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LEADERSHIP DEVELOPMENT
AT A TRAINING CENTER
IN THE PHILIPPINES

by
Henry Heng-Lee Tan

A dissertation submitted in partial fulfillment
of the requirements for the degree of

Doctor of Education
University of San Diego

1991

Dissertation Committee
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ABSTRACT

LEADERSHIP DEVELOPMENT AT A TRAINING CENTER IN THE PHILIPPINES

TAN, HENRY HENG-LEE, ED.D. University of San Diego, 1991. 161pp.
Director: Joseph C. Rost

The great tragedy today is the dearth of leadership in many of our organizations. The cry for leadership, "Where are the leaders?" reverberates around the world without any active response. Consequently, many organizations have initiated steps to incorporate the process of developing leaders from within their organizations. One such organization is the Campus Crusade for Christ International.

This researcher examined the leadership training program of Campus Crusade's Great Commission Training Center (GCTC) in Manila, Philippines by asking nine research questions arising from "How is training for leadership presently incorporated into the GCTC curricula?" A questionnaire was designed incorporating the characteristics of transformational leadership. Document research, interviews, and a questionnaire survey of trainers and trainees at the GCTC provided the data of this study.

Findings indicated that there was intention to develop leader qualities at the GCTC but the follow through to bring it about needs improvement. The curriculum showed a priority on leadership development even though it was not explicitly the driving focus for the training. Generally, the GCTC program was effective in

developing leader qualities in the lives of the trainees. The preferred training methods at the GCTC included field experience, lecture and small group discussion.

The researcher recommended that Crusade leaders and trainers should re-examine and renew their commitments to leadership development, and to call on all staff members to develop and demonstrate leader qualities. In light of the GCTC's commitment to leadership development the curriculum committee should construct a comprehensive plan for developing leadership. Trainers should be developed further especially in the area of guiding the discovery process of the trainees and in their repertoire of teaching methods.

This study sheds light for curriculum decision makers in leadership development.

To
Wilma
Joey
Jennilyn
Jeanine

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This study has been made possible with the cooperation, support, and encouragement of the staff members of Campus Crusade for Christ, International.

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Dr. Joseph Rost broadened my view of leadership and demonstrated care and patience as he guided me through this study. His questions and insights constantly stimulated and challenged my thinking in leadership. To you I extend my gratitude.

To Dr. William Foster and Dr. Edward Kujawa, I thank you for your encouragement and input into this study and my life. Your comments and insights were very helpful along the way.

I'm indebted to my children, Joey, Jennilyn and Jeanine for their understanding as they had to make do without their father on many occasions. I appreciate so much your prayers for me. Your growth in grace and truth is my greatest desire.

I want to thank my wife, Wilma, who has helped, encouraged and supported me throughout the years of our marriage. To say this

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TABLE OF CONTENTS

Chapter		Page
1	STATEMENT OF THE ISSUE	1
	Introduction	1
	General Description of the Great Commission Training Center	3
	Purpose of the Research	4
	Research Objectives	4
	Questions related to Present Training for Leadership	4
	Questions related to the Priority accorded to Leadership Training	5
	Questions related to Present Demonstrations of Leadership	6
	Questions related to the Effectiveness of the GCTC Training	7
	Questions related to Teaching Methods at the GCTC	7
	Questions related to Emphasis on Leadership Elements at GCTC	8
	Definition of Terms	8
	Significance of the Study	10
	Overview	12
2	REVIEW OF LITERATURE	13
	Definitions of Leadership	13
	Transformational Leadership	17
	Trust Relationships Between Leaders and Followers	21
	Mutual Goals	21
	Shaping Values	22
	Communications and Vision	23

Chapter	Page
Generativity: The Development of Future Leaders	25
Transforming Followers to Higher Levels of Motivation	26
Theological Education	27
Biblical Insights on Leadership	33
Leadership Training	39
The Outdoors Type of Training Program	41
Key Areas in the Program	47
Other Training Programs	49
Program Effectiveness	50
Summary	54
3 RESEARCH METHODOLOGY	55
Introduction	55
Methodology and Design	56
Variables of Interest	57
Instrumentation	59
Operational Definitions	60
Types of Questionnaire Items	63
Respondent Information	65
Subject Population	65
Interviews with Participants	66
Risk and confidentiality	66
Data Analysis Procedures	66
Attitude Scale Data	66
Ranked Data	68
Multiple Choice Data	69
Open Response Data	69
Summary	69
4 LEADERSHIP TRAINING AT GCTC	70
Overview	70
Leadership Training in the GCTC Curriculum	70
Curriculum Elements that Develop Leadership	71
Findings about Curricular Intention	73
Curriculum Elements that Demonstrate Leadership	77

Chapter	Page
Findings about Present Demonstration	78
Leadership Training Priority in GCTC	84
Leadership Training Priority in GCTC Documents	84
Document Findings about Curriculum Priorities	87
Leadership Elements and the Goals of GCTC ...	90
Findings about Perceived Goals	92
Effectiveness of the GCTC Program	94
Findings about Program Effectiveness	95
Effectiveness of GCTC Trainers in Demonstrating Leadership	96
Findings about Trainer Modeling	98
Effectiveness of GCTC Program in Training Laypeople for Ministry	99
Findings of Perceived Effectiveness of GCTC's Training for Ministry	102
Teaching Methods at the GCTC	103
Findings about Teaching Methods	105
Emphasis on Transformational Leadership Components	106
Findings about Emphasis/De-emphasis of Leadership Components	109
Chapter Summary	109
5 CONCLUSIONS AND RECOMMENDATIONS	111
Conclusions on the Leadership Training at GCTC . . .	111
Leadership Training in the GCTC Curriculum .	111
Leadership Training Priority in the GCTC	118
Leadership Training Priority in the GCTC Documents	118
Leader Qualities and the Goals of the GCTC	120
Effectiveness of the GCTC Program in Training Laypeople for the Ministry . . .	121
Teaching Methods at the GCTC	122
Emphasis at GCTC with respect to Leader Qualities	124
Leadership at GCTC	124

Chapter	Page
Leadership is based on Influence	124
Leaders and Followers are the People in this Relationship	125
Leaders and Followers Intend Real Changes	126
Leaders and Followers Develop Mutual Purposes	127
Summary	127
Program Effectiveness	128
Program Recommendations for Curricular Implementation in Leadership Development . .	132
Limitations	137
Recommendations for Further Research	138
Conclusion	139
REFERENCES	142
APPENDIX A LEADERSHIP DEVELOPMENT RESEARCH PROJECT QUESTIONNAIRE	148
APPENDIX B PERMISSION LETTER FROM PHILIPPINES	157
APPENDIX C INTERVIEW GUIDE	158
APPENDIX D PERSONAL CHARACTERISTICS OF A LEADER..	161

