples. This total number of collected surveys is very different compared to the initial determination to pursue 400 samples, a figure originally based upon projected attendance numbers for the John W. Rawlings School of Divinity at the time of the study. To address the disparity in returned samples the researcher had to analyze all available data to determine if collected surveys totaled the necessary sample size to evaluate data at a 95% confidence interval.

### **Revised Sample Size**

Data analysis revealed potential for calculation and utilization of a point estimate for a population in pursuit of a revised study sample size in support of a 95% confidence interval. The new confidence interval required a point estimate population calculation founded upon collected information (see figure 4). A point estimate is “a reasonable estimate of the corresponding population means” of a factor relevant to the study (Leedy & Ormrod, 2013, p. 296).

This point estimate would give a new  $\hat{p}$ -value and  $\hat{q}$ -value based upon data about the sample from a specific study delimitation, namely that of positional ministry leadership experience within the last 36 months. The necessary calculations utilized survey data derived specifically from question 2 of the CLEVI (see Appendix J). Thus, this consideration treated question 2 to be almost like a separate survey to derive a more applicable  $\hat{p}$ -value. Considering responses from question 2 were only utilized to seek a new  $\hat{p}$ -value regarding the characteristics of an accessible population, all digitally recorded responses in *Qualtrics* were considered admissible data. Once this new  $\hat{p}$ -value was calculated it would only be applied to the collected

sample frame of  $n = 160$ , thereby focusing on a stricter sense of “criteria for the admissibility of data” during the greater study (Leedy & Ormrod, 2013, p. 80).

It should be noted the initial target figure of 400 was originally based upon a published recommendation by Leedy and Ormrod (2013) regarding the minimum sample size for a specific population. This projected sample size was confirmed with Cochran’s formula utilizing typical values associated with surveying an unknown population, and as such  $\hat{p}$ -value was originally assessed at .5, which also set a  $\hat{q}$ -value of .5, thus rendering a minimum sample size of ~384 (see Footnote 2). The eventual re-evaluation was based upon the fact that only 15 of the collected 219 samples had indicated non-compliance with question 2 (see Figure 4). This means that only 7% of the surveyed sample did not meet the original criteria thought to be representative of the desired attributes ascribed to the portion of the population or  $\hat{p}$ -value (Larson & Farber, 2015).

2. Within the last 36 months have you held a position of ministry or responsibility (Christian leadership) within the church or other Christian organizations? How much experience do you have in the position of ministry or Christian Leadership?	Count 219
No, I have not held such a position within the last 36 months.	6.85%      15

*Figure 4 – Sample Revision Data*

With this new information regarding the positional ministry leadership experience of the surveyed sample, the researcher felt comfortable reassessing the  $\hat{p}$ -value to something more representative of the recorded data. Additionally, this finding regarding sample leadership experience validated the initial study assumption that the online seminary student population was to be considered *life engaged* or comprised of committed and current ministry leaders and thus

ideal for study. And so,  $\hat{p}$  was determined via the formula  $\hat{p} = x / n$  where  $x$  is “the number of success in the sample and  $n$  is the sample size” (Larson & Farber, 2015, p. 320).

Now  $\hat{p}$ -value equaled a very exact .9309, indicative of 93% of the sample as having the necessary leadership experience demanded by one of the key delimitations of the study. This value was rounded down to .9 to be conservative because a point estimate “does not correspond exactly with its equivalent in the population” (Leedy & Ormrod, 2013, p. 296). The new  $\hat{p}$ -value was corrected to .9 and that placed  $\hat{q}$  at a value of .1. Next, the sampling distribution of the  $\hat{p}$ -value is verified through the following:  $n\hat{p} \geq 5, n\hat{q} \geq 5$ , and so if  $n = 219$  the values result in the following sampling distribution values of  $\hat{p} 197 \geq 5, 22 \geq 5$ .

With new figures for both  $\hat{p}$  and  $\hat{q}$  values derived from collected responses about question 2 of the CLEVI, it was now possible to derive a margin of error value to be applied in search of a valid minimum sample size utilizing  $n = 160$ . With a 95% confidence interval or an approximate  $z_c$  score of 1.96, it becomes possible to determine the margin of error, or  $E$ .  $E = 1.96 \sqrt{\frac{(.9)(.1)}{160}}$  or  $E = .046$ , rounded up to  $E = 5\%$ . This margin of error of 5% then creates a distribution of  $.85 < p < .95$ . In plain language, the proceeding math states with 95% confidence that the sampled population with the necessary positional ministry leadership experience required by delimiting criteria is between 85% and 95%. Based on the point estimate for a revised population portion and the newly calculated margin of error the revised sample size becomes  $n = (1.96)^2(.9)(.1) / (.05)^2$  or  $n = 138$ .

### **Demographic Data (CLEVI Part I)**

As indicated in the initial study assumptions and the justification for the re-evaluation of the minimum sample size, there was a rich demographic presented within the collected data.

Data covers various generational age groups and ministry experience levels. The data that

follows presents basic descriptive statistics pertaining to received valid responses. It is significant to note that only ~26% of the samples were completed by female respondents.

<i>Age (Q1)</i>	<b>% of responses</b>	<b>Valid N</b>
18-24	3.43%	6
25-35	28.00%	49
36-45	24.57%	43
46-55	25.14%	44
56-65	16.00%	28
66+	2.86%	5
	Total	175 <sup>4</sup>
<i>Gender (Q3)</i>	<b>% of responses</b>	<b>Valid N</b>
Male	72.50%	116
Female	26.88%	43
Voluntarily withheld	0.63%	1
<i>Years as a Christian (Q4)</i>	<b>% of responses</b>	<b>Valid N</b>
1 - 2 years	0.63%	1
3 - 4 years	1.88%	3
5 - 10 years	4.38%	7
More than 10 years	93.13%	149
<i>Church Setting (Q5)</i>	<b>% of responses</b>	<b>Valid N</b>
Inner city	23.13%	37
Suburbs	43.13%	69
Country	25.00%	40
Mission Field	3.13%	5
Other <sup>5</sup>	5.63%	9
<i>Area of Study (Q6)</i>	<b>% of responses</b>	<b>Valid N</b>
Preaching	4.38%	7
Education	0.63%	1
Counseling	1.88%	3
Master of Divinity	61.88%	99
Theological Studies	13.13%	21
Leadership	6.88%	11
Global Studies	1.88%	3
Other <sup>6</sup>	9.38%	15

*Table 6 – Sample Demographics*

<sup>4</sup> 15 of these respondents later answered *no* to Q2, thus meeting exclusion criteria.

<sup>5</sup> Other locations included rural, small college town and online ministry

<sup>6</sup> Other areas of study included the following: Biblical Studies, Biblical Exposition, Apologetics, Chaplaincy, Theological Studies, Religion, and Discipleship.

<b><i>Positional Ministry Leadership Experience<sup>7</sup> (Q7)</i></b>	<b><i>%</i></b>	<b><i>Valid N</i></b>
Pastor	9.55%	36
Associate Pastor	7.43%	28
Sunday School Teacher	7.69%	29
Worship Team	5.84%	22
Youth Pastor	5.57%	21
Children's Church	5.57%	21
Bible Study	11.41%	43
Small Group Leader	15.12%	57
Lay Leader	5.57%	21
Missions	5.04%	19
Administrative	7.16%	27
Christian Higher Education	1.86%	7
Military / Chaplain	2.39%	9
Parachurch	3.71%	14
Worship Pastor	1.33%	5
Other (Please describe) <sup>8</sup>	4.77%	18

*Table 7 – Sample Positional Ministry Leadership Experience*

<b><i>Leader Self Perception (Q8)</i></b>	<b><i>% of responses</i></b>	<b><i>Valid N</i></b>
No	3.75%	6
Yes	96.25%	154
Total		160

*Table 8 – Sample Leader Self-Perception*

<sup>7</sup> Positional ministry experience allowed for respondents to check “all that apply.”

<sup>8</sup> Other positions were described as deacon, evangelist, and street preacher.



<b>Leadership Experience in Ministry (Q2)</b>	<b>% of responses</b>	<b>Valid N</b>
No, I have not held such a position within the last 36 months.	8.57%	15
Yes, I have held such a position and done so for the last 0 - 6 months.	4.57%	8
Yes, I have held such a position and done so for the last 7 - 12 months.	8.57%	15
Yes, I have held such a position and done so for the last 13 - 18 months.	6.29%	11
Yes, I have held such a position and done so for the last 24 months or greater.	21.14%	37
Yes, I have held such a position and done so for the last 48 months or greater.	50.86%	89

*Table 9 – Leadership Experience in Ministry*

<b>Leadership External to Ministry (Q9)</b>	<b>% of responses</b>	<b>Valid N</b>
No, I have never held such a position.	16.35%	26
Yes, I have held such a position for 0 - 6 months.	1.26%	2
Yes, I have held such a position for 7 - 12 months.	2.52%	4
Yes, I have held such a position for 13 - 18 months.	6.92%	11
Yes, I have held such a position for 24 months or greater.	11.32%	18
Yes, I have held such a position for 48 months or greater.	15.09%	24
Yes, I have held such a position for 60 months or greater.	46.54%	74

*Table 10 – Leadership Experience External to Ministry*

<b>Environmental Impact (Q10)</b>	<b>% of responses</b>	<b>Valid N</b>
No	1.25%	2
Yes	98.75%	158
<b>Environmental Understanding (Q11)</b>	<b>% of responses</b>	<b>Valid N</b>
No	1.88%	3
Yes	98.13%	157

*Table 11 – Respondent Leader and Leadership Perception*

### Sample Data (CLEVI Part II)

The following section presents basic descriptive statistics collected via Part II of the CLEVI. The second part of the designed instrument was broken down into two sections, hosting either positive or negative variables. Variables, their scores, and a few measurements of central tendency, specifically standard deviation and mean, were collected for analysis (see Tables 12 and 13).

Variable	Never %	Rarely %	Occasionally %	Often %	Almost Always %	Always %	SD	M
V1 (Q12)	.63	2.50	11.88	43.75	27.50	13.75	.98	4.36
V2 (Q13)	1.88	6.25	30.00	41.88	15.00	5.00	1.01	3.77
V3 (Q14)	0.0	8.13	17.50	39.38	25.62	9.38	1.06	4.11
V4 (Q15)	1.88	9.38	35.00	27.50	21.25	5.00	1.11	3.72
V5 (Q16)	.63	3.75	16.88	35.00	35.00	8.75	1.00	4.26
V6 (Q17)	0.0	21.25	31.25	30.63	14.37	4.00	1.05	3.46
V7 (Q18)	0.0	1.25	14.37	36.88	30.63	16.88	.97	4.47
V8 (Q19)	1.88	6.88	30.00	37.50	16.25	7.50	1.08	3.82
V9 (Q20)	1.88	11.88	28.13	36.88	15.00	6.25	1.11	3.70
V10 (Q21)	0.63	6.88	20.63	39.38	21.88	10.63	1.08	4.07
V11 (Q22)	1.25	5.63	24.38	33.75	25.62	9.38	1.10	4.05
V12 (Q23)	0.0	4.38	8.75	31.87	34.38	20.63	1.05	4.58
V13 (Q24)	1.26	8.81	27.67	34.59	16.98	10.69	1.15	3.89
V14 (Q25)	.63	11.88	25.00	30.63	25.00	6.88	1.14	3.88

*Table 12 – Positive Variables of Influence*

Variable	Never %	Rarely %	Occasionally %	Often %	Almost Always %	Always %	SD	M
V1 (Q26)	1.89	16.35	35.85	30.19	11.95	3.77	1.07	3.45
V2 (Q27)	2.50	20.00	39.38	28.75	5.00	4.38	1.05	3.27
V3 (Q28)	1.26	16.98	38.99	26.42	11.95	4.40	1.08	3.44
V4 (Q29)	3.13	20.63	43.75	22.50	5.63	4.38	1.07	3.20
V5 (Q30)	3.14	21.38	40.88	24.53	6.92	3.14	1.05	3.20
V6 (Q31)	2.50	31.87	33.13	22.50	6.88	3.13	1.09	3.09
V7 (Q32)	2.50	20.63	41.25	23.75	7.50	4.38	1.08	3.26
V8 (Q33)	2.50	37.50	40.00	13.75	3.75	2.50	.98	2.86
V9 (Q34)	6.29	44.65	32.70	10.06	3.77	2.52	1.04	2.68
V10 (Q35)	4.40	38.36	33.96	13.21	6.92	3.14	1.11	2.89
V11 (Q36)	3.77	36.48	40.25	13.84	4.40	1.26	.96	2.82
V12 (Q37)	10.00	46.88	32.50	7.50	1.25	1.88	.95	2.49
V13 (Q38)	.63	30.00	41.88	19.38	4.38	3.75	1.01	3.08
V14 (Q39)	1.25	25.62	39.38	25.00	5.63	3.13	1.02	3.17

*Table 13 – Negative Variables of Influence*

### Sample Data (CLEVI Part III)

Part III of the CLEVI is comprised of 6 questions. Two questions focus on the potential missing variable of time in the Christian leader environment. There are also a few concluding questions intended to assess the instrument's perceived capability to measure the insubstantial phenomenon of the Christian leader environment. Such data was thought to be helpful in the pursuit of an initial sense of construct validity. While data from Part III appears positive in nature, a chi-square test was done specifically for questions 41 and 42. Question 41 had a non-applicable score and 42 rendered  $X^2 = 5.625$  and asymptotic significance was .018.

<i>Time as Environment (Q41)</i>	<b>% of responses</b>	<b>Valid N</b>
No	13.75%	22
Yes	86.25%	138
<i>Time as Separate (Q42)</i>	<b>% of responses</b>	<b>Valid N</b>
No	40.63%	65
Yes	59.38%	95

Table 14 – Time Variable

<i>Environmental Understanding (Q40)</i>	<b>% of responses</b>	<b>Valid N</b>
No	1.71	2
Yes	98.29	158
<i>Survey Effectiveness (Q43)</i>	<b>% of responses</b>	<b>Valid N</b>
No	23.13%	37
Yes	76.88%	123
<i>Knowing to Improve Leaders (44)</i>	<b>% of responses</b>	<b>Valid N</b>
No	3.13%	5
Yes	96.88%	155

Table 15 – Survey Assessment

### Data Analysis and Findings

Data analysis and findings for the study are organized and presented via the five guiding research questions. Each research question summary discusses corresponding elements from the

designed survey that were utilized to render the presented data. Finally, any additional analysis applied to research questions is discussed where applicable.

### Summary of Research Question 1

Research question 1 sought to determine what internal and external environmental factors Christian seminary students considered to be required to positively influence their respective fields of leadership. To address this research question appropriately the data in Table 12 was utilized as a primary reference. Within that table, both the raw data and measures of central tendency, such as standard deviation and mean, are displayed for every measurement collected on positive environmental variables from Part II (a) of the CLEVI.

The presented raw data had to be properly arranged to numerically rank the environmental variables. The statistic utilized for rank was the evaluated mean of every variable. Since a Likert scale was utilized for recording question responses, interval scores were applied to the 6 possible responses for questions 12 – 39 of the CLEVI. The response values include the following: Never = 1, Rarely = 2, Occasional = 3, Often = 4, Almost Always = 5, and Always = 6. This allowed surveyed scores of environmental variables to display a value range from 0 – 6.0. For a pictorial representation of variable mean values compared to a median of 3.0 see Figure 5.

