DISSERTATION NOTICES

Christine, David W. (2010). *Baptist pastoral leadership: An analysis for curriculum development.* Ph.D., University of North Texas.

Through a qualitative study utilizing in-depth interviews, practitioner opinion was gathered regarding how Christian institutions of higher education, primarily Baptist seminaries, may better utilize formal and continuing education to prepare clergy for pastoral leadership. The intention was to provide a better understanding of the leadership skills required by senior pastors, to help develop pastoral ministries curriculum, and to assess the potential effectiveness of continuing education for pastoral leadership. The subjects indicated that the degree program of their seminary did equip them with the basic knowledge needed for pastoral leadership but it did not provide them in sufficiency with the necessary practical skills for pastoral leadership. The pattern that emerged from the data indicates that, overall, seminaries are providing a quality education in preparing pastors for the ministry in their formal degree plans. However, seminaries may have opportunities to be of further service and to gain a competitive advantage vis-à-vis other seminaries by enhancing and expanding their continuing education programs.

Cole, Michele L. (2010). *Leadership development for independent school leaders: A model.* Ed.D., Texas Christian University.

Over the next five years, independent schools will be expected to replace more than 60% of key leadership. This is just one example of the grow-ing evidence of shortages of persons filling key leadership positions. Based on this increasing concern, there is a need to develop a strategy to ensure the efficacy of prospective heads and their educational enterprises but also to ensure that the leaders of independent schools have the specific training, better understanding of issues critical to independent school leadership and opportunities to advance their careers. The intent of this study is to present a framework for designing leadership development programs for independent schools and to address the needs of the leaders within those schools.

Hall, Kenneth R. (2010). *Being or doing: An axiometric evaluation of servant leadership values and the informing-rendering agency of competence.* Ed.D., Oklahoma City University.

This study attempted to inform the literature on the nature of competence as a leadership value, and establish an early axiometric scale of values and attributes associated with the theory of servant leadership. The research sought to answer three fundamental questions: What is good leadership? Does being a good person contribute toward being a good leader? What is truly more valued by organizational constituents; doing or being? Given the predominant emphasis of servant leadership upon the individual, the study sought to determine whether or not servant leadership's strongly virtue based approach to leadership was a more effective theory than competing leadership theories which had a stronger focus on organizational advancement.

Nwokorie-Anajemba, Daisy U. (2010).

Current practices for teacher leadership development within Christian schools. Ed.D., Pepperdine University.

The purpose of this study was to determine the understanding of teachers and principals regarding teacher leadership in K-8 Christian schools in Southern California. The study further investigated practices for, and factors that, enhance or impede teacher leadership development. Qualitative data analysis revealed four over-arching themes: acting on servant leadership qualities, purpose-driven work life, value for professional and spiritual growth, and community-building. The study concluded the following: First, there were differences regarding the definition of teacher leadership. Second, there were no noted differences between principals' and teachers' perceptions within each school, nor observed differences by age of respondent, teaching experience, or academic attainment. Third, Christian school principals and teachers share the belief that teaching is a "calling." Fourth, there is no deliberate formal effort towards teacher leadership development at the schools. Fifth, principals initiated informal teacher leadership development. Sixth, the greatest challenges to teacher leadership development were time and funds.

Olsen, Lynn W. (2010). *Edge leadership: Using senior leadership perceptions to explore organizational turnarounds.* Ph.D., Antioch University.

The researcher developed the concept of an edge leader—that is, one who can mindfully turn around a troubled business to sustain it for the future. In an increasingly turbulent and competitive climate, more edge leaders must be developed to sustain their organizations for the benefit of shareholders, employees, communities, and society. A review of the classic and contemporary leadership and change literature suggested four elements necessary to develop leaders capable of leading even basic beneficial change: having broad, successful experience; being emotionally and socially aware; having the ability to think differently about priorities and paradoxes when progressing through organizational levels; and having the competencies to fill a role. However, to develop edge leaders, two additional elements are required: instilling a zest for continuous learning and developing the ability to mindfully apply a balance of transactional and transformational leadership practices.

Punnolil, George (2010). *Leadership in religious context today: Building individual and organizational capacity for listening, learning and leading.* Ed.D., Rowan University.

The Church has lost much of her relevance, credibility and impact in the modern world. There is a serious leadership crisis in the Church today. The author inquires into leadership's consistent and continuing failure to be just, compassionate, caring and trusting. He explores the often displayed behavior that is over-protective, anti-learning and self-sealing. Through this research study, he advocates a learning program that will enable and empower the Church leaders (a) to learn how to engage each other and support one another as true leaders; (b) to create structures and systems that are flexible and adaptive, that enable rather than constrain; (c) to develop an organization that is mature enough to rejoice in diversity

and complexity, and in which people flourish by working together as a team; (d) to develop stewardship as an organizational ethic and practice; and (e) to create a new leadership team—a change group—in which the new values, beliefs, and norms could be practiced, expressed, and nurtured.

Schadt, Dustin J. (2010). *The relationship between selected ministry factors and effective local church youth evangelism: A Delphi study.* Ph.D., The Southern Baptist Theological Seminary.

The purpose of this research was to determine the relationship between selected ministry factors and effective youth evangelism in the local church. One overarching conclusion of the study was that the ministry factors that were most effective were not necessarily specific programs or reproducible activities. Rather, the most effective factors were intangible qualities centered upon a dependence on God and a passion to reach people. The researcher concluded that the most effective ministry factors in reaching young people evangelistically centered upon leadership, drive, passion, and vision.

Scuderi, Noelle F. (2010). *Servant leadership and transformational leadership in church organizations.* Ph.D., The George Washington University.

Servant leadership and transformational leadership are independently supported by over 30 years of theory and empirical research. However, their similar claims toward optimal leader, organizational, and follower outcomes call for examination of their distinctions and their unique contributions to leadership research and

knowledge. The current study examines the relative effectiveness of servant leadership and transformational leadership, seeking to provide empirical evidence of each model's independence and unique contributions, as well as their shared contributions.