LIST OF TABLES

Table	Page
2.1 Summary of Leadership Qualities from the New Testament	36
4.0 Response Rates to Research Question 1	73
4.1 Curriculum Elements Intended to Develop Leadership Qualities	74
4.2 Response Rates to Research Question 2	78
4.3 Personal Qualities of a Leader Demonstrated at GCTC	79
4.4 Demonstration of Leader Qualities through Formal Curriculum Elements at GCTC	82
4.5 Demonstrations of Leader Qualities through Informal Curriculum Elements at GCTC	83
4.6 Number of Class Sessions in each Category at the GCTC	85
4.7 Personal Characteristics of a Leader with Descriptors	86
4.8 Leader Qualities as Perceived Developmental Goals of GCTC	91
4.9 Interpretation of Interval Range of the Likert-type Scale	92
4.10 Perceived Effectiveness of GCTC in Developing Leader Qualities	95

Table		Page
4.11	Perceived Trainer Modeling of Personal Qualities of a Leader	98
4.12	Perceived Effectiveness of GCTC's Training for Ministry	101
4.13	Teaching Methods Commonly Employed at GCTC	104
4.14	Emphasis on Leadership Components	107
4.15	De-Emphasis of Leadership Components	108

CHAPTER I

STATEMENT OF THE ISSUE

In the original Koine Greek language, *para* means "alongside." So parachurch organizations are those organizations which work alongside churches in accomplishing their biblical mandate. Parachurch organizations commonly endorse a commitment to develop leadership from within their own organizations. This research represents an attempt to assess the extent to which that commitment is reflected in the leadership developmental program of a parachurch organization in the Philippines.

Introduction

The Christian world today needs leaders. The cry for leadership echoes around the world. Increasing numbers of advertisements appear in Christian publications announcing leadership clinics and workshops (Habecker, 1987). The lack of biblical leaders today creates a scenario that is less than desirable for all that needs to be taking place in the world for our Lord Jesus Christ. As more and more people turn to Christ, there arises a tremendous need for more leaders.

The question is: Where are these leaders to be found? Traditionally seminaries have provided trained men who were

supposed to be leaders. In fact, many seminaries state in their prospectus that their mission is to develop leaders. One seminary stated, "Our mission is to develop leaders and equippers who can make disciples of all nations." In addition, these seminaries have had the philosophy that education is mainly knowledge imparted and learned in the confines of a classroom. Are graduates from such seminaries considered leaders? Unfortunately, only a small percentage of the graduates turn out to be the leaders that the world needs. Even when they do become leaders, it is not because of the specific design of the education offered at the seminaries. Some theological educators acknowledge that present programs of training are not effective in developing leaders (Richards, 1975).

Because of the vast numbers to convert and because of the inadequacy of seminaries to produce the leaders needed for the task, parachurch organizations responded to the challenge to train laypeople to be leaders for winning, mobilizing, building and equipping other laypeople to help in the fulfillment of the Great Commission.

One such parachurch organization is Campus Crusade for Christ (CCC), an international, interdenominational movement designed to bring the gospel of Jesus Christ to college students, young adults, high school students, athletes, executives, ambassadors, government officials and laypeople. It was founded by Dr. William R. Bright in 1951 at the University of California, Los Angeles, and has grown into a worldwide movement with branches in over 150 countries.

From its inception the organization emphasized its commitment to the philosophy of developing local leadership

whenever a new branch is started. This means that leadership development became an integral tenet of the organization. The question is: How effective is the organization in developing its leaders currently and for the future? Before informed curriculum decisions can be made, curriculum planners need to know: How is training for leadership presently incorporated into the Great Commission Training Center (GCTC) curricula?

General Description of the Great Commission Training Center

The GCTC program is the initial training given to new staff members of the organization, and incorporates both classroom sessions and field work. It provides training in leadership development for the first year staff members of Campus Crusade for Christ. The duration of the training is about 9 months, normally designed to coincide with the academic year of universities in the vicinity of the GCTC. The training consists of classroom and field work with a high degree of accountability built-in within the trainer-trainee relationships. Trainers meet with trainees throughout the week, modeling for the trainees, evaluating and being critiqued by the trainees, role-playing with trainees, and being friends to the trainees. The maximum number of trainees that a trainer has is three.

Both trainers and trainees work within a ministry team where small group dynamics take place and where each person on the team is given opportunities to lead and to exercise leadership to accomplish the responsibilities of the team.

Purpose of the Research

This study attempts to describe, explain, and evaluate a specific instructional/developmental program relative to its intended objective of developing leaders. This program is called the Great Commission Training Center (GCTC), and it is currently operational in many countries in Asia, Latin America, and Africa. It started in the Philippines in 1971 and has been adopted by other countries. Because of its founding position, its international character (occasionally it has trainees from different countries of the world) and the medium of instruction (English), I decided to focus my research on the program in progress in the Philippines.

Research Objectives

The objective of the research is to assess what GCTC provides to the students in terms of leadership development. Nine research questions guided this inquiry.

Questions Related to Present Training for Leadership

Two research questions arose out of the problem identified for the study, i. e., How is training for leadership presently incorporated into GCTC curricula?

To determine how leadership training is incorporated into the GCTC curricula the perceptions reported by the trainers and trainees were examined. If the respondents cited particular curriculum elements intended to develop leadership, this concurrence can be accepted as evidence that deliberate planning has occurred. A lack of response can be construed to indicate a weakness in curriculum

planning in those areas. To guide inquiry with respect to training intentions the following research question was designed:

RQ1: What elements in the GCTC curriculum are perceived by trainers and trainees as intended to develop leadership?

Another way to determine how leadership training is incorporated into the GCTC curricula is to observe factors or incidents cited as examples of leadership. Frequent mention by trainers and trainees of any element in the formal curriculum can be accepted as evidence that the GCTC curriculum incorporates training for leadership in those elements. Identification of courses or other specific elements in which leadership is focused and demonstrated provides data needed for future curriculum development. If trainers and trainees cite highly distributed examples, or cite examples drawn from nonformal curriculum elements, and fail to cite examples of demonstrated leadership, then one can conclude that there is a lack of deliberate planning. The following research question was designed to guide inquiry with respect to demonstration of leadership:

RQ2: What elements in the GCTC curriculum are offered by the trainers and trainees as examples that demonstrate leadership?

Questions Related to the Priority Accorded to Leadership Training

Statements pertinent to program priorities which appear in GCTC publications and documents are important factors to consider. A program that gives priority to leadership training will necessarily also assign priority to developing leadership elements that, in combination, constitute leadership. If a program is recognized as intending to develop leadership, curriculum priority on leadership

training can be concluded. Perceptions of trainers and trainees related to the GCTC's intentions to develop leadership provide an additional means to assess the priority assigned to leadership training.

Additionally, program outcomes are assumed to reflect program priorities. If the GCTC is effective in developing leadership, it is reasonable to conclude that priority has been assigned to this commitment. Ineffectiveness in developing leadership indicates a lower priority accorded to leadership training, irrespective of official statements and professed intentions. That which is considered most important often receives close attention.

Three research questions were designed to guide inquiry with respect to program priority.

RQ3: What priority is assigned by the GCTC trainers to leadership training as indicated by the statements and documents of the GCTC?