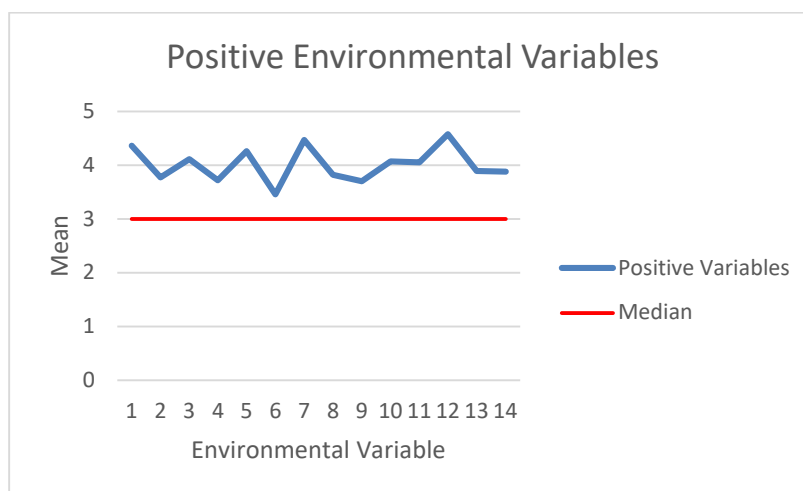


Figure 5 – PEV Ranking

Table 16 presents the result of ranking the 14 positive environmental variables, whether they were internal or external. It is interesting to note that the top 4 evaluated variables were all internal, dealing with areas such as development, team relationships and quality, culture, and structures of authority. Elements external to the leader were rated strongly, at least when compared to what would be considered a null value of 3.0 for the provided range, but all managed to rank lower than those 4 key internal variables.

Rank	Question	V #	Environmental Variable	Mean
1	Q23	V12	Internal Education Efforts	4.58
2	Q18	V7	Internal Team / Stakeholder E.	4.47
3	Q12	V1	Internal Cultural E.	4.36
4	Q16	V5	Internal Denom / Gov. E.	4.26
5	Q14	V3	Internal Economic E.	4.11
6	Q21	V10	Technology	4.07
7	Q22	V11	Shifting Demographics	4.05
8	Q24	V13	Business / Ministry Approach	3.89
9	Q25	V14	Generational Shift / Gap	3.88
10	Q19	V8	External Comm. / Stakeholder E.	3.82
11	Q13	V2	External Cultural E.	3.77
12	Q15	V4	External Economic E.	3.72
13	Q20	V9	Effects of Globalization	3.7
14	Q17	V6	External Denom / Gov. E.	3.46

*Table 16 – PEV ranked by Mean*

## Summary of Research Question 2

Research question 2 was like the first question; however, it focused on the evaluation of negative variables. The second question sought to determine what internal and external leader environmental factors Christian seminary students might consider to be of negative influence upon their leadership efforts within their field. The variables are the same as those listed within questions about the positive environmental variables, and the only significant difference is they are considering negative impact.

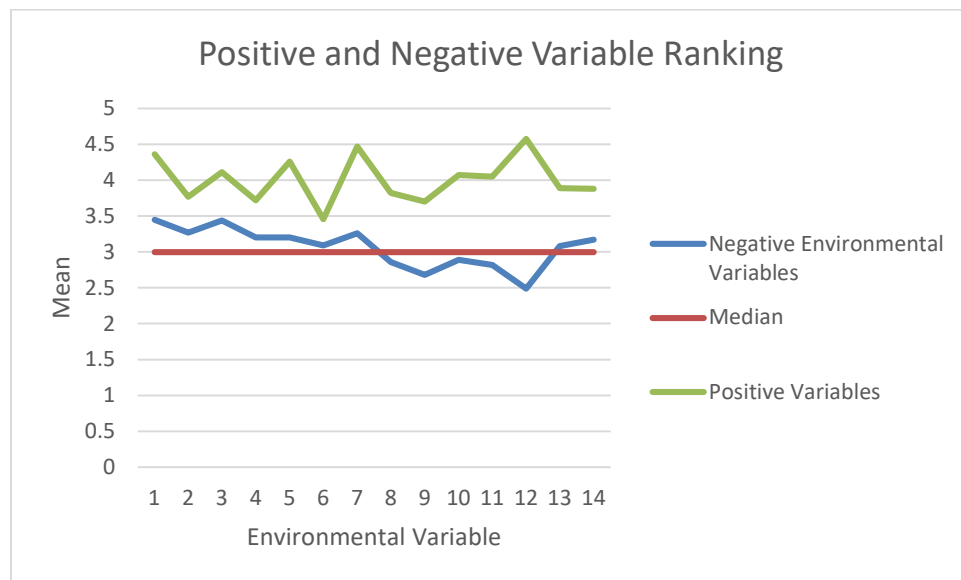
The evaluation and ranking of the negative variables were handled in the exact same manner as positive variables ranked in support of research question 1. All raw data in support for this effort was drawn from Table 13 and statistical means were utilized as the primary factor for ranking the variables. The top four negative variables were comprised of three internal items and one external item. Internal cultural environment, economic conditions, and team relationships were all identified as having the potential to negatively influence leadership efforts. In addition to this, the variable of the external cultural environment was identified as potentially negatively impacting the efforts of Christian leadership. The complete table of rankings for negative variables can be found in table 17.

<b>Rank</b>	<b>Question</b>	<b>V #</b>	<b>Environmental Variable</b>	<b>Mean</b>
1	Q26	V1	Internal Cultural E.	3.45
2	Q28	V3	Internal Economic E.	3.44
3	Q27	V2	External Cultural E.	3.27
4	Q32	V7	Internal Team / Stakeholder E.	3.26
5	Q29	V4	External Economic E.	3.2
5	Q30	V5	Internal Denom / Gov. E.	3.2
6	Q39	V14	Generational Shift/Gap	3.17
7	Q31	V6	External Denom / Gov. E.	3.09
8	Q38	V13	Business / Ministry Approach	3.08
9	Q35	V10	Technology	2.89
10	Q33	V8	External Comm. / Stakeholder E.	2.86
11	Q36	V11	Shifting Demographics	2.82
12	Q34	V9	Effects of Globalization	2.68
13	Q37	V12	Internal Education Efforts	2.49

*Table 17 – NEV ranked by Mean*

The rating scale remained unchanged between the positive and negative variable questions. Even so, this managed to produce a unique bit of information. Given a null value of 3.0 within the range of mean scores related to variable evaluation, every negative variable rated either barely above or right below the median value of 3.0. While the research question asks for a

description or determination of all related negative variables of influence, there seems to be an inference that can be drawn regarding respondents as being reluctant to definitively identify potential problem areas in leadership. This is either indicative of a sample frame that possessed exceptionally resilient leaders, or there was a subconscious reluctance to emphatically acknowledge areas within their environment as negatively impacting leadership efforts. The dichotomy between the positive and negative mean values is pictorially represented in Figure 6.



*Figure 6 – Positive and Negative Variable Ranking*

### **Summary of Research Question 3**

Research question 3 revolved around the idea of capturing a current understanding of respondents with respect to their perception of the environment as being related to leader impact and success. To answer research question 3 the researcher drew on data collected by questions 10 and 40 from the CLEVI. Question 10 and 40 were intentionally crafted to be the same, and this was done anticipating a need to potentially reassess perception by the respondents following exposure to environmental variable-related questions in Part II of the CLEVI. The assumption there would be a need to reassess perception regarding the impact of environmental variables

upon the deliberate behavior of the leader was misplaced. Both questions 10 and 40 had the exact same responses, with only two respondents answering no. The other 158 survey respondents, or 98% of the sample, felt that environmental variables, whether internal or external, play an obvious role in influencing the behavior of Christian leaders (see Tables 11 and 15).

#### **Summary of Research Question 4**

Research question 4 guided the efforts of the researcher to determine if there was a perceptible dichotomy present between the varying degrees of ministry experience about the perceived importance, study, and education of the Christian leadership environment and its relationship to leader impact. Research question 4 is a lot like 3, as both seek to evaluate the perception of respondents regarding the importance of acknowledging the impact of environmental variables and value in educating others on that topic. Information to address RQ. 4 was drawn from responses to question 11 from the CLEVI. However, RQ. 4 is far more specific as it was looking to identify a potential dichotomy in data concerning respondent ministry experience.

Question 11 of the CLEVI inquired into the current level of understanding regarding the perceived value in studying the relationship between leader and environment. Question 11 asked survey participants if they thought understanding the leader's environmental factors, both internal and external, could help a leader make better decisions to accomplish their goal. It was surprising that response rates were so overwhelmingly positive, with 157 respondents answering yes to question 11 and only three selecting no (see Table 11). Sadly, such overwhelming response prevented the researcher from attempting to determine a potential dichotomy based upon respondent leadership experience.



Finally, question 44 from the CLEVI, which sought to answer whether or not respondents felt educating Christian leaders on the impacts of discussed environmental variables, acts as a final data point with which to conclude research question 4. Only five respondents felt that there was no value in educating Christian leaders on the discussed environmental variables and their impacts upon Christian leadership efforts. The other 155 participants answered yes, indicating tremendous support for the education of Christian leadership on the impact of leader environmental variables (see Table 15). Again, such an overwhelming response prevented the assessment of whether a dichotomy of opinion was present when analyzed against differing ministry leadership experiences. It was instead clear that a dominant majority of respondents, ~97% felt there was value in educating Christian leaders on the impact of environmental variables.

### **Summary of Research Question 5**

The goal of research question 5 involved determining the degree to which the CLEVI could be considered both a reliable and valid measure of the perceived environmental variables impacting the Christian leader. Cronbach alpha scores were evaluated along with Pearson  $r$  values to determine reliability and correlation within the appropriate positive and negative dimensions. The Cronbach alpha value was .906 for all 28 items within Part II of the survey. When separated into the two distinct parts of positive and negative variables, the Cronbach alpha values were respectively calculated at .883 and .924. Supplemental Cronbach alpha value evaluations, along with all Pearson  $r$  correlation values are detailed within Appendix M. The Pearson  $r$  correlations were calculated as being all positive, with the strongest correlation found in responses to the domain hosting negative environmental variables. Cross correlations were not conducted as they were not part of the original research design.

Additional, information was drawn from survey questions 43 through 45 (see Appendix J). Seventy-six percent of those surveyed pointed to approval of the instrument as a reasonable measure of the discussed environmental variables impacting the Christian leader (see Table 15 and CLEVI question 43). At a response rate of 96%, respondents overwhelmingly supported the concept of educating Christian leaders on the impact of environmental variables depicted in the CLEVI as being beneficial to leader education (see Table 15 and CLEVI question 44).

Question 45 was intended to be optional for respondents and allowed for free text data entry. The premise was to collect minimal voluntary qualitative information, though this research was not to be considered mixed methods, as a way to potentially further evaluate the construct validity of the instrument. Additionally, the recorded data was thought as being potentially helpful in future research efforts regarding the CLEVI and its implantation or eventual refinement (see Appendix J). Many participants choose to simply leave this optional question blank, or record *no comment*, and others left simple messages of appreciation or praise for the survey. It is important to note when combined the comments related to perceived survey technical issues or simple issues with wording totals approximately 16.875% of those polled. This percentage of respondents found some aspect of the survey to be challenging enough to comment (see Table 18).

Question 45 Response Type	Valid N
No Response	100
None or NA	11
Issue with Wording	18
Positive Comments	13
Instrument Technical Issues	9
Other	9

*Table 18 – Free text responses*

### **Evaluation of the Research Design**

Any research is bound to have both points of strength and weakness and this effort was no different. A great deal of data was collected and would serve the purpose of both informing the research questions and hypotheses governing this study. The collected data would also extend an ability to better evaluate the designed research instrument as a valid tool for either future refinement or utilization. Some of the data collected was meant to provide a complete picture regarding the exploration of a new area of study meant to assist Christian leaders in their ability to better understand their environment and how it impacts their leadership.

#### **Strength of the Research Design**

The quantitative descriptive methodology employed during this research was an obvious strength of research design. One of the benefits to the quantitative method is that it possesses the potential to provide large amounts of data where none may have previously existed. Instrument based quantitative inquiry cannot only provide insights to “numeric description of trends, attitudes, or opinions of a population” through sample study but can also allow for statistical inferences to be drawn for application toward a greater population (Creswell & Creswell, 2018, p. 12). A final benefit to the strength of the employment of the quantitative methodology in this study is that it has provided a foundation of data that can empower both quantitative and qualitative future research.

The strength and weaknesses of a research design draw a great deal of influence from a study’s guiding theory. A considerable strength of this research would have to be the utilization of Lewin’s field theory. It was a research assumption that field theory was a valid construct with which to conduct the study into assisting Christian leaders in getting the entire leadership picture into view (Burnes & Cooke, 2013). The benefit and strength of the theory are founded upon its

mathematical nature and inclusion of multiple variables as impacting resultant behavior. Lewin's theory, specifically the heuristic formula, has laid bare a potential new path with which to approach leadership study, thus enabling this research effort.

Another major strength of the research design would be the utilization of David Dockery's paper, *Change, Challenge, and Confession* as a starting point for instrument development (2019). Given the nature of the presented knowledge gap and the fact that no one had previously investigated the impact of specific environmental variables upon leadership, the Dockery paper represented a unique starting point. Since the researcher had already anticipated instrument development, coupled with a pilot study, it was a matter of convenience to not require a Delphi study to determine applicable Christian environmental variables. Instead, the use of a peer-reviewed primary source, like Dockery's paper, both saved time and allowed for an assumed initial sense of instrument face validity.

A final discussed strength of research design was that of sample frame selection at a Christian university, utilizing specifically online students, and the associated delimiting criteria and assumptions that managed the eventual sample. The leadership experience of life-engaged seminary students proved to be an exceptional resource from which to draw upon in support of this study. It was upon this strength that the researcher was able to employ a point estimate calculation to reanalyze the minimum sample size necessary to conduct the study.

### **Weakness of the Research Design**

A major weakness of the research design would be the use of convenience sampling. Convenience sampling was originally selected for ease of data collection. Considering the selected sample frame could only be reached digitally, convenience sampling seemed ideal. However, problems typically associated with convenience sampling, coupled with an unknown final

recruitment email distribution value, were further exacerbated by the fact that many people do not enjoy taking surveys (Leedy & Ormrod, 2013). This is only further supported by the high dropout rate of the survey, as only 160 of 231 samples collected were complete, creating a 69% completion rate. This exacerbation created unnecessary stress on research efforts and later required a calculation of a point estimate of the population to determine a new minimum sample figure. Researchers should avoid the perceived ease of convenience sampling and employ more deliberate efforts to ensure better return rates and a more equitable representation of the target population.

Another weakness of the research design would be the need for a second focused pilot study and one final round of expert panel interactions. As mentioned earlier, the second round with the expert panel had three of four members indicating extremely strong support for the overall CLEVI instrument, too include its structure and questions. However, one member of the panel had maintained reservations regarding question clarity, and insisted continued refinement of the instrument questions, especially those found within Part II of the CLEVI, before moving on to research. The only issue was that the approved prospectus only called for two iterations with the expert panel and one pilot study. It was agreed that continued reservations would have to be acknowledged as part of the research findings. As such the researcher has determined that the panel member's concerns were validated since 18 of 160 respondents acknowledged struggling with the wording of some of the survey questions (see Table 18). It is recommended future researchers be more open to having additional expert panel iterations and consider executing a minimum of two pilot studies when pursuing instrument development.