RQ4: If presented with a list of leadership elements, will trainers and trainees agree that the development of these elements constitutes a stated goal of the GCTC?

RQ5: If presented with a list of leadership elements, will trainers and trainees agree that the GCTC program effectively develops leadership?

Question Related to Present Demonstrations of Leadership

Trainers function as role models in effective programs of training. To determine how well the GCTC is doing in leadership development, it is necessary to determine the effectiveness of

trainers in being examples of leadership. The research question designed to guide inquiry with respect to trainers modeling leadership is:

RQ6: If presented with a list of leadership elements, will trainers and trainees agree that the GCTC trainers are effective in demonstrating these elements in their lives?

Question Related to the Effectiveness of the GCTC Training

The GCTC program, as a whole, intends to prepare laypeople for ministry. To discuss the effectiveness of leadership training at the GCTC, one would have to obtain information regarding the adequacy of GCTC training as a whole. Those most familiar with it are the trainers, trainees and graduates of that GCTC training, and thus are best able to evaluate it (though by no means impartially). To guide the inquiry with respect to the effectiveness of GCTC training the following research question was constructed:

RQ7: If presented with a list of topics associated with training laypeople for ministry, will trainers and trainees agree that their GCTC program provides effective training in those areas?

Question Related to Teaching Methods at the GCTC

Teaching methods used in effective programs of training emphasize experiential learning, including reflection on experience and interaction regarding experiences of trainer and trainee. For purposes of comparison, this study identified teaching methods commonly employed in the GCTC. The following research question was designed to guide inquiry with respect to teaching methods employed in the GCTC.

RQ8: What methods of teaching are most commonly used by the trainers?

Question Related to Emphasis on Leadership Elements at GCTC

To determine the emphasis that was placed at the GCTC, the following research question was designed:

RQ9: What emphasis within the GCTC are reported by trainers and trainees with respect to leadership elements.

Definition of Terms

There is no uniform, formalized definition of leadership in Campus Crusade for Christ. The operational understanding of leadership is that of providing direction to a group of people and motivating them to accomplish a common purpose. Because of the organization's focus on seeing lives changed, emphasis has been growing in the area of transforming leadership. In this study the following terms are limited to the specific meanings given here.

"Curriculum element" — any event, program, class or experience within the training center that contributes to the development of the trainee.

"Leadership elements" — These will be limited to the following twelve characteristics.

1. The leader has a trust relationship with the followers.
2. The leader is able to accomplish the mutual goals of both leaders and followers.
3. The leader is able to shape individual values.
4. The leader is able to shape organizational values.

5. The leader is able to build a strong organizational environment (culture) to communicate its values.
6. The leader is able to communicate his or her vision.
7. The leader is able to align individual development with organizational purpose.
8. The leader is able to engage in developmental relationships with followers so as to create future leaders.
9. The leader is able to win followers.
10. The leader is able to mobilize the commitment of the followers.
11. The leader seeks to transform the followers to higher levels of motivation and performance based on higher standards of moral and ethical conduct.
12. The leader has managerial skills to enable the leader to attain the mutual goals of leader and followers.

Implicit in the above twelve statements is the assumption that the leader and the followers have influence relationships.

"Leadership" — an influence relationship between leaders and followers wherein the leader seeks to transform the followers to higher levels of motivation and performance by accomplishing the mutual goals of both leader and led.

"Development" — the growth of leadership characteristics wherein they are made stronger or more effective.

"Training" — the process of building and or changing habits of behavior.

Significance of the Study

This study seeks to show what and how the GCTC contributes to leadership development. It will aid the Campus Crusade for Christ by improving curriculum decision making thereby ensuring that every staff member of the organization has the opportunity to participate in a true leadership developmental program. The implications for this study would influence and impact the organization and its mission worldwide.

Over the years, the CCC has developed directors for each of the continental areas in the world. In the recent past, there has been a rapid growth in the ministry resulting in the need for more leaders for higher level as well as for staff positions. Noting that leadership is bound in the relationships between the leaders and the led, the CCC would like to see what the organization is doing or not doing that would help fill the need for more and better leaders. Campus Crusade is particularly concerned about its leadership development and how that development actually influences the leaders-followers relationships in the organization. Understandably, development takes place over a period of time. For CCC there are distinct points in time where emphasis is given to leadership development.

A new staff member goes through a thorough screening process before being accepted for new staff training. This training takes place at a Great Commission Training Center over a period of six to nine months with emphasis on equipping leaders for the tasks of the movement. After the initial training, new staff members are assigned to work with senior staff (those who have been on staff

two years or more) with occasional seminars on management related subjects and courses on the Bible to help in their ongoing development. Upon promotion to higher responsibilities they undergo a training program for directors designed to help them in their roles as directors. Presently, this directors' training is not standardized throughout the movement and is not mandatory. Even though there is an emphasis on leadership development, what exists currently may not be doing all that it is intended to do. Perhaps, the leadership development within the organization is not what it is portrayed to be.

With that notion, the CCC International recognizes the need to renew its emphasis on going back to the basics. Historically, the strength of the CCC lies in its focus on the basics, but in the last decade, this priority was neglected on account of other high visibility events. But now, the CCC executives recognize the GCTC to be the vehicle to renew her strength on the basics, and hopefully, lay a firmer foundation for the development of leaders who will help meet the needs of the organization. Currently this move back to the basics is carried out from continent to continent in the form of the GCTC, and there is a need to examine this initial part of the leadership development process to see if it is actually developing leaders as is hoped. With a better understanding of what CCC is doing relative to its intended goals and objectives—leadership development—the organization would be able to better serve its staff and the world at large.

On a macro level, viewing leadership development from the vantage point of Christian and sectarian organizations, there is a

dire need for a more systematized training process. This study will be helpful to those organizations that are searching for ways to improve their leadership development processes.

Seminaries that are presently interested in leadership development may find the principles and results gleaned from this study helpful, as their curriculum designers plan for the future.

Overview

This chapter has focused on leadership development at the Great Commission Training Center in the Philippines which is the concern of this research study. Specific research questions have been designed and a case study approach to research has been identified.

In Chapter 2, precedent research is reviewed. Precedent research for the study is found in the literature of leadership, leadership training and schools that prepare people for the ministry.

In Chapter 3, research methodology employed in the study is identified. The research design is outlined, variables of interest are described, the procedures employed in conducting the research are reported, and procedures used in analysis of data collected are outlined.

In Chapter 4, the findings of the study are reported. Each research question is restated and data collected are presented.

In Chapter 5, conclusions of the study and recommendations based on the research findings are presented. The last section of the chapter contains recommendations for future research.

CHAPTER 2

REVIEW OF LITERATURE

This chapter includes a review of literature on leadership, theological education, and leadership training. This study attempts to describe, explain, and evaluate a specific instructional/developmental program relative to its intended objective of developing leaders. To accomplish this purpose the first half of this chapter recounts various views on leadership and comes to grips with what leadership is. It would be difficult, if not impossible, to look at leadership development without a clear notion of leadership. The latter half of the chapter reviews some of the literature on theological education and the trend towards an increased emphasis on field education and leadership development in ministry programs. Literature on other leadership training programs, including wilderness programs, and program effectiveness were reviewed.