An additional weakness of the research design was the initial method utilized to identify a minimum sample size. Preliminary estimates of the study population through research of available data and an assumption that active enrollment numbers would be equal to students present in class

at the time of the study caused the researcher to defer to a recommended sample size of 400 (Leedy & Ormrod, 2013). Better research into viable estimates for students actively engaged in class at the time of the proposed study would have allowed for a more deliberate estimate of a minimum sample size. Such an effort may ultimately aid in increasing accuracy and providing a greater sense of confidence in drawing and applying inferences toward a greater population.

## **CHAPTER FIVE: CONCLUSIONS**

This quantitative descriptive study explored the relevance and potential of perceived environmental variables believed to either positively or negatively impact the Christian leader. Since such a specific investigation into environmental variables had yet to be undertaken, instrument development was required to accomplish the research effort. The study answered the five research questions and three hypotheses listed below; however, it also gave way to additional implications, applications, and limitations specific to the context of environmental variables that impact Christian leadership. The chapter concludes the study by offering both observations and conclusions to address the guiding questions and hypotheses, followed by suggestions for further research.

### **Research Purpose**

The purpose of this descriptive quantitative survey was to discover and evaluate perceptions of Christian seminary students regarding environmental factors believed to impact Christian leadership through the development and validation of a new instrument, the Christian Leader Environmental Variable Inventory, or CLEVI. As outlined in chapter 1, the study at a minimum sought to deliver refined information concerning the specific variables found within the environment of the Christian leader, as determined through an aggregation of data received from seminary students who have requisite positional ministry leadership experience.

### **Research Questions and Hypotheses**

The following five research questions guided this study in determining “relationships among variables” to better understand the environment of the Christian leader (Creswell & Creswell, 2018, p. 136). It was also the goal of this research to address the three listed hypotheses.

## Research Questions

RQ1. What internal and external leader environmental factors do Christian seminary students consider to be required in order to positively influence their field?

RQ2. What internal and external leader environmental factors do Christian seminary students consider negatively influence their efforts of influence within their field?

RQ3. What is the current level of understanding regarding the Christian leadership environment and its relationship to leader impact / success?

RQ4. What dichotomy is present between the varying degrees of ministry experience, if any, regarding the perceived importance, study and education of the Christian leadership environment and its relationship to leader impact?

RQ5. To what degree is the proposed instrument, or CLEVI, a reliable and valid measure of perceived environmental variables impacting the Christian leader?

## Hypotheses

H1. Christian seminary students, regardless of ministry experience, will all indicate similar assessments regarding the variables, both internal and external, that should be considered in order to better define the Christian leader environment.

*Null:* Christian seminary students will not indicate similar assessments regarding the variables, both internal and external, that should be considered in order to better define the Christian leader environment.

H2. Christian seminary students will comment in depth on the importance of the time variable within the leader's environment.

*Null:* Christian seminary students will not comment in depth on the importance of the time variable within the leader's environment.

H3. Research and survey scores will demonstrate the CLEVI to be a valid instrument for exploring the perceived environmental variables of the Christian leader.

*Null:* Research and survey scores will not demonstrate the CLEVI to be a valid instrument for exploring the perceived environmental variables of the Christian leader.

## Research Conclusions, Implications, and Applications

The study of leadership has historically been one-dimensional in nature, managing to focus a majority of investigation upon only the leader as the sole source for generating influence



and motion across a field of interaction. This research was quite different in its approach to leadership and has been completed at a unique time in history, especially considering its focus on something other than the leader as having an impact upon resultant leadership. Environmental variables and their impact upon the efforts of the Christian leader, whether negative or positive, have been presented in this study as a viable area of continued leadership inquiry that must be further explored by researchers.

The perceived significance for the continued inquiry into the impact of environmental variables upon the actions and abilities of the modern Christian leader is one based upon historical significance. The historical significance in question is in reference to the outbreak of the COVID-19 virus and the resulting global pandemic that ensued following early cases that originated during the winter of 2019 (Kandola, 2020). As the virus worked across the world, leaders everywhere were impacted by an environmental variable that would challenge them, their influence, and ultimately factor into their behavior as leaders. For leaders across the globe, there was simply no escaping the impact of the environmental variable.

Christian leaders were especially impacted, as church services across the world were being prohibited in the name of public health, and that even included Easter 2020 (Hunter, 2020). Some Christian leaders were ready to respond to the threat of the virus spreading unchecked as a result of the effects of globalization and utilized the technological variable to their advantage to maintain leadership influence for their church by immediately hosting online services. Others were not ready at all, having previously ignored both the generational and technological variables within their leadership field of influence. As a result, there was a sense of panic among some, as it was perceived Christian leaders were losing their ability to lead and create a meaningful leadership influence field due to changing environmental variables (Mediawire,

2020). This research, much like the effects of COVID, has the potential to alter the perception of leadership, creating a fresh perspective from which to draw from and guide efforts to better understand leadership as a process through the inclusion of relevant environmental variables.

### **Research Conclusions**

The major research conclusions are presented via the guiding framework of the three study hypotheses. As this was a quantitative descriptive study that employed a survey, the main focus was to summarize responses as percentages and frequency counts “and then draw inferences about the population from the responses of the sample” (Leedy & Ormrod, 2013, p. 189). This is important to note when discussing how to appropriately address a study hypothesis, as there can be either a research hypothesis or a statistical hypothesis. A research hypothesis is best summed up as a “reasonable conjecture, an educated guess, a theoretically or empirically based prediction” (Leedy & Ormrod, 2013, p. 297). A statistical hypothesis is different in that when it is accompanied by the phrase “testing a hypothesis” it is in reference to a “null hypothesis” (Leedy & Ormrod, 2013, p. 297). The null hypothesis is typically a statement that determines there is “no consistent relationships between variables, or more generally, no patterns in the data,” thus forming a null hypothesis (Leedy & Ormrod, 2013, p. 40).

The major conclusions of a study involve either confirming or disconfirming the null hypothesis. The first research hypothesis stated Christian seminary students, regardless of ministry experience, will all indicate similar assessments about the variables, both internal and external, that should be considered to better define the Christian leader environment. Positional ministry leadership experience was broken down into two categories, the first being less than 48 months and the other being 48 months or greater. Further breakdown of experience was not viable as convenience sampling minimized the total study sample to 160.

The two dimensions of positional leadership experience rendered sub-samples of  $n=89$  and  $n=71$ , respectively. This was considered a reasonable split of the sample and the best possible solution to allow for a respectable data analysis to occur and the researcher to draw conclusions. Exact duplication of ratings of the environmental variables was not achieved, but there were similar rankings of the top four variables in both positive and negative domains. T-tests were performed against each variable and the greater sample mean of 160. There were no p-values of significance noted for the majority of the groups of variables, save for one (see Appendix K). However, the one single p-value of interest was not enough to keep from rejecting the first hypothesis.

The first null hypothesis is accepted as almost every p-value, save for one, was larger than .05. This means that Christian seminary students did not make similar selections regarding the impact of environmental variables based upon acquired positional ministry leadership experience. However, it is interesting to note that in all four groups, the top four variables, outside of exact ranking, were the same as those in the weighted and ranked collective variable assessment (see Appendix K). A final point to discuss is that the verbiage of the hypothesis is ultimately flawed. The flaw is found in stating respondents would indicate similar assessments about the variables, because similar is a word that is statically impossible to measure. Thus, while the hypothesis was rejected for the null, there was ultimately a requirement for more definitive language.

The second hypothesis declared that Christian seminary students would comment in depth on the importance of time as a variable within the leader's environment. In question 41 it was found that 86% of respondents overwhelmingly acknowledged a need to support the inclusion of time within the aspect of the leader's greater environment. Question 42 indicated a

positive assessment for the consideration of time as a separate variable unto itself, and after a chi-square test was conducted it rendered a value of  $X^2 = 5.625$  and asymptotic significance was .018. This is considered statistically significant and not to have occurred as pure chance. Thus, the second null hypothesis is discarded, and evidence suggests that time should be included when studying the impacts of the environmental variables that surround the Christian leader. The nature of that time variable will be further discussed within the coming section on research implications.

The third hypothesis asserted research and survey scores would demonstrate the CLEVI to be a valid instrument for exploring the perceived environmental variables of the Christian leader. Cronbach alpha scores were exceptionally strong for both domains, with both positive and negative variables demonstrating consistency of reliability scores between both the pilot study and the final study. Additional reliability scores were assessed by the researcher as the domains were further split into the following four domains of environmental variable analysis: positive internal, positive external, negative internal, and negative external. The additional reliability scores for the four domains worked out to be .757, .822, .862, and .860. These scores lead to the conclusion that the CLEVI possesses strong reliability as a research instrument.

The reliability scores are incredibly important to the overall evaluation of the CLEVI as a functional instrument with which to research Christian leadership. When coupled with the establishment of both face and content validity, as done so through the expert panel, pilot study, and this research effort, the CLEVI presents itself as a reasonable construct with which to conduct research. This is further enhanced by the Pearson r scores for the domains within the survey, as all scores demonstrate positive correlation within their respective domains. Another incredibly strong component of evidence in support of the CLEVI as a valid instrument.

However, discarding null hypothesis 3 is done so with both careful consideration and a sense of restraint. This is only the first time the CLEVI has been utilized. Therefore, it is highly recommended that a replication study be undertaken, as this “research should be repeatable” (Leedy & Ormrod, 2013, p. 76). This may be an unusual place in the dissertation to include what can only be perceived as a recommendation for further research, but it is instead a suggestion that affirming hypothesis 3 is only done so to the extent of the suggested replication study. Once replication studies are completed and results can be duplicated, extending a greater sense of universality, the full endorsement of the CLEVI for continuous utilization in research can be given. Until then, endorsement of hypothesis 3 is one that only applies to this study and focused replications in support of attempting to duplicate results toward an assessment of final validity.

### **Research Implications**

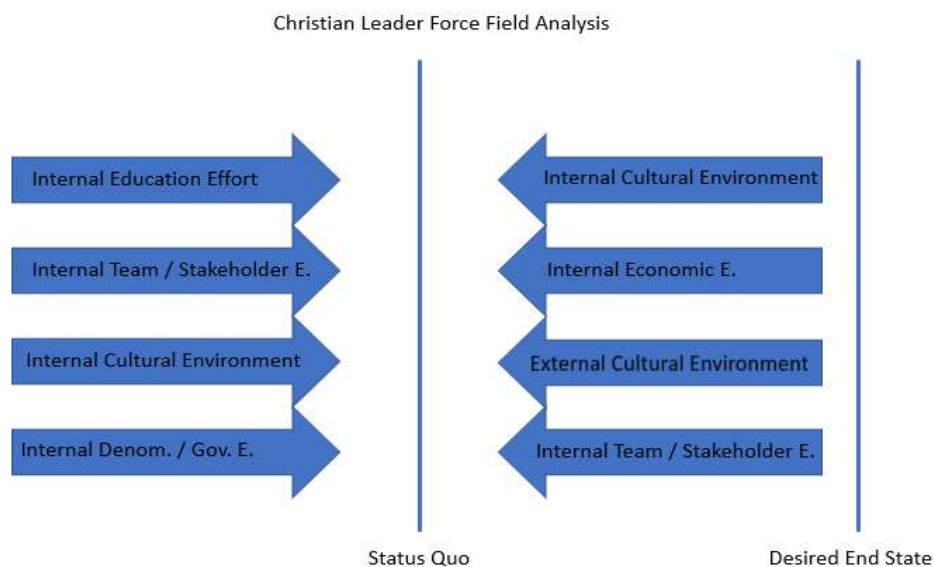
Research implications associated with this study focus on the idea that leadership theory can be informed by so much more than just the variable of the leader. This research allows one to infer that there is a perceptible leadership influence field surrounding a leader that is full of variables that either aid or negate their efforts. Another additional implication is the importance of being inclusive of the variable of time when discussing environmental variables that possibly impact the Christian leadership influence field. Both of these implications will be discussed in turn.

### **Christian Leadership Influence Field**

This research set out to identify primary positive and negative variables to finally be mapped and modeled concerning the specifics of the Christian leader’s environment. The top four positive variables, whether internal or external were found to be the following: 1) Internal Education Efforts, 2) Internal Team / Stakeholder Environment, 3) Internal Cultural

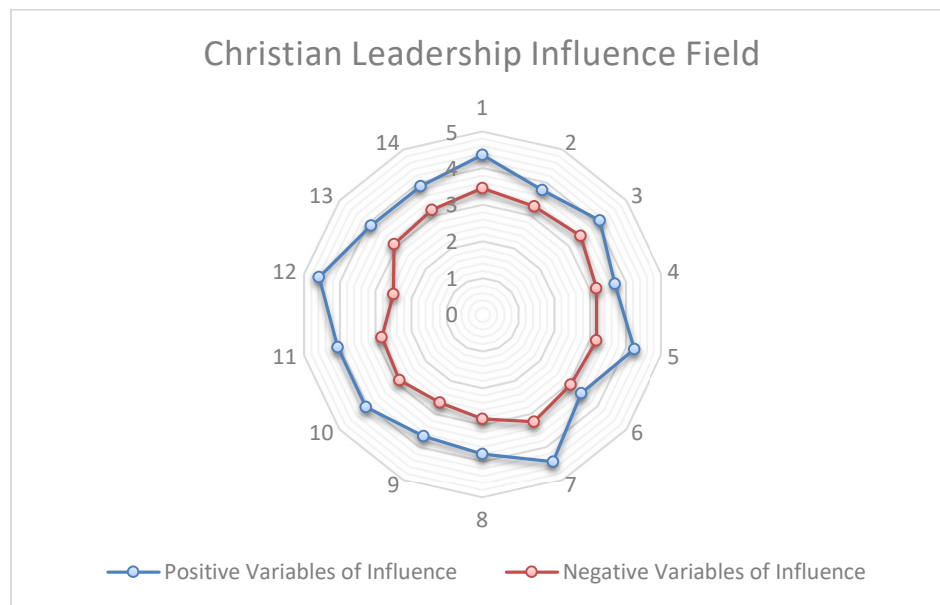
Environment, and the Internal Denomination / Government Environment. The top four negative variables, whether internal or external were found to be the following: 1) Internal Cultural Environment, 2) Internal Economic Environment, 3) External Cultural Environment, and the Internal Team / Stakeholder Environment.

As indicated in chapter 3, a major hope was to explain the yet to be identified combating environmental variables experienced by Christian leaders and cast them in a more traditional leadership study setting. These variables have been set in a force field analysis diagram, depicting the four positive and negative variables competing against the status quo (see Figure 7). The implication is the Christian leader force field analysis joins and lays bare some of the most pressing environmental variables that Christian leaders encounter, thereby filling in the greater gap of understanding about the leader's environment. More specifically, the implication is that the study of Christian leadership now has an initial step into a more refined understanding of the world and their field. Better vision in the environment means a better ability to create change and influence as a leader.



*Figure 7 – Christian Leader Force Field Analysis (Traditional)*

Traditional force field analysis diagrams tend to only show the most significant concerns of a leader or organization (Schwering, 2003). This method of force field analysis still leaves a very linear perspective within the mind of the leader or organization attempting to learn something greater about their collective challenges. Additionally, it does not present a way to demonstrate the magnitude and direction of the various variables impacting leadership. A new method of modeling could allow force field analysis to better demonstrate areas of strength and weakness with respect to the leader influence field (Momeny & Gourgues, 2019). A significant implication of this research is the modeling of the same vectors from this study in a new method, via the Christian Leadership Influence Field (see Figure 8). This method of force field analysis allows for all vectors to be analyzed together, no matter if they are positive or negative, thereby giving Christian leaders the ability to finally take in their whole leadership picture.



*Figure 8 – Christian Leadership Influence Field*

The study results on the variable of time point to significant implications for the future of Christian leadership. It would seem that time can no longer be ignored, “because relationships between followers and leaders occur over time, it is difficult, if not impossible, to consider

leadership without time playing a role” (Bluedorn & Jaussi, 2008, p. 657). Each side of the relationship within leadership study is affected by duration and there are so many novel ways with which to investigate the temporal aspects of leadership, for example, “dynamic, emergent, and recursive aspects” (Castillo & Trinh, 2018, p. 165). Perhaps as the discussion of increased consideration regarding time begins to advance into leadership study, all aspects of time can be included or at least qualified across the various definitions of time and better discern concepts such as “present, near, distant, and deep time” (Satterwhite et al., 2016, p. 47).

As the results of this study pointed out, any theoretical framework moving forward must be inclusive of the variable of time. Perhaps this formally allows for a rendering of the field theory formula into a new format where time is finally acknowledged, such as  $LDRSHIP = f(LDR(E, T))$ . Undoubtedly, this implication means a great deal of philosophical discussion must first be had regarding the nature of time and how it is to be studied within the context of Christian leadership. Once a guiding biblical theology and philosophy are in place to guide the study into time, as this study has indicated the necessity for inclusion of the variable, research can begin on time and Christian leadership.

### **Research Applications**

The focus of the stated research purpose was to learn more about the specifics associated with the environmental variables impacting the efforts of Christian leaders. This purpose was drawn from a fact that Christian leaders were learning plenty at seminary about theology and the Bible, but there was a perceptible gap in education regarding a greater understanding of the environment in which they were to apply their ministry related skillset (Baumgartner, 2017). To allow Christian leaders to better serve those within their ministry setting, and more fully comprehend the nature of the Christian leader’s influence, the major application of this research



is grounded within education. This study has the potential to influence the greater Christian academic landscape by informing students about leadership in the context of the environment.

Though the developed research instrument to guide this study requires additional refinement, the current CLEVI represents a viable first step in the continued exploration of the Christian leader environment and its associated impacts upon leadership. The CLEVI has the potential to be adopted and updated for future studies, and so the application of this yet finished instrument is extensive. Addressing a gap in knowledge is one thing, but empowering further inquiry into a particular subset of an academic field through the creation of a viable, though still unfinished, the instrument is a valuable potential application of this research.

### **Research Limitations**

The implications and potential applications regarding this research are both interesting and exciting. However, a major limitation regarding this research would be the data being reliant upon a researcher-developed instrument. While the CLEVI demonstrated great promise and positive reliability scores in both the pilot and main study there is still a great deal to be done regarding the improvement of instrument validity. The expert panel and pilot study certainly brought the CLEVI a great distance in initial development and refinement. The fact remains that only two dimensions could be settled upon during this time-limited period. There is still potential for a more stringent evaluation of the instrument and its associated domains. Another significant limitation involves the fact that there was very little literature and research on the specifics of the Christian leader's environment before the execution of this study. While not a bad thing in it of itself, additional research and refinement of the presented environmental variables impacting the Christian leader require further investigation.

### **Further Research**

The presented study sought to bridge a gap in knowledge regarding the environmental variables surrounding the Christian leader. In the process of the study, it became evident that there would be a great number of areas that could be taken up as further or future research. The suggested further research will be broken up into three main areas that focus on continued instrument development, quantitative exploration, and initial qualitative inquiry.

As mentioned previously, instrument development was required to complete this study into the perceived impacts of environmental variables upon the efforts of Christian leaders. The CLEVI, while achieving favorable evaluations regarding content validity from both survey respondents and the expert panel, still has a lot of room for improvement. First, the CLEVI currently features only two domains, that of positive or negative variables of environmental influence. To continue to improve construct validity and further enhance the perception of reliability scores the instrument should increase from two to at least four different domains (Willits, Theodori, & Luloff, 2016). One of those additional domains of inquiry and assessment could be specific to the variable of time as being either within or external to the set of environmental variables. Domains could be permanently revised to reflect the suggested orientation utilized in this study's correlation assessment, that of positive internal, positive external, negative internal, and negative external (see Appendix M).

While instrument development was a big part of this study, the CLEVI was not the sole focus of the research. There was also an effort to pursue strictly quantitative data regarding the perception of variables within the leader's environment. Perhaps it would be beneficial to conduct a replication study at a different university or similar meeting, sampling a comparable but different population, thus creating a basis to pursue correlational analysis in future studies on

the topic of environmental variables (Creswell & Creswell, 2018). A potential successful site to survey could include something like the Southern Baptist Convention annual meeting. This would provide a better-defined population number and allow for a more confident application of statistical analysis regarding the sample surveyed.

Finally, further research could be pursued through qualitative methodology or even focused mixed methods to possibly determine more specific details about respondents' experiences regarding environmental variables. During this study, the 45<sup>th</sup> question of the CLEVI was utilized to determine respondent perception about the quality of the instrument to measure the environmental variables of the Christian leader. Collected comments occasionally pointed to a perceived lack of detail about the nature of the environmental variables. A future qualitative inquiry would add a more experiential element to the study of the Christian leader environment, as it is "based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" (Yount, 2006, p. 1-12). Increased depth regarding the qualitative nature of the variables would certainly assist in refining variable definitions.

No matter how further research is pursued on the topic of environmental variables, it is the hope of this researcher that others will continue to inquire on the subject, further refining the theoretical construct of the *Christian Leadership Influence Field*.

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## APPENDICES

### Appendix A

#### PROPOSED RESEARCH INSTRUMENT (VER. 1) CHRISTIAN LEADER ENVIRONMENTAL VARIABLE INVENTORY (CLEVI)

##### PART I - Demographics and Basic Leadership Survey

1. Identify your age group:

☐ 18-24    ☐ 25-35    ☐ 36-45    ☐ 46-55    ☐ 56-65    ☐ 65+

2. Identify your gender:

☐ male    ☐ female    ☐ voluntarily withhold

3. How long have you been a Christian?

☐ Less than 1 Year    ☐ 1-2 years    ☐ 3-4 years    ☐ 5-10 years    ☐ 10+ years

4. How would you best describe the surrounding area where you attend church?

☐ Inner City    ☐ Suburbs    ☐ Country    ☐ Military Chapel    ☐ Missionary

☐ Other (Please Describe)

5. What degree field are you pursuing in seminary? Be general.

☐ Preaching / Ministry    ☐ Education    ☐ Worship    ☐ Counseling    ☐ MDiv

☐ Theological Studies    ☐ Leadership    ☐ Missiology    ☐ (Please Describe)

6. Within the last 36 months have you held a position of ministry or responsibility

(Christian Leadership) within the Church or other Christian organizations? If so, how much experience do you have in the position?

☐ No, I have never held such a position.

☐ Yes, I have held such a position for 0-6 months.

☐ Yes, I have held such a position for 6-12 months.

\_\_\_\_ Yes, I have held such a position for 12-18 months.

\_\_\_\_ Yes, I have held such a position for 24 months or greater.

\_\_\_\_ Yes, I have held such a position for 48 months or greater.

\_\_\_\_ Yes, I have held such a position for 60 months or greater.

7. How would you describe your ministry experience or field of contribution?

\_\_\_\_ Pastor      \_\_\_\_ Associate Pastor      \_\_\_\_ Sunday School Teacher

\_\_\_\_ Worship Team      \_\_\_\_ Youth Pastor      \_\_\_\_ Children's Church

\_\_\_\_ Bible Study      \_\_\_\_ Small Group Leader      \_\_\_\_ Missions

\_\_\_\_ Administrative      \_\_\_\_ Christian Higher Ed.      \_\_\_\_ Military

\_\_\_\_ Para-Church      \_\_\_\_ Other (Please Describe)

8. Do you consider yourself to be a Christian Leader?

\_\_\_\_ Yes      \_\_\_\_ No      \_\_\_\_ Only Pastors are Christian Leaders

9. Do you have leadership experience outside the previously discussed Christian leadership, and if so how much experience do you have in such positions?

\_\_\_\_ No, I have never held such a position.

\_\_\_\_ Yes, I have held such a position for 0-6 months.

\_\_\_\_ Yes, I have held such a position for 6-12 months.

\_\_\_\_ Yes, I have held such a position for 12-18 months.

\_\_\_\_ Yes, I have held such a position for 24 months or greater.

\_\_\_\_ Yes, I have held such a position for 48 months or greater.

\_\_\_\_ Yes, I have held such a position for 60 months or greater.



10. Do you think environmental factors, whether internal or external, play a role in influencing the behavior of Christian leaders, regardless their role, and their subsequent actions?

☐ Yes      ☐ No

11. Do you think understanding the leader environmental factors, both internal and external, can help a leader make better decisions in order to accomplish their goal?

☐ Yes      ☐ No

## PART II – Environmental Variables Inventory

12. How often does the **internal cultural environment** surrounding a Christian leader **positively impact** their leadership?

☐ Never    ☐ Rarely    ☐ Sometimes    ☐ Almost always    ☐ Always

13. How often does the **internal cultural environment** surrounding a Christian leader **negatively impact** their leadership?

☐ Never    ☐ Rarely    ☐ Sometimes    ☐ Almost always    ☐ Always

14. How often does the **external cultural environment** surrounding a Christian leader **positively impact** their leadership?

☐ Never    ☐ Rarely    ☐ Sometimes    ☐ Almost always    ☐ Always

15. How often does the **external cultural environment** surrounding a Christian leader **negatively impact** their leadership?

☐ Never    ☐ Rarely    ☐ Sometimes    ☐ Almost always    ☐ Always

16. How often does the **internal economic environment** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

17. How often does the **internal economic environment** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

18. How often does the **external economic environment** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

19. How often does the **external economic environment** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

20. How often does the **internal denominational / government environment** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

21. How often does the **internal denominational / government environment** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

22. How often does the **external government environment** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

23. How often does the **external government environment** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

24. How often does the **internal team / stakeholder environment** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

25. How often does the **internal team / stakeholder environment** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

26. How often does the **external community / stakeholder environment** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

27. How often does the **external community / stakeholder environment** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

28. How often does the **effects of globalization** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

29. How often does the **effects of globalization** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

30. How often does the **effects of technology** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

31. How often does the **effects of technology** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

32. How often does the **effects of shifting demographics** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

33. How often does the **effects of shifting demographics** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

34. How often does the **internal education efforts** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

35. How often does the **internal education efforts** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

36. How often does the **business model / approach to ministry** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

37. How often does the **business model / approach to ministry** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

38. How often does the **generational shift / gap** surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

39. How often does the **generational shift / gap** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

### PART III – Closing Assessment

40. Do you think understanding the leader environmental factors, both internal and external, can help a leader make better decisions in order to accomplish their goal?

☐ Yes ☐ No

41. Do you think time should have been included as an environmental variable, or even additional variable separate of the environment as having an impact upon leadership?

☐ Yes ☐ No

42. If not environmental in nature, do you think time should be considered as a separate variable, outside of the leader and their environment, that subsequently impacts leadership?

☐ Yes ☐ No

43. Did participating within this survey change your perspective on what impacts leadership aside from simply the leader?

☐ Yes ☐ No

44. Finally, do you think educating Christian leaders on the impacts of environmental variables, as discussed in the survey, can assist in increasing the effectiveness of Christian leadership?

☐ Yes ☐ No

## Appendix B

### EXPERT PANEL LETTER OF INQUIRY

Dear (Participant),

My name is Leonard Momeny and I am an Ed.D. candidate in Christian Leadership at the School of Divinity at Liberty University. I am writing to inquire if you would be interested in serving as a member of the “expert panel” for my dissertation.

The title of my research project is *A Field Theory Guided Quantitative Study into Environmental Forces Impacting Christian Leadership and Instrument Development*. The purpose of my research is to discover and evaluate environmental variables impacting Christian leaders and their efforts at ministry-oriented leadership. Additionally, the research will work to formalize the development of a new research instrument. The created instrument is known as the Christian Leader Environmental Variable Inventory, or CLEVI.

The CLEVI is comprised of 3 parts which include the following: Demographics and Basic Leadership Survey, Environmental Variables Inventory, and the Closing Assessment. The inspiration for the creation of the instrument is based upon a paper by Dr. David Dockery that recently appeared in the Christian Education Journal. The focus of the CLEVI is on 14 environmental variables and either their perceived positive or negative impact upon Christian leadership. I am looking for panel members with an understanding of church ministry and leadership. The panel will help determine the current perceived validity of the CLEVI to assess the aspects of the Christian leader environment and will also provide input on the survey design and wording. All the associated work will take place online via email. I expect no more than 2 iterations of review by the expert panel members with each taking no more than 20-30 minutes of your time.

Thank you for considering my request. I am certain this research will assist both the future of Christian leadership study and the efforts of Christian leaders. This of course is only possible through your contributions as an expert panel member. If you have any questions, please contact me via email at [REDACTED]. I look forward to hearing from you.

Sincerely,

Leonard Scott Momeny  
Ed.D. Candidate

## Appendix C

### EXPERT PANEL LETTER OF EXPLANATION AND GUIDANCE

(Expert Panel Participant),

Once again, I would like to extend my thanks for your participation as a member of the expert panel in support of my dissertation research, *A Field Theory Guided Quantitative Study into Environmental Forces Impacting Christian Leadership and Instrument Development*.

#### **Study Gap and Purpose**

The gap for the proposed study is that leaders typically fail to bring the "whole system into the room" when attempting to understand leadership. Leadership study tends to focus on the leader and their behaviors but rarely acknowledges the challenges of specific environmental variables as impacting leadership. More specific to Christian leadership, "when pastors go out...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" (Baumgartner, 2017, p. 17).

The purpose of this study is to address the gap in knowledge and determine the environmental variables Christian leaders feel impact their leadership. Online Christian seminary students with current ministry and leadership experience will participate in the study via the attached online survey. Through data collected by the instrument known as the Christian Leader Environmental Variable Inventory, or CLEVI the researcher will be able to answer questions on the following areas: positive and negative environmental variables of the Christian leader, understanding the perceived importance of the Christian leader environment, assessing responses about variables against leader experience, and finally, determining CLEVI validity as a formal instrument. As members of the study's expert panel I am looking for assistance in determining content validity of the instrument. Your recognized experience and expertise in the areas of Christian leadership and ministry bring a great deal of value to determining the validity of the CLEVI.

#### **Methodology for the instrument review:**

- 1) Expert panel conducts initial review of the CLEVI.
- 2) Researcher adjustments (if necessary) to CLEVI based on panel comments and generates version 2 of the instrument.
- 3) Conduct Pilot Study with 5 seminary students utilizing version 2.

- 4) Make any necessary adjustments to CLEVI based on construct validity scores from pilot study.
- 5) Submit CLEVI (V3) to expert panel for second and final review.
- 6) Incorporate final adjustments from the expert panel to CLEVI, generate version 4 and conduct survey research.