Definitions of Leadership

Leadership development is not as advanced as it ought to be, primarily because of the lack of an understanding of what leadership is. The debate to date is still over the definition of leadership.

James MacGregor Burns (1978) put it very succinctly:

The crisis of leadership today is the mediocrity or irresponsibility of so many of the men and women in power, but leadership rarely rises to the full need for it. The fundamental crisis underlying mediocrity is intellectual. If we know all too much about our leaders, we know far too little about leadership. We fail to grasp the essence of leadership that is relevant to the modern age and hence cannot agree even on the standards by which to measure, recruit and reject it. . . . Leadership is one of the most observed and least understood phenomena on earth. (pp. 1-2)

The evidence of this lack of understanding shows in the myriad of definitions of leadership. From his studies, Stogdill (1974) concluded that "There are almost as many definitions of leadership as there are persons who have attempted to define the concept" (p. 259). Leadership has been defined in terms of behavior, individual traits, ability to motivate and influence people, role relationships, positions and interaction patterns. Some representative definitions are enumerated as follows. Leadership is:

1. The "behavior of an individual when he is directing the activities of a group towards a shared goal" (Hemphill & Coons, 1957, p. 7).
2. "Interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals" (Tannenbaum, Weschler & Massarik, 1961, p. 24).

3. "The initiation and maintenance of structure in expectation and interaction" (Stogdill, 1974, p. 411).

4. "An interaction between persons in which one presents information of a sort and in such a manner that the other becomes convinced that his outcomes (benefits/costs ratio) will be improved if he behaves in the manner suggested or desired" (Jacobs, 1970, p. 232).

5. "A particular type of power relationship characterized by a group member's perception that another group member has the right to prescribe behavior patterns for the former regarding his activity as a group member" (Janda, 1960, p. 358).

6. "An influence process whereby O's actions change P's behavior and P views the influence attempt as being legitimate and the change as being consistent with P's goals" (Kochan, Schmidt & DeCotiis, 1975, p. 285).

7. "The influential increment over and above mechanical compliance with the routine directives of the organization" (Katz & Kahn, 1978, p. 528).

8. "The wise use of power to translate intention into reality and sustain it" (Bennis & Nanus, 1985, p. 17).

9. "An influence relationship among leaders and followers who intend real changes that reflect their mutual purposes" (Rost, 1991, p. 102).

10. "Leading others to lead themselves" (Manz & Sims, 1989, p. 27).

11. "Knowing what to do next; knowing why that's important; and knowing how to bring appropriate resources to bear on the need at hand" (Biehl, 1989, p. 13).

12. "The process of moving a group (or groups) of people in some direction through (mostly) noncoercive means (Kotter, 1988, p. 16).

Except for the common assumption that leadership involves an influence process whereby intentional influence is exerted by the leader over followers, the definitions mentioned previously have very little else in common. From the definitions above, the leader is found to be:

1. A person who influences group members ("distributed leadership"), or in a more restrictive sense, a person who exerts the most influence on other group members ("focused leadership").

2. A person who influences group members in any manner, or in a more restrictive sense, a person who systematically influences member behavior toward the attainment of group goals.

3. A person who influences group members to comply with his/her requests willingly or unwillingly, or in a more restrictive sense, a person who obtains the enthusiastic commitment of others in carrying out his/her requests.

A major controversy involves the issue of leadership as a distinct phenomenon totally apart from the social influence processes occurring among all members of a group. One view concentrates on who the leader is while the other concentrates on what leadership is.

The leader is the person who carries out most of the leadership functions in the group and who has the most influence in the group. This view asserts that there is a tendency in all groups toward role specialization with regard to leading.

The opposing view is that there is no difference between leadership and the social influence processes occurring among all members of a group. Leadership here is viewed as a collective process shared among the members.

Another issue is when leadership is taken to include only influence processes related to the goals and objectives of the group. Any attempts that do not lead the group to meet its goals and are intended only to benefit the leaders are not regarded as leadership acts.

Some theorists would even go as far as to limit the definition of leadership to exercise of influence resulting in enthusiastic commitment by followers, as opposed to indifferent compliance or reluctant obedience. The person who leads by using his authority and control over rewards and punishments to coerce followers is not regarded as leading them.

Burns sets forth a new understanding of leadership when he posited the concepts of transactional and transformational leadership.

Transformational Leadership

In his book, Leadership, Burns (1978) stated that there are two basic types of leadership: transactional and transformational. "The relations of most leaders and followers are transactional—leaders

approach followers with an eye to exchanging one thing for another; jobs for votes, or subsidies for campaign contributions. . . .

Transforming leadership, while more complex, is more potent. The transforming leader recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (Burns, 1978, p. 4). The function of a leader is to produce more leaders, not followers.

The main difference between the transactional leader and the transforming leader is that the former views people as tools to be used, abused, and abandoned when they could no longer function successfully and the latter views people as individuals to be developed.

Burns' definition of what he calls transformational leadership is:

Such leadership occurs when one or more persons *engage* with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. . . . But transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus has a transforming effect on both. . . . Transforming leadership is dynamic leadership in the sense that the leaders throw themselves into a relationship with followers who will feel "elevated" by it and often become

more active themselves, thereby creating new cadres of leaders. (1978, p. 20)

Burns advocated that the dynamic of transforming leadership is identifying expressed and unexpressed wants among followers, bringing them to higher levels of consciousness regarding their needs, and transforming their needs into hopes and expectations. He concluded that

The essence of leadership in any polity is the recognition of real need, the uncovering and exploiting of contradictions among values and between values and practice, the realigning of values, the reorganization of institutions where necessary, and the governance of change. The leader's fundamental act is to induce people to be aware or conscious of what they feel—to feel their true needs so strongly, to define their values so meaningfully, that they can be moved to purposeful action. (pp. 43-44)

"Transforming leadership, then, is dynamic leadership in that it often elevates followers to be actively involved as leaders themselves. As followers become involved, as their own levels of aspiration are raised to that of the leader, they become more self-directed and actualized, and ultimately play a significant role in the process of transformation" (Freiberg, 1986, p. 11).

The real test of this type of leadership is "its capacity to transcend the claims of the multiplicity of everyday wants and needs and expectations, to respond to higher levels of moral development, and to relate leadership behavior—its roles, choices,

style, commitments—to a set of reasoned, relatively explicit, conscious values" (Burns, 1978, p. 46).

Bennis and Nanus (1985) stated that leadership is the pivotal force behind successful organizations and that to create vital and viable organizations, leadership is necessary to help organizations develop a new vision of what they can be, then mobilize the organizational change toward the new vision (p. 3). They pointed out the difference between the leader and the manager. The former are people who do the right things (being effective) while the latter are people who do things right (being efficient). "What is needed is not management education but leadership education" (1985, p. 220). "Power is the basic energy needed to initiate and sustain action, or to put it another way, the capacity to translate intention into reality and sustain it. Leadership is the wide use of this power: transformative leadership" (p. 18).