### **Expert Panel Guidelines**

1) Review the CLEVI for content validity and provide an initial review score from the following table:

5. Acceptable / Complete as described
4. Acceptable / Needs minor revision
3. Neither unacceptable nor acceptable
2. Unacceptable / Needs major revision
1. Unacceptable / Needs complete revision

2) If you rate the CLEVI content validity in the range of 3 - 1 simply justify your reasoning and please submit specific concerns, critiques, and suggestions via the attached digital copy of the instrument. All comments will be used in generating version 2 of the CLEVI.

3) If necessary, based upon results and comments, following the pilot study this process will be repeated once more.

I look forward to working with you on the refinement of the CLEVI and you remain in my prayers. Thanks again for your assistance in this project.

Respectfully,

Leonard Momeny  
Ed.D. candidate



## Appendix D

### PARTICIPANT RECRUITMENT LETTER OF INQUIRY

(Date)

Dear Fellow Student,

As a graduate student in the School of Divinity at Liberty University, I am conducting research as part of the requirements for a Doctor of Education (Ed.D.) in Christian Leadership. The purpose of my research is to discover and evaluate environmental variables impacting Christian leaders and their efforts at ministry-oriented leadership. I am writing to invite you to participate in my study.

If you are 18 years of age or older, currently an online graduate student with Liberty University's School of Divinity, have held a position of ministry or other positions of Christian leadership within the last 36 months, and are willing to participate, you will be asked to complete a survey. It should take approximately 10-15 minutes for you to complete the online survey. Should you decide to participate, your participation will be completely anonymous, and no personal, identifying information will be collected.

To participate, simply click the link provided in this email and you will be directed to the survey.

A consent document is provided as the first page you will see after you click on the survey link. The consent document contains additional information about my research, but you do not need to sign and return it. Please click on the survey link at the end of the consent information to indicate that you have read the consent information and would like to take part in the survey.

Please know that I am grateful to God for your participation and deeply appreciate your sacrifice of time to participate in this study. I cannot possibly begin to thank you enough.

Sincerely,

Leonard Scott Momeny  
Ed.D. Candidate

*(Survey Link Placeholder)*

## Appendix E

### IRB APPROVAL LETTER

IRB, IRB <IRB@liberty.edu>

Fri 2/14/2020 3:08 PM

To: Momeny, Leonard S <[REDACTED]>

Cc: IRB, IRB <[REDACTED]>; Etzel, Gabriel Benjamin (Rawlings School of Divinity Admin)  
<[REDACTED]>

 3 attachments (236 KB)

Change in Protocol\_Template.docx; Momeny\_4190Exemption\_02\_20.pdf; Momeny\_4190StampedConsent.pdf;

Dear Leonard Scott Momeny,

The Liberty University Institutional Review Board has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under exemption category 46.101(b)(2), which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:101(b):

(2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

(i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

Please retain this letter for your records. Also, if you are conducting research as part of the requirements for a master's thesis or doctoral dissertation, this approval letter should be included as an appendix to your completed thesis or dissertation.

Your IRB-approved, stamped consent form is also attached. This form should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document should be made available without alteration.

Please note that this exemption only applies to your current research application, and any changes to your protocol must be reported to the Liberty IRB for verification of continued exemption status. You may report these changes by submitting a change in protocol form or a new application to the IRB and referencing the above IRB Exemption number.

If you have any questions about this exemption or need assistance in determining whether possible changes to your protocol would change your exemption status, please email us at [REDACTED].

Sincerely,

**G. Michele Baker, MA, CIP**

*Administrative Chair of Institutional Research*

**Research Ethics Office**

*Liberty University | Training Champions for Christ since 1971*

## Appendix F

### IRB EXEMPTION LETTER

February 14, 2020

Leonard Scott Momeny

IRB Exemption 4190.021420: A Field Theory Guided Quantitative Study Into Environmental Forces Impacting Christian Leadership and Instrument Development

Dear Leonard Scott Momeny,

The Liberty University Institutional Review Board has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under exemption category 46.101(b)(2), which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:101(b):

(2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

(i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

Please note that this exemption only applies to your current research application, and any changes to your protocol must be reported to the Liberty IRB for verification of continued exemption status. You may report these changes by submitting a change in protocol form or a new application to the IRB and referencing the above IRB Exemption number.

If you have any questions about this exemption or need assistance in determining whether possible changes to your protocol would change your exemption status, please email us at

██████████.

Sincerely,

**G. Michele Baker, MA, CIP**

*Administrative Chair of Institutional Research*

**Research Ethics Office**

*Liberty University | Training Champions for Christ since 1971*

## Appendix G

### IRB CONSENT FORM

#### CONSENT FORM

A Field Theory Guided Quantitative Study into Environmental Forces Impacting Christian  
Leadership and Instrument Development

Leonard Momeny  
Liberty University  
School of Divinity

You are invited to be in a research study on environmental variables impacting the leadership of Christian leaders. You were selected as a possible participant because you are 18 years of age or older, currently enrolled as an online graduate student at the Liberty University School of Divinity and have held a ministry or Christian leadership position within the last 36 months. Please read this form and ask any questions you may have before agreeing to be in the study.

Leonard Scott Momeny, a doctoral candidate in the School of Divinity at Liberty University, is conducting this study.

**Background Information:** The purpose of this study is to discover and evaluate environmental variables impacting Christian leaders and their efforts at ministry-oriented leadership.

**Procedures:** If you agree to be in this study, I would ask you to do the following things:

1. Complete a survey known as the Christian Leader Environmental Variable Inventory or CLEVI. The survey should take no longer than 10 – 15 minutes to complete.

**Risks:** The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

**Benefits:** Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include increasing the greater understanding about what impacts leadership besides the leader.

**Compensation:** Participants will not be compensated for participating in this study.

**Confidentiality:** The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- All responses are anonymous and the researcher has no way of tying specific surveys to people.
- Data from this study will be stored on a password locked computer and may be used in future presentations. After three years, all electronic records will be deleted.

**Voluntary Nature of the Study:** Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time, prior to submitting the survey, without affecting those relationships.

**How to Withdraw from the Study:** If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

**Contacts and Questions:** The researcher conducting this study is Leonard Scott Momeny. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at [REDACTED] or [REDACTED]. You may also contact the researcher's faculty chair, Dr. Gabriel Etzel at gbetzel@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at [REDACTED].

*Please notify the researcher if you would like a copy of this information for your records.*

## Appendix H

### PILOT STUDY RESEARCH INSTRUMENT (CLEVI VER. 2)

#### PART I - Demographics and Basic Leadership Survey

1. Identify your age group:

☐ under 18 (If yes is selected “Skip Logic” will take the participant to the end of the survey)

☐ 18-24

☐ 25-35

☐ 36-45

☐ 46-55

☐ 56-65

☐ 66+

2. Within the last 36 months have you held a position of ministry or responsibility

(Christian Leadership) within the Church or other Christian organizations? How much experience do you have in the position of ministry or Christian Leadership?

☐ No, I have never held such a position. (If yes is selected “Skip Logic” will take the participant to the end of the survey)

☐ Yes, I have held such a position for 0-6 months.

☐ Yes, I have held such a position for 7-12 months.

☐ Yes, I have held such a position for 13-18 months.

☐ Yes, I have held such a position for 24 months or greater.

☐ Yes, I have held such a position for 48 months or greater.

3. Identify your gender:

☐ male      ☐ female      ☐ voluntarily withhold

4. How long have you been a Christian?

☐ Less than 1 Year    ☐ 1-2 years    ☐ 3-4 years    ☐ 5-10 years    ☐ more than 10 years

5. How would you best describe the surrounding area where you attend church?

☐ Inner City    ☐ Suburbs    ☐ Country    ☐ Military Chapel    ☐ Missionary  
☐ Other (Please Describe)

6. What degree field are you pursuing in seminary? Be general.

☐ Preaching / Ministry    ☐ Education    ☐ Worship    ☐ Counseling    ☐ MDiv  
☐ Theological Studies    ☐ Leadership    ☐ Missiology    ☐ Other (Please Describe)

7. How would you describe your ministry experience or field of contribution?

☐ Pastor                      ☐ Associate Pastor                      ☐ Sunday School Teacher  
☐ Worship Team            ☐ Youth Pastor                      ☐ Children's Church  
☐ Bible Study                ☐ Small Group Leader                ☐ Missions  
☐ Administrative            ☐ Christian Higher Ed.                ☐ Military  
☐ Para-Church                ☐ Other (text entry via Qualtrics Survey)

8. Do you consider yourself to be a Christian Leader?

☐ Yes                      ☐ No, only Pastors are Christian Leaders

9. Do you have leadership experience outside the previously discussed Christian leadership, and if so, how much experience do you have in such positions?

☐ No, I have never held such a position.

☐ Yes, I have held such a position for 0-6 months.



\_\_\_ Yes, I have held such a position for 7-12 months.

\_\_\_ Yes, I have held such a position for 13-18 months.

\_\_\_ Yes, I have held such a position for 24 months or greater.

\_\_\_ Yes, I have held such a position for 48 months or greater.

\_\_\_ Yes, I have held such a position for 60 months or greater.

10. A leader's environment is comprised of factors, both internal and external to their sphere of influence. Do you think environmental factors, whether internal or external, play a role in influencing the behavior of Christian leaders, regardless of their role and their subsequent actions?

\_\_\_ Yes      \_\_\_ No

11. Do you think understanding the leader environmental factors, both internal and external, can help a leader make better decisions in order to accomplish their goal?

\_\_\_ Yes      \_\_\_ No

## PART II – Environmental Variables Inventory

12. How often does the **internal cultural environment** (acceptable socially transmitted behavior of the church or organization) surrounding a Christian leader **positively impact** their leadership?

\_\_\_ Never    \_\_\_ Rarely    \_\_\_ Sometimes    \_\_\_ Almost always    \_\_\_ Always

13. How often does the **internal cultural environment** surrounding a Christian leader **negatively impact** their leadership?

\_\_\_ Never    \_\_\_ Rarely    \_\_\_ Sometimes    \_\_\_ Almost always    \_\_\_ Always

14. How often does the **external cultural environment** (acceptable socially transmitted behavior external to the church or organization) surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

15. How often does the **external cultural environment** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

16. How often does the **internal economic environment** (financial resources available to the various efforts pursued of the church or organization) surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

17. How often does the **internal economic environment** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

18. How often does the **external economic environment** (financial resources available to people and municipalities surrounding the church or organization) surrounding a Christian leader **positively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

19. How often does the **external economic environment** surrounding a Christian leader **negatively impact** their leadership?

☐ Never ☐ Rarely ☐ Sometimes ☐ Almost always ☐ Always

20. How often does the **internal denominational / government environment** (fellow leaders and interactions specific to positions required by the governing denomination or greater organization) surrounding a Christian leader **positively impact** their leadership?  
 \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always
21. How often does the **internal denominational / government environment** surrounding a Christian leader **negatively impact** their leadership?  
 \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always
22. How often does the **external denominational / government environment** (external leaders and interactions specific to positions required by the governing denomination or greater organization) surrounding a Christian leader **positively impact** their leadership?  
 \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always
23. How often does the **external government environment** surrounding a Christian leader **negatively impact** their leadership?  
 \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always
24. How often does the **internal team / stakeholder environment** (members of the church or organization not occupying leadership positions) surrounding a Christian leader **positively impact** their leadership?  
 \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always
25. How often does the **internal team / stakeholder environment** surrounding a Christian leader **negatively impact** their leadership?  
 \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always

26. How often does the **external community / stakeholder environment** (members of the community and partner organizations external to the leader's church or organization) surrounding a Christian leader **positively impact** their leadership?
- \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always
27. How often does the **external community / stakeholder environment** surrounding a Christian leader **negatively impact** their leadership?
- \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always
28. How often do the **effects of globalization** (the process by which an organization develops international influence) surrounding a Christian leader **positively impact** their leadership?
- \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always
29. How often do the **effects of globalization** surrounding a Christian leader **negatively impact** their leadership?
- \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always
30. How often do the **effects of technology** (advances in computers and communication) surrounding a Christian leader **positively impact** their leadership?
- \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always
31. How often do the **effects of technology** surrounding a Christian leader **negatively impact** their leadership?
- \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always
32. How often do the **effects of shifting demographics** (changes and diversity of population) surrounding a Christian leader **positively impact** their leadership?
- \_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always

33. How often do the **effects of shifting demographics** surrounding a Christian leader **negatively impact** their leadership?

\_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always

34. How often does the **internal education efforts** (Christian education and leader development efforts) surrounding a Christian leader **positively impact** their leadership?

\_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always

35. How often does the **internal education efforts** surrounding a Christian leader **negatively impact** their leadership?

\_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always

36. How often does the **business model / approach to ministry** (traditional versus non-traditional) surrounding a Christian leader **positively impact** their leadership?

\_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always

37. How often does the **business model / approach to ministry** surrounding a Christian leader **negatively impact** their leadership?

\_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always

38. How often does the **generational shift / gap** (generational differences in church or organizational population) surrounding a Christian leader **positively impact** their leadership?

\_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always

39. How often does the **generational shift / gap** surrounding a Christian leader **negatively impact** their leadership?

\_\_\_ Never \_\_\_ Rarely \_\_\_ Sometimes \_\_\_ Almost always \_\_\_ Always

## PART III – Closing Assessment

40. Do you think understanding the leader environmental factors, both internal and external, can help a leader make better decisions in order to accomplish their goals as leaders?

\_\_\_\_ Yes      \_\_\_\_ No

41. Do you think time should have been included as an environmental variable, or even additional variable separate of the environment as having an impact upon leadership?

\_\_\_\_ Yes      \_\_\_\_ No

42. If not environmental in nature, do you think time should be considered as a separate variable, outside of the leader and their environment, that subsequently impacts leadership?

\_\_\_\_ Yes      \_\_\_\_ No

43. Did participating in this survey change your perspective on what impacts leadership aside from simply the leader?

\_\_\_\_ Yes      \_\_\_\_ No

44. Finally, do you think educating Christian leaders on the impacts of environmental variables, as discussed in the survey, can assist in increasing the effectiveness of Christian leadership?

\_\_\_\_ Yes      \_\_\_\_ No

## Appendix I

### RESEARCH INSTRUMENT (CLEVI VER. 3)

#### PART I - Demographics and Basic Leadership Survey

1. Identify your age group:

- ☐ under 18 (1) (If selected "Skip Logic" will take the participant to the end of the survey)
- ☐ 18-24 (2)
- ☐ 25-35 (3)
- ☐ 36-45 (4)
- ☐ 46-55 (5)
- ☐ 56-65 (6)
- ☐ 66+ (7)

2. Within the last 36 months have you held a position of ministry or responsibility (Christian Leadership) within the Church or other Christian organizations? How much experience do you have in the position of ministry or Christian Leadership?

- ☐ No, I have never held such a position. (If selected "Skip Logic" will take the participant to the end of the survey) (1)
- ☐ Yes, I have held such a position for 0-6 months. (2)
- ☐ Yes, I have held such a position for 7-12 months. (3)
- ☐ Yes, I have held such a position for 13-18 months. (4)
- ☐ Yes, I have held such a position for 24 months or greater. (5)
- ☐ Yes, I have held such a position for 48 months or greater. (6)

3. Identify your gender:

- ☐ male (1) ☐ female (2) ☐ voluntarily withhold (3)

4. How long have you been a Christian?

- ☐ Less than 1 Year (1)

- ☐ 1-2 years (2)
- ☐ 3-4 years (3)
- ☐ 5-10 years (4)
- ☐ more than 10 years (5)

5. How would you best describe the surrounding area where you attend church?

- ☐ Inner City (1)
- ☐ Suburbs (2)
- ☐ Country (3)
- ☐ Military Chapel (4)
- ☐ Missionary (5)
- ☐ Other (6) (Free Text Entry via Qualtrics)

6. What degree field are you pursuing in seminary? Be general.

- ☐ Preaching (1)
- ☐ Education (2)
- ☐ Worship (3)
- ☐ Counseling (4)
- ☐ MDiv (5)
- ☐ Theological Studies (6)
- ☐ Leadership (7)
- ☐ Missiology (8)
- ☐ Other (9) (Please Describe)

7. How would you describe your ministry experience or field of contribution?

- ☐ Pastor (1)
- ☐ Associate Pastor (2)
- ☐ Sunday School Teacher (3)
- ☐ Worship Team (4)
- ☐ Youth Pastor (5)
- ☐ Children's Church (6)
- ☐ Bible Study (7)



- ☐ Small Group Leader (8)
- ☐ Lay Leader (9)
- ☐ Missions (10)
- ☐ Administrative (11)
- ☐ Christian Higher Ed. (12)
- ☐ Military (13)
- ☐ Parachurch (14)
- ☐ Worship Pastor (15)

8. Do you consider yourself to be a Christian Leader?

- ☐ Yes (1)   ☐ No, only Pastors are Christian Leaders (2)

9. Do you have leadership experience outside the previously discussed Christian leadership, and if so, how much experience do you have in such positions?

- ☐ No, I have never held such a position. (1)
- ☐ Yes, I have held such a position for 0-6 months. (2)
- ☐ Yes, I have held such a position for 7-12 months. (3)
- ☐ Yes, I have held such a position for 13-18 months. (4)
- ☐ Yes, I have held such a position for 24 months or greater. (5)
- ☐ Yes, I have held such a position for 48 months or greater. (6)
- ☐ Yes, I have held such a position for 60 months or greater. (7)

10. A leader's environment is comprised of factors, both internal and external to their sphere of influence. Do you think environmental factors, whether internal or external, play a role in influencing the behavior of Christian leaders, regardless of their role and their subsequent actions?

- ☐ Yes (1)   ☐ No (2)

11. Do you think understanding the leader's environmental factors, both internal and external, can help a leader make better decisions in order to accomplish their goal?

- ☐ Yes (1)   ☐ No (2)

**PART II (a) – Environmental Variables Inventory****Positive Variables**

12. How often do you think the acceptable socially transmitted behavior **within** the church or organization surrounding a Christian leader **positively** impacts their leadership? **(Internal cultural environment)**

\_\_\_\_ Never (1)  
\_\_\_\_ Rarely (2)  
\_\_\_\_ Occasionally (3)  
\_\_\_\_ Often (4)  
\_\_\_\_ Almost always (5)  
\_\_\_\_ Always (6)

13. How often do you think the acceptable socially transmitted behavior **external** to the church or organization surrounding a Christian leader **positively impacts** their leadership? **(External cultural environment)**

\_\_\_\_ Never (1)  
\_\_\_\_ Rarely (2)  
\_\_\_\_ Occasionally (3)  
\_\_\_\_ Often (4)  
\_\_\_\_ Almost always (5)  
\_\_\_\_ Always (6)

14. How often do you think the **internal** financial resources available to the various efforts pursued by the church or organization surrounding a Christian leader **positively impacts** their leadership? **(Internal economic environment)**

\_\_\_\_ Never (1)  
\_\_\_\_ Rarely (2)  
\_\_\_\_ Occasionally (3)  
\_\_\_\_ Often (4)  
\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

15. How often do you think **external** financial resources available to both people and municipalities surrounding a Christian leader and their church or organization **positively impacts** their leadership? (**External economic environment**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

16. How often do you think **internal** fellow leaders and interactions specific to positions required by the governing denomination or greater organization surrounding a Christian leader **positively impacts** their leadership? (**Internal denominational / government environment**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

17. How often do you think **external** leaders and interactions specific to positions required by the governing denomination or greater organization surrounding a Christian leader **positively impacts** their leadership? (**External denominational / government environment**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

18. How often do you think relationships with the members **within** the church or organization, not occupying leadership positions, and surrounding a Christian leader **positively impacts** their leadership? (**Internal team / stakeholder environment**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

19. How often do you think relationships with members of the community and partner organizations **external** to the church or organization surrounding a Christian leader **positively impacts** their leadership? (**External community / stakeholder environment**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

20. How often do you think the process by which the church or organization attempts to develop international influence surrounding a Christian leader **positively impacts** their leadership? (**Effects of globalization**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

21. How often do you think the **effects of technology** surrounding a Christian leader **positively impacts** their leadership? (**Technology**)

- \_\_\_\_ Never (1)
- \_\_\_\_ Rarely (2)
- \_\_\_\_ Occasionally (3)
- \_\_\_\_ Often (4)
- \_\_\_\_ Almost always (5)
- \_\_\_\_ Always (6)

22. How often do you think the changes and diversity of the population surrounding a Christian leader **positively impacts** their leadership? (**Effects of shifting demographics**)

- \_\_\_\_ Never (1)
- \_\_\_\_ Rarely (2)
- \_\_\_\_ Occasionally (3)
- \_\_\_\_ Often (4)
- \_\_\_\_ Almost always (5)
- \_\_\_\_ Always (6)

23. How often do you think the **internal** Christian education and development efforts surrounding a Christian leader **positively impacts** their leadership? (**Internal education efforts**)

- \_\_\_\_ Never (1)
- \_\_\_\_ Rarely (2)
- \_\_\_\_ Occasionally (3)
- \_\_\_\_ Often (4)
- \_\_\_\_ Almost always (5)
- \_\_\_\_ Always (6)

24. How often do you think the difference between traditional and non-traditional ministry efforts surrounding a Christian leader **positively impacts** their leadership? (**Business model / approach to ministry**)

Never (1)  
 Rarely (2)  
 Occasionally (3)  
 Often (4)  
 Almost always (5)  
 Always (6)

25. How often do you think the generational differences in church or organizational population surrounding a Christian leader **positively impacts** their leadership? (**Generational shift / gap**)

Never (1)  
 Rarely (2)  
 Occasionally (3)  
 Often (4)  
 Almost always (5)  
 Always (6)

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## **PART II (b) – Environmental Variables Inventory**

### **Negative Variables**

26. How often do you think the acceptable socially transmitted behavior **within** the church or organization surrounding a Christian leader **negatively** impacts their leadership? (**Internal cultural environment**)

Never (1)  
 Rarely (2)  
 Occasionally (3)  
 Often (4)

\_\_\_ Almost always (5)

\_\_\_ Always (6)

27. How often do you think the acceptable socially transmitted behavior **external** to the church or organization surrounding a Christian leader **negatively impacts** their leadership? (**External cultural environment**)

\_\_\_ Never (1)

\_\_\_ Rarely (2)

\_\_\_ Occasionally (3)

\_\_\_ Often (4)

\_\_\_ Almost always (5)

\_\_\_ Always (6)

28. How often do you think the **internal** financial resources available to the various efforts pursued by the church or organization surrounding a Christian leader **negatively impacts** their leadership? (**Internal economic environment**)

\_\_\_ Never (1)

\_\_\_ Rarely (2)

\_\_\_ Occasionally (3)

\_\_\_ Often (4)

\_\_\_ Almost always (5)

\_\_\_ Always (6)

29. How often do you think **external** financial resources available to both people and municipalities surrounding a Christian leader and their church or organization **negatively impacts** their leadership? (**External economic environment**)

\_\_\_ Never (1)

\_\_\_ Rarely (2)

\_\_\_ Occasionally (3)

\_\_\_ Often (4)

\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

30. How often do you think **internal** fellow leaders and interactions specific to positions required by the governing denomination or greater organization surrounding a Christian leader **negatively impacts** their leadership? (**Internal denominational / government environment**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

31. How often do you think **external** leaders and interactions specific to positions required by the governing denomination or greater organization surrounding a Christian leader **negatively impacts** their leadership? (**External denominational / government environment**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

32. How often do you think relationships with the members **within** the church or organization, not occupying leadership positions, and surrounding a Christian leader **negatively impacts** their leadership? (**Internal team / stakeholder environment**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)



\_\_\_\_ Always (6)

33. How often do you think relationships with members of the community and partner organizations **external** to the church or organization surrounding a Christian leader **negatively impacts** their leadership? (**External community / stakeholder environment**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

34. How often do you think the process by which the church or organization attempts to develop international influence surrounding a Christian leader **negatively impacts** their leadership? (**Effects of globalization**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

35. How often do you think the **effects of technology** surrounding a Christian leader **negatively impacts** their leadership? (**Technology**)

\_\_\_\_ Never (1)

\_\_\_\_ Rarely (2)

\_\_\_\_ Occasionally (3)

\_\_\_\_ Often (4)

\_\_\_\_ Almost always (5)

\_\_\_\_ Always (6)

36. How often do you think the changes and diversity of the population surrounding a Christian leader **negatively impacts** their leadership? (**Effects of shifting demographics**)

\_\_\_\_ Never (1)  
\_\_\_\_ Rarely (2)  
\_\_\_\_ Occasionally (3)  
\_\_\_\_ Often (4)  
\_\_\_\_ Almost always (5)  
\_\_\_\_ Always (6)

37. How often do you think the **internal** Christian education and development efforts surrounding a Christian leader **negatively impacts** their leadership? (**Internal education efforts**)

\_\_\_\_ Never (1)  
\_\_\_\_ Rarely (2)  
\_\_\_\_ Occasionally (3)  
\_\_\_\_ Often (4)  
\_\_\_\_ Almost always (5)  
\_\_\_\_ Always (6)

38. How often do you think the difference between traditional and non-traditional ministry efforts surrounding a Christian leader **negatively impacts** their leadership? (**Business model / approach to ministry**)

\_\_\_\_ Never (1)  
\_\_\_\_ Rarely (2)  
\_\_\_\_ Occasionally (3)  
\_\_\_\_ Often (4)  
\_\_\_\_ Almost always (5)  
\_\_\_\_ Always (6)

39. How often do you think the generational differences in church or organizational population surrounding a Christian leader **negatively impacts** their leadership?  
(**Generational shift / gap**)

\_\_\_\_ Never (1)  
 \_\_\_\_ Rarely (2)  
 \_\_\_\_ Occasionally (3)  
 \_\_\_\_ Often (4)  
 \_\_\_\_ Almost always (5)  
 \_\_\_\_ Always (6)

### **PART III – Closing Assessment**

40. Do you think understanding the leader's environmental factors, both internal and external, can help a leader make better decisions in order to accomplish their goals as leaders?

\_\_\_\_ Yes (1)    \_\_\_\_ No (2)

41. Do you think the variable of time should have been included with the other variables as having an impact upon leadership?

\_\_\_\_ Yes (1)    \_\_\_\_ No (2)

42. If not environmental in nature, do you think time should be considered as a separate variable, outside of the leader and their environment, that subsequently impacts leadership?

\_\_\_\_ Yes (1)    \_\_\_\_ No (2)

43. Did participating in this survey change your perspective on what impacts leadership aside from simply the leader?

\_\_\_\_ Yes (1)    \_\_\_\_ No (2)

44. Finally, do you think educating Christian leaders on the impacts of environmental variables, as discussed in the survey, can assist in increasing the effectiveness of Christian leadership?

\_\_\_\_ Yes (1)    \_\_\_\_ No (2)

## Appendix J

### RESEARCH INSTRUMENT (CLEVI VER. 4)

(IRB Approved Consent)

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### PART I - Demographics and Basic Leadership Survey

#### Part I Instructions

Questions 1-11 comprise the first part of the survey, focusing on collecting both demographic and leadership information. While the effort was made to make the questions as detailed as possible it is impossible to account for every scenario or personal circumstance. Please do your best to fill out the survey with the provided responses.

-Page Break within Qualtrics-

1. Identify your age group:

- ☐ under 18 (If selected "Skip Logic" will take the participant to the end of the survey)
- ☐ 18-24
- ☐ 25-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56-65
- ☐ 66+

2. Within the last 36 months have you held a position of ministry or responsibility (Christian Leadership) within the Church or other Christian organizations? How much experience do you have in the position of ministry or Christian Leadership?

- ☐ No, I have not held such a position within the last 36 months. (If selected "Skip Logic" will take the participant to the end of the survey)
- ☐ Yes, I have held such a position and done so for the last 0-6 months.
- ☐ Yes, I have held such a position and done so for the last 7-12 months.
- ☐ Yes, I have held such a position and done so for the last 13-18 months.

☐ Yes, I have held such a position and done so for the last 24 months or greater.

☐ Yes, I have held such a position and done so for the last 48 months or greater.

3. Identify your gender:

☐ male      ☐ female      ☐ voluntarily withhold

4. How long have you been a Christian?

☐ Less than 1 Year

☐ 1-2 years

☐ 3-4 years

☐ 5-10 years

☐ more than 10 years

5. How would you best describe the surrounding area where you attend church?

☐ Inner City

☐ Suburbs

☐ Country

☐ Military / Military Chapel

☐ Mission Field

☐ Other (Free Text Entry via Qualtrics)

6. What degree field are you pursuing in seminary? Be general.

☐ Preaching

☐ Education

☐ Worship

☐ Counseling

☐ Masters of Divinity

☐ Theological Studies

☐ Leadership

☐ Global Studies

\_\_\_ Other (Free Text Entry via Qualtrics)

7. How would you describe your ministry experience or field of contribution?

\_\_\_ Pastor

\_\_\_ Associate Pastor

\_\_\_ Sunday School Teacher

\_\_\_ Worship Team

\_\_\_ Youth Pastor

\_\_\_ Children's Church

\_\_\_ Bible Study

\_\_\_ Small Group Leader

\_\_\_ Lay Leader

\_\_\_ Missions

\_\_\_ Administrative

\_\_\_ Christian Higher Education

\_\_\_ Military / Chaplain

\_\_\_ Parachurch

\_\_\_ Worship Pastor

\_\_\_ Other (Free Text Entry via Qualtrics)

8. Do you consider yourself to be a Christian Leader?

\_\_\_ No

\_\_\_ Yes

9. Earlier you indicated that you have at least some Christian leadership experience within the past 36 months. Do you have any other experience as a leader outside of the previously discussed Christian leadership?

\_\_\_ No, I have never held such a position.

\_\_\_ Yes, I have held such a position for 0-6 months.

\_\_\_ Yes, I have held such a position for 7-12 months.

\_\_\_ Yes, I have held such a position for 13-18 months.

\_\_\_ Yes, I have held such a position for 24 months or greater.

\_\_\_ Yes, I have held such a position for 48 months or greater.

\_\_\_ Yes, I have held such a position for 60 months or greater.

10. A leader's environment is comprised of factors, both internal and external to their sphere of influence. Do you think environmental factors, whether internal or external, play a role in influencing the behavior of Christian leaders, regardless of their role and their subsequent actions?

\_\_\_ No      \_\_\_ Yes

11. Do you think understanding the leader's environmental factors, both internal and external, can help a leader make better decisions in order to accomplish their goal?

\_\_\_ No      \_\_\_ Yes

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## **PART II (a) – Positive Environmental Variables Inventory**

### **Part II (a) Instructions**

Part II (a) of the survey focuses on collecting data about environmental variables that positively impact Christian leadership. Questions 12-25 will cover 14 different variables that are believed to comprise a Christian leader's environment. Do your best to answer the questions completely. If you are unsure about the definition provided in the question simply look to the variable mentioned within parenthesis at the end of each question.