The concept of transformational leadership is in line with what the GCTC is attempting to do. The basic framework of the GCTC program is to mobilize and train people to become leaders who, in turn, help produce more transforming leaders.

In summary, transformational leadership highlights the elements of:

1. A trust relationship between leaders and followers
2. Accomplishing mutual goals
3. Shaping of individual and organizational values
4. Clear, articulate communications
5. Vision which is uplifting
6. Generating future leaders

7. Transforming followers to higher levels of motivation.

Trust Relationships Between Leaders and Followers

To accomplish the mutual goals of both leader and led, leadership requires the establishment of trust between the leader and the followers. Bennis and Nanus noted that "Trust is the emotional glue that binds followers and leaders together. . . . It cannot be mandated or purchased; it must be earned. Trust is the basic ingredient of all organizations, the lubrication that maintains the organization" (1985, p. 153). This trust relationship is enhanced by the presence of two conditions: (1) the leader's vision for the organization must be clear, attractive, and attainable, and (2) the leader's position (stand) must be clear. This trust relationship must be present, for any developmental process to take place between the leader and the followers. When an environment of trust is established, the collective capacities of both leaders and led can affect significant organizational change and propel the institution forward.

Mutual Goals

Goal congruence between that of the leader, the followers and the organization takes place in an environment of trust and is critical to accomplishing the goals of both leader and led. Prentice (1983) pointed out that leaders enhance the desire to perform in those who follow by merging their own goals and the goals of their followers into an integrated force. The more the leaders know their followers, the greater the capacity they would have to understand their wants and needs, and thereby be better able to help shape and reform the individual goals and desires of followers into a broader

world view (Zaleznik, 1983). Gardner (1965) stated that, "Leaders have a significant role in creating the state of mind that is the society. . . . They can conceive and articulate goals that lift people out of their petty preoccupations, carry them above the conflicts that tear a society apart, and unite them in the pursuit of objectives worthy of their best efforts" (p. 12).

With congruent goals between that of the leaders, the followers and the organization, there is greater intrinsic motivation for the leaders and followers to accomplish those goals. People excel not because they are told to, but because they want to..

Shaping Values

Deal and Kennedy (1982) suggested that the essence of an organization's philosophy is the value system that influences the daily behaviors of everyone in the organization and provides guidelines for the standards that they are to uphold. They argued that shaping and enhancing values are of primary concern to leaders. Beyer (1981) showed that the values and ideology that are entrenched in an organization originate with its leaders.

Transformational leaders are value shapers. This shared value system implemented by the organizational structure ensures the maintenance of values and distinctive identity. This, in turn, helps to preserve the institution. Selznick stated that, "the institutional leader is primarily an expert in the promotion and protection of values. Institutional survival, properly understood, is a matter of maintaining values and distinctive identity" (1957, pp. 152-153). Gone are the days of authoritarianism, if the organization is to prosper, learn and grow. The learning organization is one that is

continually expanding its capacity to create its future (Senge, 1990, p. 14). To attain this capacity requires building an environment with the core disciplines of personal mastery , mental models, shared vision, and team learning.

Personal mastery fosters the personal motivation to continually learn how our actions affect our world. Mental models focus on the openness needed to unearth shortcomings in our present ways of seeing the world. Building shared vision fosters a commitment to the long term. And team learning develops the skills of groups of people to look for the larger picture that lies beyond individual perspectives (Senge, 1990).

Culture building requires a sharpening of people skills, and it involves three steps: instilling commitment, rewarding competence, and maintaining consistency (Hickman and Silva, 1984, p. 70). Too often organizations leave out one, two or all of the steps and yet expect members to be adept in people skills.

Transforming leaders' lives demonstrate the values that matter most to them and become a beacon for their followers. Transforming leaders are value shapers.

Communications and Vision

Transformational leaders recognize that in communicating what is of value to them, they must choose their actions and their involvement in selected activities with care to ensure that the other members of the organization would come to value what they value—their vision and purposes. Their responsibility involves the articulation and propagation of values that encourage followers to

not only catch hold of the vision for the future but to help enthusiastically in making the vision a reality.

Once the leaders gain clarity of vision of where they want to bring the organization, they must take steps to help their followers personalize that vision for themselves, i. e., take ownership of that vision. This process involves communicating clearly and inspiring to them. Naisbitt and Aburdene (1985) argued that vision is the "organizing principle," the "catalytic force" underlying everything that individuals do in the organization. This means that leaders must be able to create a vision and engage followers' imaginations in pursuit of them (Rost, 1985). The leaders' challenge is to align their followers to their vision where alignment is the critical process in which a leader attracts people who can play a significant role in realizing the vision by taking ownership of it and sharing the responsibility and recognition for achieving it. "Alignment occurs when organizational members act as parts of an integrated whole, each finding the opportunity to express his or her true purpose through the organization's purpose" (Harrison, 1984). Through alignment, leaders transform their own vision into a shared organizational vision. The challenge focuses on raising the motivational level of the followers to the extent that they would be intrinsically motivated, because they view their vision as being congruent with that of the organization.

Leaders transform the hopes of followers into expectations by communicating a purpose that creates excitement and instills energy. Communicating the vision is best caught rather than taught. Leaders, therefore, need to live out their vision to ensure that it is

caught by their followers. They must share the vision. At its simplest level, a shared vision is the answer to the question, "What do we want to create?" Just as personal visions are pictures or images people carry in their heads and hearts, so too are shared visions pictures that people throughout an organization carry. They create a sense of commonality that permeates the organization and gives coherence to diverse activities (Senge, 1990, p. 206). What is key is to ensure that the shared vision is the vision that many people are committed to, because it reflects their own personal vision and not because they are complying to the demands of the organization. "Transforming leaders understand that when followers identify with their organization's purpose, when they develop ownership in a shared vision, they will perceive themselves as doing something significant instead of just putting in time" (Freiberg, 1986, p. 16).

Generativity: The Development of Future Leaders

Transformational leadership also takes in the concept of developing future leaders—the notion of generativity (Erikson, 1963). Rost suggested, "Generativity is a synthesis of the successful resolution of the conflicts of previous life stages as well as the successful transition from one state to another" (1984, p. 1). The idea of succession is fundamental to transformational leadership. Levinson and Rosenthal stated that leaders "spent a great deal of time on selection, screening, development, and succession, and they were particularly preoccupied with it at those levels closest to them. . . . Teaching seemed to be an important personal function to them" (1984, p. 277). To be actively involved in developing leaders, generative leaders must have developed a true integration of self in

which they are able to go beyond their own narcissistic nature and commit themselves to followers in caring relationships where they too will begin to develop personal integration. There is the elevation of followers to become actively involved as leaders themselves. The transformational leader is one who helps followers integrate life and work through the process of generativity. This is accomplished by establishing enduring, collaborative relationships with followers in which the leader is seen as an enabler, coach, mentor and sponsor (Peters & Austin, 1985).