-Page Break within Qualtrics-

12. How often do you think the acceptable socially transmitted behavior **within** the church or organization surrounding a Christian leader **positively** impacts their leadership?  
(Internal cultural environment)

\_\_\_ Never

\_\_\_ Rarely

\_\_\_ Occasionally

\_\_\_ Often

\_\_\_ Almost always

\_\_\_ Always

13. How often do you think the acceptable socially transmitted behavior **external** to the church or organization surrounding a Christian leader **positively impacts** their leadership? (**External cultural environment**)

\_\_\_ Never  
\_\_\_ Rarely  
\_\_\_ Occasionally  
\_\_\_ Often  
\_\_\_ Almost always  
\_\_\_ Always

14. How often do you think the **internal** financial resources available to the various efforts pursued by the church or organization surrounding a Christian leader **positively impact** their leadership? (**Internal economic environment**)

\_\_\_ Never  
\_\_\_ Rarely  
\_\_\_ Occasionally  
\_\_\_ Often  
\_\_\_ Almost always  
\_\_\_ Always

15. How often do you think **external** financial resources available to both people and municipalities surrounding a Christian leader and their church or organization **positively impact** their leadership? (**External economic environment**)

\_\_\_ Never  
\_\_\_ Rarely  
\_\_\_ Occasionally  
\_\_\_ Often  
\_\_\_ Almost always  
\_\_\_ Always



16. How often do you think **internal** fellow leaders and interactions specific to positions required by the governing denomination or greater organization surrounding a Christian leader **positively impact** their leadership? (**Internal denominational / government environment**)

\_\_\_\_ Never  
\_\_\_\_ Rarely  
\_\_\_\_ Occasionally  
\_\_\_\_ Often  
\_\_\_\_ Almost always  
\_\_\_\_ Always

17. How often do you think **external** leaders and interactions specific to positions required by the governing denomination or greater organization surrounding a Christian leader **positively impact** their leadership? (**External denominational / government environment**)

\_\_\_\_ Never  
\_\_\_\_ Rarely  
\_\_\_\_ Occasionally  
\_\_\_\_ Often  
\_\_\_\_ Almost always  
\_\_\_\_ Always

18. How often do you think relationships with the members **within** the church or organization, not occupying leadership positions, surrounding a Christian leader **positively impacts** their leadership? (**Internal team / stakeholder environment**)

\_\_\_\_ Never  
\_\_\_\_ Rarely  
\_\_\_\_ Occasionally  
\_\_\_\_ Often  
\_\_\_\_ Almost always  
\_\_\_\_ Always

19. How often do you think relationships with members of the community and partner organizations **external** to the church or organization surrounding a Christian leader **positively impacts** their leadership? (**External community / stakeholder environment**)

\_\_\_ Never  
\_\_\_ Rarely  
\_\_\_ Occasionally  
\_\_\_ Often  
\_\_\_ Almost always  
\_\_\_ Always

20. How often do you think the process by which the church or organization attempts to develop international influence surrounding a Christian leader **positively impacts** their leadership? (**Effects of globalization**)

\_\_\_ Never  
\_\_\_ Rarely  
\_\_\_ Occasionally  
\_\_\_ Often  
\_\_\_ Almost always  
\_\_\_ Always

21. How often do you think the **effects of technology**, such as streaming ministry efforts or application based computing, surrounding a Christian leader **positively impact** their leadership? (**Technology**)

\_\_\_ Never  
\_\_\_ Rarely  
\_\_\_ Occasionally  
\_\_\_ Often  
\_\_\_ Almost always  
\_\_\_ Always

22. How often do you think the changes and diversity of the population surrounding a Christian leader **positively impacts** their leadership? (**Effects of shifting demographics**)

\_\_\_\_ Never  
\_\_\_\_ Rarely  
\_\_\_\_ Occasionally  
\_\_\_\_ Often  
\_\_\_\_ Almost always  
\_\_\_\_ Always

23. How often do you think the **internal** Christian education and development efforts surrounding a Christian leader **positively impacts** their leadership? (**Internal education efforts**)

\_\_\_\_ Never  
\_\_\_\_ Rarely  
\_\_\_\_ Occasionally  
\_\_\_\_ Often  
\_\_\_\_ Almost always  
\_\_\_\_ Always

24. How often do you think the difference between traditional and non-traditional ministry efforts surrounding a Christian leader **positively impacts** their leadership? (**Business model / approach to ministry**)

\_\_\_\_ Never  
\_\_\_\_ Rarely  
\_\_\_\_ Occasionally  
\_\_\_\_ Often  
\_\_\_\_ Almost always  
\_\_\_\_ Always

25. How often do you think the generational differences in church or organizational population surrounding a Christian leader **positively impacts** their leadership?  
(**Generational shift / gap**)

\_\_\_\_ Never  
 \_\_\_\_ Rarely  
 \_\_\_\_ Occasionally  
 \_\_\_\_ Often  
 \_\_\_\_ Almost always  
 \_\_\_\_ Always

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## **PART II (b) – Negative Environmental Variables Inventory**

### Part II (b) Instructions

Part II (b) of the survey focuses on collecting data about whether those same environmental variables from Part II (a) negatively impact Christian leadership. Questions 26-39 will cover the same 14 variables that are believed to comprise a Christian leader's environment. Do your best to answer the questions completely. If you are unsure about the definition provided in the question simply look to the variable mentioned within parenthesis at the end of each question.

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26. How often do you think the acceptable socially transmitted behavior **within** the church or organization surrounding a Christian leader **negatively impacts** their leadership?  
(**Internal cultural environment**)

\_\_\_\_ Never  
 \_\_\_\_ Rarely  
 \_\_\_\_ Occasionally  
 \_\_\_\_ Often  
 \_\_\_\_ Almost always  
 \_\_\_\_ Always

27. How often do you think the acceptable socially transmitted behavior **external** to the church or organization surrounding a Christian leader **negatively impacts** their leadership? (**External cultural environment**)

- \_\_\_ Never
- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

28. How often do you think the **internal** financial resources available to the various efforts pursued by the church or organization surrounding a Christian leader **negatively impact** their leadership? (**Internal economic environment**)

- \_\_\_ Never
- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

29. How often do you think **external** financial resources available to both people and municipalities surrounding a Christian leader and their church or organization **negatively impact** their leadership? (**External economic environment**)

- \_\_\_ Never
- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

30. How often do you think **internal** fellow leaders and interactions specific to positions required by the governing denomination or greater organization surrounding a Christian leader **negatively impact** their leadership? (**Internal denominational / government environment**)

- \_\_\_ Never
- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

31. How often do you think **external** leaders and interactions specific to positions required by the governing denomination or greater organization surrounding a Christian leader **negatively impact** their leadership? (**External denominational / government environment**)

- \_\_\_ Never
- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

32. How often do you think relationships with the members **within** the church or organization, not occupying leadership positions, surrounding a Christian leader **negatively impact** their leadership? (**Internal team / stakeholder environment**)

- \_\_\_ Never
- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

33. How often do you think relationships with members of the community and partner organizations **external** to the church or organization surrounding a Christian leader **negatively impact** their leadership? (**External community / stakeholder environment**)

- \_\_\_ Never
- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

34. How often do you think the process by which the church or organization attempts to develop international influence surrounding a Christian leader **negatively impacts** their leadership? **(Effects of globalization)**

- \_\_\_ Never
- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

35. How often do you think the **effects of technology**, such as streaming ministry efforts or application based computing, surrounding a Christian leader **negatively impact** their leadership? **(Technology)**

- \_\_\_ Never
- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

36. How often do you think the changes and diversity of the population surrounding a Christian leader **negatively impact** their leadership? **(Effects of shifting demographics)**

- \_\_\_ Never

- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

37. How often do you think the **internal** Christian education and development efforts surrounding a Christian leader **negatively impact** their leadership? (**Internal education efforts**)

- \_\_\_ Never
- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

38. How often do you think the difference between traditional and non-traditional ministry efforts surrounding a Christian leader **negatively impacts** their leadership? (**Business model / approach to ministry**)

- \_\_\_ Never
- \_\_\_ Rarely
- \_\_\_ Occasionally
- \_\_\_ Often
- \_\_\_ Almost always
- \_\_\_ Always

39. How often do you think the generational differences in church or organizational population surrounding a Christian leader **negatively impact** their leadership? (**Generational shift / gap**)

- \_\_\_ Never
- \_\_\_ Rarely



- ☐ Occasionally  
☐ Often  
☐ Almost always  
☐ Always

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### **PART III – Closing Assessment**

#### Part III Instructions

Part III of the survey hosts 6 final questions. These questions are meant to determine your perspective on a potential missing variable of time and assess your overall perspective both on the value of educating Christian leaders on the impact of environment upon their leadership and the overall perceived quality of this survey.

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40. Do you think understanding the leader's environmental factors, both internal and external, can help a leader make better decisions in order to accomplish their goals?
- ☐ No      ☐ Yes
41. Do you think the variable of time should have been included with the other variables as having an impact upon leadership?
- ☐ No      ☐ Yes
42. If not environmental in nature, do you think time should be considered as a separate variable, outside of the leader and their environment that subsequently impacts leadership?
- ☐ No      ☐ Yes
43. Do you think this survey effectively measures the various environmental factors impacting the efforts of Christian leaders?
- ☐ No      ☐ Yes
44. Do you think educating Christian leaders on the impacts of environmental variables, as discussed in the survey, can assist in increasing the effectiveness of Christian leadership?
- ☐ No      ☐ Yes

45. If you have any final concerns or critiques about this survey please enter them in the “free text” box below as this will aid future research efforts. For example: “I thought more positions should have been listed for Christian leadership,” or “I thought the wording and definitions for questions seemed difficult to understand.”

\_\_\_\_\_ (Free text entry via Qualtrics)

## Appendix K

### LEADERSHIP EXPERIENCE DEPENDENT EVALUATION OF PEV AND NEV

The following tables are presented to analyze provided perceptions of variables within the leader's environment and are further organized with respect to leader experience.

Variable	Never %	Rarely %	Occasionally %	Often %	Almost Always %	Always %	SD	M
V1 (Q12)	.63	2.50	11.88	43.75	27.50	13.75	.98	4.36
V2 (Q13)	1.88	6.25	30.00	41.88	15.00	5.00	1.01	3.77
V3 (Q14)	0.0	8.13	17.50	39.38	25.62	9.38	1.06	4.11
V4 (Q15)	1.88	9.38	35.00	27.50	21.25	5.00	1.11	3.72
V5 (Q16)	.63	3.75	16.88	35.00	35.00	8.75	1.00	4.26
V6 (Q17)	0.0	21.25	31.25	30.63	14.37	4.00	1.05	3.46
V7 (Q18)	0.0	1.25	14.37	36.88	30.63	16.88	.97	4.47
V8 (Q19)	1.88	6.88	30.00	37.50	16.25	7.50	1.08	3.82
V9 (Q20)	1.88	11.88	28.13	36.88	15.00	6.25	1.11	3.70
V10 (Q21)	0.63	6.88	20.63	39.38	21.88	10.63	1.08	4.07
V11 (Q22)	1.25	5.63	24.38	33.75	25.62	9.38	1.10	4.05
V12 (Q23)	0.0	4.38	8.75	31.87	34.38	20.63	1.05	4.58
V13 (Q24)	1.26	8.81	27.67	34.59	16.98	10.69	1.15	3.89
V14 (Q25)	.63	11.88	25.00	30.63	25.00	6.88	1.14	3.88

*Table K1 – Sample (n=160) measurements on Positive Environmental Variables*

Variable	Never %	Rarely %	Occasionally %	Often %	Almost Always %	Always %	SD	M
V1 (Q26)	1.89	16.35	35.85	30.19	11.95	3.77	1.07	3.45
V2 (Q27)	2.50	20.00	39.38	28.75	5.00	4.38	1.05	3.27
V3 (Q28)	1.26	16.98	38.99	26.42	11.95	4.40	1.08	3.44
V4 (Q29)	3.13	20.63	43.75	22.50	5.63	4.38	1.07	3.20
V5 (Q30)	3.14	21.38	40.88	24.53	6.92	3.14	1.05	3.20
V6 (Q31)	2.50	31.87	33.13	22.50	6.88	3.13	1.09	3.09
V7 (Q32)	2.50	20.63	41.25	23.75	7.50	4.38	1.08	3.26
V8 (Q33)	2.50	37.50	40.00	13.75	3.75	2.50	.98	2.86
V9 (Q34)	6.29	44.65	32.70	10.06	3.77	2.52	1.04	2.68
V10 (Q35)	4.40	38.36	33.96	13.21	6.92	3.14	1.11	2.89
V11 (Q36)	3.77	36.48	40.25	13.84	4.40	1.26	.96	2.82
V12 (Q37)	10.00	46.88	32.50	7.50	1.25	1.88	.95	2.49
V13 (Q38)	.63	30.00	41.88	19.38	4.38	3.75	1.01	3.08
V14 (Q39)	1.25	25.62	39.38	25.00	5.63	3.13	1.02	3.17

*Table K2 – Sample (n=160) measurements of Negative Environmental Variables*

Variable	Never %	Rarely %	Occasionally %	Often %	Almost Always %	Always %	SD	M
V1 (Q12)	0	5.6	12.7	46.5	25.4	9.9	.984	4.21
V2 (Q13)	1.4	8.5	32.4	40.8	14.1	2.8	.970	3.66
V3 (Q14)	0.0	11.3	16.9	35.2	28.2	8.5	1.120	4.06
V4 (Q15)	2.8	14.1	31	29.6	19.7	2.8	1.130	3.58
V5 (Q16)	1.4	5.6	18.3	26.8	39.4	8.5	1.111	4.23
V6 (Q17)	0	25.4	28.2	29.6	15.5	1.4	1.075	3.39
V7 (Q18)	0.0	1.4	15.5	29.6	33.8	19.7	1.025	4.55
V8 (Q19)	2.8	9.9	25.4	32.4	22.5	7.0	1.183	3.83
V9 (Q20)	1.4	14.1	26.8	38.	14.1	5.6	1.108	3.66
V10 (Q21)	0	4.2	22.5	38	22.5	12.7	1.055	4.17
V11 (Q22)	0	5.6	31	26.8	26.8	9.9	1.101	4.04
V12 (Q23)	0.0	2.8	8.5	33.8	32.4	22.5	1.018	4.63
V13 (Q24)	1.4	12.7	28.2	33.8	16.9	7	1.146	3.73
V14 (Q25)	0	15.5	22.5	23.9	32.4	5.6	1.185	3.90

*Table K3 – Sample (n= 71) measurements on PEV (Less than 48 months experience)*

Variable	Never %	Rarely %	Occasionally %	Often %	Almost Always %	Always %	SD	M
V1 (Q26)	4.2	16.9	32.4	26.8	14.1	4.2	1.187	3.43
V2 (Q27)	5.6	19.7	36.6	29.6	4.2	4.2	1.116	3.20
V3 (Q28)	1.4	21.1	40.8	18.3	12.7	4.2	1.126	3.33
V4 (Q29)	4.2	18.3	45.1	22.50	5.6	4.2	1.077	3.20
V5 (Q30)	2.8	23.9	40.8	22.5	7	2.8	1.051	3.15
V6 (Q31)	2.8	33.8	32.4	23.9	5.6	1.4	1.028	3.00
V7 (Q32)	2.8	21.1	38	23.9	9.9	4.2	1.126	3.30
V8 (Q33)	2.8	33.8	39.4	18.3	4.2	1.4	.967	2.92
V9 (Q34)	5.6	40.8	36.6	11.3	4.2	1.4	.988	2.72
V10 (Q35)	4.2	35.2	39.4	9.9	7	2.8	1.084	2.89
V11 (Q36)	4.2	36.6	38	12.7	5.6	1.4	1.007	2.83
V12 (Q37)	12.7	43.7	29.6	9.9	2.8	1.4	1.026	2.51
V13 (Q38)	0.0	32.4	38	21.1	5.6	2.8	1.011	3.08
V14 (Q39)	2.8	22.5	38	26.8	5.6	4.2	1.085	3.23