To groom future leaders successfully, the mentors make sure they pass on both their gifts for strategy and their flair for building a strong corporate culture (Hickman & Silva, 1984).

Mentoring was the chief learning method in the society of artisans where an apprentice spent years at the side of the craftsman learning not only the mechanics of a function, but the "way of life" which surrounded it. This internship pattern was pursued in the old university where a student learned in the home of the scholar; it occurred in medicine in internship programs, in the world of athletics. The tying-in of relationships, learning and development under supervision proves to be instrumental in the leadership development process. The trainer-trainee relationship at the GCTC is the critical relationship which helps facilitate this developmental process.

Transforming Followers to Higher Levels of Motivation.

Kanter (1983) showed that transformational leaders have the ability to create visions and engage followers' imaginations in pursuit of them. As followers become involved, as their own levels

of aspirations are raised to that of the leader, they become more self-directed and actualized, and ultimately play a significant role in the process of transformation. In this sense, leaders and followers become fused into a mutually bonded relationship where both "continuously transform each other and the organization to higher levels of motivation and performance based on higher standards of moral and ethical conduct" (Rost, 1985, p. 5).

Given this concept of transformational leadership, the question being asked is why isn't everyone developing leaders? The need is definitely there. Biehl opined that "The majority of leaders have no basic understanding of the process of self-development as a leader. . . . Therefore, they have no idea how to develop others." Secondly, he felt that the leaders' approach to developing other leaders was admittedly "hit and miss." They had no systematic process for developing people. Very few leaders, if any, can honestly state with confidence, "Here is the systematic process I use in developing my team." (1982, p. 21) Thus far, no school or organization has arrived at a systematic process of developing leaders.

For this study the concept of transformational leadership will be used for it is closest to that which CCC subscribes.

Theological Education

Taking a look at what Campus Crusade does in developing its staff members requires looking at theological education as the starting place since Campus Crusade is involved in equipping its staff to be nonprofessional ministers i. e. lay ministers. The great

debate facing contemporary Protestant ministerial education revolves around the question of whether a seminary is or should be a professional training school, or a graduate school for education in theology, or some mixture of both.

The first general study of theological education in United States was conducted by Kelly in 1924. Kelly asked, "Are seminaries as constituted today effective in furnishing the church with competent pastors and prophets?" (p. 12). His study concluded that many seminaries could scarcely qualify as educational institutions.

Ten years later, Brown helped to evaluate the educational status of the ministry profession as a whole. His conclusion was:

If the education given in the school, however excellent, bears no relation to the tasks and problems which will confront the practitioner when he graduates, while it may be a source of individual satisfaction to its recipient, it will have little effect in elevating the standards of the profession as a whole. (1934, p. 5)

Throughout the years many evaluations of theological education concluded that seminaries overemphasized the academic model of instruction and that this model alone, as Feilding said, "does not prepare for ministry" (1966, p. 31). Glasse (1971) argued that this model may prepare a person to analyze, criticize, or speculate about theology or religion, but it does not prepare him/her to be a leader. This schooling model tends to produce men and women who can perform academic assignments well, but can do little else. The awareness that seminary education shows an

imbalance between theory and practice may have contributed to the rising prominence of field education in seminaries in the 1980s.

These two, distinct, theoretical approaches (traditional and professional) influence how seminaries tend to understand their mission and role. The traditional approach seeks to emphasize academic study and the pursuit of scholarship. The content of theological education is a biblically and theologically founded scheme of studies which is objective, tightly structured, logically organized, discipline-centered, and focused on the intellectual growth of the student. The professional approach, on the other hand, seeks to train and prepare persons for the professional leadership of the church (Harter, 1980). The focus is on developing competencies (hands-on abilities) rather than just theories.

Theological schools have been going from one end of the pendulum to the other. This has taken its toll on students who graduated from schools that promoted either the traditional or professional model but who still found themselves lacking in the training needed to be a practicing minister. "In a program for becoming," Combs writes, "learning must be personal and experiential. Mere acquisition of knowledge will not do" (1969, p. 559). Serious and numerous attempts at designing a curriculum that reflects a balance between the theoretical and the practical proved to be a challenge. Those who have succeeded have been few and far between. The American Association of Theological Schools organized the "Theological Curriculum for the 1970's" project, for the purpose of designing an innovative curricular model that would better train people for ministry than the models in effect at the

time (Curriculum Task Force, 1968). According to the Association of Seminary Professors in the Practical Fields, the proposed model did not quite accomplish the proper balance.

The model of education adopted by the proposed writers apparently was an attempt to resolve the perennial issue of academic vs. professional education. But instead of resolving the issue, the model resulted in equivocation, with the scales tipped, finally in favor of the academic side.

An alternative model offered by Batson and Wyckoff (1973) involved a major revision of seminary education. Rather than the research orientation of academic doctorates, they suggested a graduate study focused on a specialized competence in ministry within a particular academic area. From thence, seminaries began incorporating the personal development of their students in the educational process.

De Velbiss (1980) found that over 400 theological institutions belonged to the Council for Advancement of Experiential Learning. The move toward a more experiential seminary education dramatically accelerated in the late 1960s and early 1970s. By the early 1980s the majority of the institutions belonging to the Association of Theological Schools in the United States and Canada incorporated a field education component in their curriculum (Taylor, 1985).

Hough stated that serious attention must also be given to the lifestyle of the person. "One of the most serious deficiencies . . . has been the lack of attention to the whole area of spiritual discipline" (1981, p. 162). Westerhoff agreed, "The function of the seminary is

first of all the formation of the priestly character and then secondarily ministerial knowledge and skills" (1982, p. 163).

Kornfield (1982a) noted that Christian professors today typically have little impact on the lives of their students.

Even though educators agree that seminary education requires both academic and character training, a constant struggle to maintain balance in the overall curriculum continues. Because of the struggles encountered, some seminaries chose to disregard the personal development of students and have basically paid lip-service to it. Leadership development followed the same vein. However, a few schools genuinely attempt to maintain a proper balance.

Kornfield stated that, "The professor is the medium and hence the message, i. e. Christian higher education desires to communicate through professors' lives to the students that they might know how to live a Christlike lifestyle. When professors do not incarnate Christ, when there is no impactful living message in their lives, then not only are their lives empty sepulchres, not only is the hypocritical effect mocking and devastating, but Almighty God Himself is gagged" (1982a, p. 3). Thus, it is important to have good role models for students.

In 1984 Fletcher assessed the previous 14 years of theological development in the seminaries of the United States. He feared that seminaries would graduate future ministers who were "untested." By this he meant that they were not able to demonstrate that they can and should be entrusted with the task of the ministry. What is critical is that seminaries graduate future ministers who have been already field tested while at school.

Clarke (1986) citing Jenson (1978) stated the need for a new model of seminary education. The old schooling model was adequate for producing theologs, but not for producing leaders. This led CCC to found the International School of Theology with the vision of building a school that would produce leaders through balance in academics and field practice.