*Table K4 – Sample (n=71) measurements on NEV (Less than 48 months experience)*

Variable	Never %	Rarely %	Occasionally %	Often %	Almost Always %	Always %	SD	M
V1 (Q12)	1.1	0	11.2	41.6	29.2	16.9	.978	4.48
V2 (Q13)	2.2	4.5	28.1	42.7	15.7	6.7	1.04	3.85
V3 (Q14)	0.0	5.6	18	42.7	23.6	10.1	1.017	4.15
V4 (Q15)	1.1	5.6	38.2	25.8	22.5	6.7	1.09	3.83
V5 (Q16)	0	2.2	15.7	41.6	31.5	9.0	.92	4.29
V6 (Q17)	0.0	18	33.7	31.5	13.5	3.4	1.046	3.51
V7 (Q18)	0.0	1.1	13.5	42.7	28.1	14.6	.939	4.42
V8 (Q19)	1.1	4.5	33.7	41.6	11.2	7.9	1.010	3.81
V9 (Q20)	2.2	10.1	29.2	36	15.7	6.7	1.126	3.73
V10 (Q21)	1.1	9	19.1	40.4	21.3	9	1.113	3.99
V11 (Q22)	2.2	5.6	19.1	39.3	24.7	9	1.112	4.06
V12 (Q23)	0.0	5.6	9	30.3	36	19.1	1.077	4.54
V13 (Q24)	1.1	5.6	27	34.8	16.9	13.5	1.154	4.02
V14 (Q25)	1.1	9	27	36	19.1	7.9	1.110	3.87

*Table K5 – Sample (n=89) measurements on PEV (48 months or greater)*

Variable	Never %	Rarely %	Occasionally %	Often %	Almost Always %	Always %	SD	M
V1 (Q26)	0	15.7	38.2	32.6	10.1	3.4	.990	3.47
V2 (Q27)	0	20.2	41.6	28.1	5.6	4.5	1.009	3.33
V3 (Q28)	1.1	13.5	37.1	32.6	11.2	4.5	1.045	3.53
V4 (Q29)	2.2	22.5	42.7	22.50	5.6	4.5	1.068	3.20
V5 (Q30)	3.4	19.1	40.4	25.8	6.7	3.4	1.061	3.24
V6 (Q31)	2.2	30.3	33.7	21.3	7.9	4.5	1.147	3.16
V7 (Q32)	2.2	20.2	43.8	23.6	5.6	4.5	1.056	3.24
V8 (Q33)	2.2	40.4	40.4	10.1	3.4	3.4	1.006	2.82
V9 (Q34)	6.7	47.2	29.2	9	3.4	3.4	1.083	2.65
V10 (Q35)	4.5	40.4	29.2	15.7	6.7	3.4	1.149	2.90
V11 (Q36)	3.4	36	41.6	14.6	3.4	1.1	.924	2.82
V12 (Q37)	7.9	49.4	34.8	5.6	0	2.2	.893	2.47
V13 (Q38)	0.0	28.1	40.4	23.6	5.6	2.2	1.025	3.08
V14 (Q39)	1.25	25.62	39.38	25.00	5.63	3.13	.968	3.13

*Table K6 – Sample (n=89) measurements on NEV (48 months or greater)*

The final two tables display the collected rankings of the complete survey. Rankings are based upon weighted mean values. The columns following rank are CLEVI question numbers and associated environmental variables. The top four variable rankings are filtered based upon experience, either greater or less than 48 months, and include associated t-test related p-values.

Rank	Question	Environmental Variable	Exp +48	T-test P-value	Exp -48	T-test P-value
1	Q23	Internal Education Efforts	1	.7269	1	.6802
2	Q18	Internal Team / Stakeholder E.	3	.6166	2	.1128
3	Q12	Internal Cultural E.	2	.2502	4	.6698
4	Q16	Internal Denom / Gov. E.	4	.7591	3	.0729
5	Q14	Internal Economic E.				
6	Q21	Technology				
7	Q22	Shifting Demographics				
8	Q24	Business / Ministry Approach				
9	Q25	Generational Shift / Gap				
10	Q19	External Comm. / Stakeholder E.				
11	Q13	External Cultural E.				
12	Q15	External Economic E.				
13	Q20	Effects of Globalization				
14	Q17	External Denom / Gov. E.				

*Table K7 – PEV ranking based on experience*

Rank	Question	Environmental Variable	Exp +48	T-test P-value	Exp -48	T-test P-value
1	Q26	Internal Cultural E.	2	.9243	1	.9436
2	Q28	Internal Economic E.	1	.4187	2	.3339
3	Q27	External Cultural E.	3	.5933	NA	
4	Q32	Internal Team / Stakeholder E.	4	.8586	3	.8230
5	Q29	External Economic E.	NA		NA	
5	Q30	Internal Denom / Gov. E.	4	.7229	NA	
6	Q39	Generational Shift / Gap	NA		4	.0034*
7	Q31	External Denom / Gov. E.	NA		NA	
8	Q38	Business / Ministry Approach	NA		NA	
9	Q35	Technology	NA		NA	
10	Q33	External Comm. / Stakeholder E.	NA		NA	
11	Q36	Shifting Demographics	NA		NA	
12	Q34	Effects of Globalization	NA		NA	
13	Q37	Internal Education Efforts	NA		NA	

*Table K8 – NEV ranking based on experience*

## Appendix L

### COLLECTED FREE TEXT TO QUESTION 45

The final study instrument, the Christian Leader Environmental Variable Inventory, or CLEVI hosted a total of 45 questions. Question 45 was free text entry and not considered required for the overall study. Instead, the optional response allowed for the collection of minimal qualitative data to potentially offer more insight into the content and construct validity of the designed instrument. The free-text responses were organized into 6 different categories: 1) Blank, 2) None or N/A, 3) Question Wording, 4) Positive Comments, 5) Technical Comments, and 6) Other.

#### Blank

1. 100 respondents optioned against providing additional comments.

#### None or N/A

1. None
2. No additional information to provide
3. none
4. None
5. N/A
6. None noted
7. None comes to mind at this time.
8. None
9. None
10. No
11. no

#### Question Wording

1. I thought the wording and definitions for questions seemed difficult to understand.”
2. The wording on these questions were difficult to understand. I struggled to understand what you were asking and I do not feel like this is the right kind of survey to test your theory. It should have been made more personal and then in general with more specific examples of environment. Even the wording was more business-like and I struggled to put it into my context to understand what you were asking. I understand the overall idea but this was a touch survey to measure what you wanted.

3. Starting with qstn 12, they are too verbose. Rephrase into simple statements.
4. In some cases, the wording was difficult to understand. For Question number 43, I put no, only because I am uncertain one way or another. I do not know if all environments have been adequately covered.
5. The wording of the question was little puzzling...
6. Odd wording choice, a bit unclear.
7. The wording was a bit difficult to comprehend the full scope of what you were asking.
8. I thought the wording and definitions for questions seemed difficult to understand.
9. The questions were difficult in that they seemed very technical. I had to spend some time thinking about what each question was trying to say. Less complex sentences would be beneficial.
10. The wording of the questions could be simplified. I found it challenging to figure out exactly what some of the questions were looking for. Some questions were extremely general in nature, almost to the point of being vague. Drawing inferences from this particular type of survey might prove to be difficult or possibly flawed.
11. The meaning of the terminology was not clear. The questions were too vague. As a bi-vocational pastor the factors are different than full time clergy.
12. "I thought the wording and definitions for questions seemed difficult to understand."
13. the wording was hard to understand what answers you were seeking; negatively or positively impact the leaders reputation, behavior, ministry, or will to continue ministry??
14. The wording was difficult to understand.
15. Hard to understand
16. I thought the wording and definitions for questions seemed difficult to understand.
17. I thought the wording and definitions for questions seemed just a bit difficult to understand.
18. This survey verbiage is somewhat like a riddle in trying to figure out what it is saying.

#### Positive Comments

1. Had to read question 42 a few times to understand it. Otherwise a great, beneficial study!
2. Good survey - perhaps a precise definition of the term "impacts" might help with clarity. Do these things affect ministry from a missional, fellowship, outreach, schedule, ministry capacity perspectives (just some examples). Blessings to you in your research!
3. Great questions and they are relative to ministry.
4. Great survey!
5. Good baseline: however, leadership is mostly determined by the resilience and commitment of the leader. These have the greatest impact on his response to positive or negative factors.
6. Well done
7. Most wording was understandable, but there is always room for more clarity, but overall very professionally done, and good. Thanks, and God bless.
8. Thank you.
9. Well done, don't stop your efforts.
10. I thought the survey was well organized and on point.
11. Interesting Study, Thanks for putting forward the effort to research.
12. The survey seemed well organized, applicable to a variety of positions and organizations.



13. Great job and you've asked the right questions. I would suggest have more variables; yes, almost.

#### Technical Comments

1. More positions should have been listed to be effective
2. Demographics is touched upon in the questions, but I believe a larger emphasis on cultural and linguistic influences is needed to fully grasp environmental factors. Also, I thought the wording and definitions for questions seemed difficult to understand.
3. I thought that there should have been more specifics listed in many of the questions. Such as the questions about finances. I also thought some of the wording was challenging to understand.
4. I thought internal leadership positions and internal requirements of a denomination should be separate. Many churches today are not under denomination or governing body.
5. The nature of the questions was too simplistic. It was also unclear as to whether the questions were simply my experience in my own ministry or my perceptions of my own and others' ministries.
6. I believe more position should have been listed for Christian leadership. Also, I could only answer these questions based on Christian leaders that I know personally, including myself.
7. A more concise definition of what the author means by "environment" would be helpful at the beginning of the survey.
8. List more positions in the church. I had to add the Deacon's ministry.
9. Providing a "For example..." for each of the variables might have made the terms more clear to those of us not really familiar with them.

#### Other

1. ok
2. My real answer to question 43 is unknown at this time. Good luck with your research! :-)
3. One factor is the belief system of the leader (ie. God is in control - what do they believe)
4. I think we must remember that variables vary to individuals, background, and training. We all are impacted in different ways but in most cases, we are impacted differently contingent upon our presuppositions, background, and individual experiences. Thank you for undertaking this task. Best wishes and blessings upon blessings!!!!
5. We are facing this today in our churches with the lack of technology in churches. Pastors way outside their comfort zone and are failing to lead because of the fear of the unknown.
6. I thought some of the questions were worded vaguely or in a difficult to follow manner. Overall the areas covered were applicable to leadership, but factors like personal background, education, ethnicity and personal experience play crucial roles in the development and implementation of leadership strategies.
7. I only answered no to 43 because there are other variables that certainly have impact. You mentioned time in the roll or how about age? I think stage in life matter, being a parent, home life, support from home / family, also overall family, dying parents, sickly family members... all have impact on leaders effectiveness

8. I think it would have been helpful to give options on not only the frequency of the positive or negative impact (often, occasionally, rarely, etc) but also, or perhaps instead, the degree of the positive or negative impact (slight degree, great degree, etc)
9. I think this is just a vague and not in detail survey of Leadership and the Church

## Appendix M

### STATISTICAL ANALYSIS OF RELIABILITY AND CORRELATION

The tables display results of the statistical analysis of data from the study utilizing the fourth version of the CLEVI. The number for Cronbach's Alpha can range from 0.0 – 1.0. Pearson's r is used to determine correlation and values can range from -1.0 to 1.0. To further assist in correlation evaluation of the 28 questions the dimensions have been further organized to capture environmental variables that are positive internal, positive external, negative internal, and negative external. The separation into further dimensions is based upon analyzing variables from the perspective of those considered to be within or outside of the leader's sphere of influence, or more appropriately, their field.

#### **Dimension 1: Positive Internal**

Cronbach's Alpha: .757

Pearson correlation:

	<b>Q12</b>	<b>Q14</b>	<b>Q16</b>	<b>Q18</b>	<b>Q21</b>	<b>Q23</b>	<b>Q24</b>
<b>Q12</b>	1	.419	.290	.296	.182	.415	.301
<b>Q14</b>	.419	1	.221	.327	.271	.277	.385
<b>Q16</b>	.290	.221	1	.410	.207	.343	.303
<b>Q18</b>	.296	.327	.410	1	.206	.324	.274
<b>Q21</b>	.182	.271	.207	.206	1	.367	.302
<b>Q23</b>	.415	.277	.343	.324	.367	1	.348
<b>Q24</b>	.301	.385	.303	.274	.302	.348	1

**Dimension 2: Positive External**

Cronbach's Alpha: .822

Pearson correlation:

	<b>Q13</b>	<b>Q15</b>	<b>Q17</b>	<b>Q19</b>	<b>Q20</b>	<b>Q22</b>	<b>Q25</b>
<b>Q13</b>	1	.518	.476	.448	.379	.349	.254
<b>Q15</b>	.518	1	.495	.275	.327	.391	.361
<b>Q17</b>	.476	.495	1	.445	.437	.428	.442
<b>Q19</b>	.448	.275	.445	1	.412	.280	.414
<b>Q20</b>	.379	.327	.437	.412	1	.375	.402
<b>Q22</b>	.349	.391	.428	.280	.375	1	.475
<b>Q25</b>	.254	.361	.442	.414	.402	.475	1

**Dimension 3: Negative Internal**

Cronbach's Alpha: .862

Pearson correlation:

	<b>Q26</b>	<b>Q28</b>	<b>Q30</b>	<b>Q32</b>	<b>Q35</b>	<b>Q37</b>	<b>Q39</b>
<b>Q26</b>	1	.566	.582	.403	.531	.392	.458
<b>Q28</b>	.566	1	.475	.417	.463	.356	.439
<b>Q30</b>	.582	.475	1	.546	.467	.449	.349
<b>Q32</b>	.403	.417	.546	1	.529	.381	.459
<b>Q35</b>	.531	.463	.467	.467	1	.494	.516
<b>Q37</b>	.392	.356	.449	.449	.494	1	.437
<b>Q39</b>	.458	.439	.349	.349	.516	.437	1

**Dimension 4: Negative External**

Cronbach's Alpha: .860

Pearson correlation:

	<b>Q27</b>	<b>Q29</b>	<b>Q31</b>	<b>Q33</b>	<b>Q34</b>	<b>Q36</b>	<b>Q38</b>
<b>Q27</b>	1	.504	.528	.452	.371	.403	.495
<b>Q29</b>	.504	1	.533	.479	.411	.379	.443
<b>Q31</b>	.528	.533	1	.494	.430	.442	.429
<b>Q33</b>	.452	.479	.494	1	.533	.494	.475
<b>Q34</b>	.371	.411	.430	.533	1	.426	.597
<b>Q36</b>	.403	.379	.442	.494	.426	1	.514
<b>Q38</b>	.495	.443	.429	.475	.597	.514	1