The Core Module was initiated in September 1984 by William Iverson, Dean of Ministry, as an alternative learning program at the International School of Theology in San Bernardino, California. Iverson (1984) defines the Core Module as "a theological studies model that lends itself to the fullest integration of theory and practice, the cognitive and affective, intimacy and accountability, and yet can meet the demands of American academia" (p. 1). The heart of the Core Module consists of a small group of students (9 to 15) taught by two teachers through a one-year cycle of six courses and a summer project. The whole concept of this new learning program is based on the creation of a "learning community" which involves learning in the context of a familial or relational group (Clarke, 1986, p. 62). Students learn directly from the lives of their instructors as well as from fellow students. Modeling was found to be a very effective teaching vehicle. Teachers of the Core Module must model before the students the character and behaviors which they desire their students to develop. Relationships between students and faculty that demonstrate mutual friendship, respect, unconditional love, sincerity, accountability and commitment, foster learning.

The Core Module seeks to integrate the academic nature of students' studies with its practical application. Students are exposed to the content in the classroom, then they go into the local community to apply the content in ministering to others. Students are given opportunities to lead teams under supervision of the faculty. They do not necessarily have to be dynamic leaders but they must demonstrate the potential for leadership and the willingness to change and grow (Clarke, 1986).

The integration of theory and practice that has been sought after for so long was now seen in the Core Module model of education.

The GCTC program lies between undergraduate and graduate studies. All participants at the GCTC are graduates, but GCTC does not offer a graduate degree program. Because Campus Crusade seeks to train lay ministers who do not want to go to a seminary, the emphasis is on the field ministry. The major portion of the training program focuses on actual application of whatever is taught for effective ministry under the guidance and close supervision of a trainer. Running a seminary with its attending problems, CCC comes with a great deal of experience to offer the GCTC, its premier vehicle to train layministers.

Biblical Insights on Leadership

There are many qualities that a leader must have, but the ones that GCTC focuses on are those that would contribute to making the individual the kind of transforming leader who will participate fully

in the mission of the organization—the fulfillment of the Great Commission as found in Matthew 28:18-20.

And Jesus came up and spoke to them, saying, "All authority has been given to Me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit, teaching them to observe all that I commanded you; and lo, I am with you always, even to the end of the age."

The pattern for qualities of leadership are gleaned from the example of Jesus Christ. Gangel (1974) suggested four positive declarations of what the leadership of Christ was like.

1. The leadership of Jesus Christ focused on individuals. He was people-oriented. He had strong, caring, loving, influence relationships with His followers, always with the intent of developing them and seeing transformation take place in their lives. His personal conversation with Peter, recorded in John 21, is a good example of the way He gave Himself to His men in an attempt to build His life and ministry into them.

2. The leadership of Jesus Christ focused on the Scriptures. He was dependent on God and His Word. His treatment of God's absolute truth was not diluted by relativistic philosophy. He had end values (objective standards as found in the Bible) in mind as He developed His men.

3. The leadership of Jesus Christ focused on Himself. In John 14:9 he found it necessary to say to one of the disciples, "Philip, have you been so long with Me and you still have not known the Father? Take a good look at Me because if you understand Me you

understand the Father." He knows and has an accurate assessment of who He is and is able to present Himself as a mentor/model for His disciples.

4. The leadership of Jesus Christ focused on purpose. He had clear-cut goals for His earthly ministry which revolved around His purpose. His goal was to "seek and to save those that were lost" (Luke 19:10), while his purpose was to bring honor and glory to God. In His lifetime He was able to align His followers to his goals and purpose such that there was mutuality of goals and purpose.

In the Scriptures, the very heart of leadership is found in serving. Servanthood is the hallmark of godly leadership. Matthew 23:11,12 states, "But the greatest among you shall be your servant. And whoever exalts himself shall be humbled; and whoever humbles himself shall be exalted." Jesus presents a servant style of leadership (akin to the idea of the first assistant, wherein the President is the first assistant to help his Vice-presidents succeed) in the Gospels. Such was His example to be followed.

The Greek word for "leads" is προϊστημενος, proistamenos and it means to stand in front, or to stand before. This word comes from προϊστημι, proistemi. Rienecker (1976) stated that proistemi means "to stand on the first place, to preside." Interestingly, 6 of the 8 uses of προϊστημι in the New Testament occur in the pastoral epistles as Paul instructs Timothy and Titus concerning the needed qualities of church leadership or shepherding. This type of leadership is to be done with a servant attitude, not as one lording it over someone else, but as one who is giving and serving others (Mark 10:42-45). A

summary of the qualifications for Elders and Deacons (leaders) as found in I Timothy 3:1-12; Titus 1:6-9; I Peter 5:2-3; Hebrews 13:17, are listed in the following table.

Table 2.1

Summary of Leadership Qualities from the New Testament

<u>Greek Word</u>	<u>English Translation</u>	<u>Scripture Ref.</u>
ανεπιλημπτον	blameless or above reproach	I Tim 3:1
μιας γυναικος ανδρα	husband of one wife	I Tim 3:2; Titus 1:6
νηφαλιον	vigilant	I Tim 3:2
σοφρονα	sober	I Tim 3:2 Titus 1:8
κοσμιον	orderly	I Tim 3:2
φιλοξενον	hospitable	I Tim 3:2 Titus 1:9
διδακτικον		I Tim 3:2
παρακαλειν	able to teach	Titus 1:9
ποιμανατε		I Peter 5:2
σεμνους	grave or dignified	I Tim 3:4, 8
διλογους	truthful; not double-tongued	I Tim 3:8
μη οινω πολλω	self-controlled; not given	I Tim 3:8
προσεχοντας	to wine	
εχοντας το	holding the mystery of	I Tim 3:9
μυστηριον της	the faith	
πιστεως		
καθαρα συνειδησει	pure conscience	I Tim 3:9

Table 2.1 continued

<u>Greek Word</u>	<u>English Translation</u>	<u>Scripture Ref.</u>
δοκιμαζω	proven	I Tim 3:10
ανεγκλητοι	blameless	I Tim 3:10
		Titus 1:6,7
μη αυθαδη	not self pleasing	Titus 1:7
φιλαγαθον	a lover of goodness	Titus 1:8
δικαιον	righteous or just	Titus 1:8
οσιον	holy or devout	Titus 1:8
εγκρατη	self-controlled	Titus 1:8
αντιλεγοντας	able to refute objections	Titus 1:9
ελεγχειν		
εκουσιως	willing, not under compulsion	I Peter 5:2
κατα θεον	in accord with God	I Peter 5:2
μηδ ως	not lording over the flock	I Peter 5:2
κατακυριευοντες		
των κληρων		
τυποι γινομενοι	as an example	I Peter 5:3
λογον αποδωσοντες	must give account to	I Peter 5:4
	Chief shepherd	Heb 13:17
μη παροινον	no affinity for wine	I Tim 3:3
		Titus 1:7
μη πληκτην	not a striker, not violent	I Tim 3:3
		Titus 1:7

Table 2.1 continued

Greek Word	English Translation	Scripture Ref.
μη αισχροκερδεις	not a money lover	I Tim 3:8
		Titus 1:7
επεικη	gentle or fair	I Tim 3:3
αμαχον	peaceful or uncontentious	I Tim 3:3
αφιλαργυρον	not covetous	I Tim 3:3
μη οργιλον	not quick tempered or prone to anger	Titus 1:7
του ιδιου οικου	rules his household well	I Tim 3:4
καλως προισταμενον		
τεκνα εχοντα εν	having his children in	I Tim 3:4
υποταγη μετα πασης	subjection with all gravity	Titus 1:6
σεμνοτητος		
τελμα εχωμ πιστα	must have children who are believers	Titus 1:6
μη εν κατηγορια	must have children who are	Titus 1:6
ασωτιασ η	not wild and disobedient	
ανυποτακτα		
μη νεοφυτον	not a novice or recent convert	I Tim 3:6
καλην μαρτυριαν	good witness, well thought of by outsiders	I Tim 3:7

About 50% of the characteristics listed above have to do with the leader's spiritual life and character. The other qualifications relate to leadership at home, reputation and the use of giftedness or

abilities. The focus is on both the person as a leader and the person's influence relationships with people.

Leadership Training

Training programs in leadership range from the spectrum of the cognitive to that of the experiential with a splattering of both cognitive and experiential in between. The word leadership, however, has been taken very loosely by those who conduct the training. What Stogdill stated is true; "There are almost as many definitions of leadership as there are persons who have attempted to define the concept" (1974, p. 259). Leadership has been defined in terms of behavior, individual traits, ability to motivate and influence people, role relationships, positions and interaction patterns. The training programs are, as a result, largely dependent on the definition of leadership given by the organizations providing the training.

Most organizations cater to the development of management skills rather than leadership per se. The leadership development program offered by the Center for Creative Leadership has the following objectives as gleaned from their 1988 brochure:

1. To build confidence for leadership
2. To improve skills in managing
3. To increase the motivation and ability to set and achieve organizational and personal goals
4. To stimulate continuing personal and career growth through self-directed development

The two major areas of focus seen in these objectives typify most training programs of leadership. For example, objectives 1 and 4 lean more towards personal development, while objectives 2 and 3 deal with a person's ability to manage others. In personal development, most training programs help the trainees see who they are through different assessment tests. The premise states that knowing oneself is a prerequisite for leadership. The other area has to do with mainly management skills.

Through the years there has been a shift from the typical Greek style of learning with an emphasis on content and the classroom, to that of the Hebrew model of learning (learn by doing) which has an emphasis on experience and discovery. The change has been from the classroom to the outdoors and lately to a little of both.

The International Leadership Center of Leadership America developed a leadership training program which tries to combine the best of the cognitive and the experiential. The training includes a week at the Leadership Development Program at the Center for Creative Leadership, which is more cognitive in nature followed by a week at the Executive Development Program at Colorado Outward Bound, where it is more experiential. These two weeks are followed up with great opportunities to interact with guest leaders from business, government and community service for a period of three weeks. Participants experience a global and a futuristic view of the world in the areas of telecommunications, biogenetics, and space development. Other ethical and leadership issues caused by these changes are explored too. The last two weeks deal with mentoring

internships for each of the participants. The final week centers on debriefing and transitioning back in to their home sites.

The difficulty I see in all the training programs that I investigated has been the neglect in bringing up the whole idea of the transformational leader with its attending theories. Most theories or cognitive models were given after the leadership training program to help explain what took place. The training itself was not based on any particular leadership theory but rather it was simply "go experience the process then we'll try to explain later." In other words, the training programs have been more experience-driven than theory-driven. However, there is much to learn from these programs. If the process can be understood well, theory used to drive it, and an openness to experience-driven portions of the program is maintained, then there is a possibility of a more rounded program.

The Outdoors Type of Training Program

Wilderness leadership labs had their beginnings in the Outward Bound program. It originated in Great Britain during World War II, as a result of a concern that, due to faulty training, many young merchant sailors were dying unnecessarily. They appeared to lack the personal resources needed to survive (Miner & Boldt, 1981). The success of the program in Great Britain resulted in the expansion and broadening of the outdoor challenge education movement (Wright, 1982). In 1962 the United States of America marketed it as a rugged outdoor experience for adolescent boys. Later the program was expanded to include girls and adults. Today that original concept of adventure-based wilderness education has been broadened

to include courses for the deaf, recovering alcoholics, youngsters in trouble with the law, the physically and mentally disabled, older men and women facing the frustrations and uncertainty of a midlife crisis, leadership and team building. Outward Bound assumes that learning and understanding take place in situations in which people must make choices, take responsible action, acquire new skills and work with others.

The Outward Bound program challenges unrealistic self-limiting beliefs by providing direct feedback to participants and offering the opportunity for corrective experiences (Miner & Boldt, 1981). The program offers "the opportunity for experiential learning . . . using action oriented activities to attain behavioral and educational objectives Physically demanding and stressful experiences are used to stimulate personal growth, interpersonal effectiveness and one's relationship to the environment" (Medrick, n. d., p. 1). The Outward Bound course and related programs place unusual emphasis on physical challenge, not as an end in itself, but as an instrument for training the will to strive for mastery.

The ideal of these programs, according to Holt, is to promote education "through the body, not of the body" (Miner & Boldt, 1981, p. 33) i. e., the objectives do not concern physical education. Such programs utilize unfamiliar situations to develop healthy psychological adjustment. This process utilizing unfamiliar situations ties in with the change theory of Lewin's "Unfreeze, intervention, then refreeze." The unfamiliar tasks and setting help to unfreeze entrenched behaviors and interaction patterns and offer a common ground for establishing new ones as needed and affirming

the ones worth keeping. Individuals and teams tend to shed roles, reexamine preconceptions and test limitations more readily in the woods than in the classroom. The new environment makes him/her vulnerable for any intervention to take place. Some change theorists agree that one must travel through this turbulent, uncharted zone before any real, intentional change can occur (Galagan, 1987).

The program challenges participants' beliefs about themselves. Seemingly impossible tasks at the outset are found to be achievable. When these tasks are accomplished the individual receives feedback that he/she can do it and it boosts their self confidence. The learning that takes place is expected to generalize to other areas of the individual's daily life (Miner & Boldt, 1981).

The basic components of a typical wilderness lab as applied to leadership development include:

1. Program goal alignment
2. Mental and physical challenges
3. Reflection (task and process)
4. Team success strategies and individual insights
5. Cognitive models and skills practice
6. Action plans for the workplace

Images —> Insights —> Actions (Long, 1987)

These basic components provide a framework for the process of leadership development in the wilderness education context.

Program goal alignment. The facilitators, together with the organizers of the groups that request this training, determine what the program goals will be. This joint goal setting is done to ensure that specific needs of the group would be met through the program.

This step is critical to the program design and is very similar to that taken by organization development consultants.

Mental and physical challenges. A series of mental and physical challenges are carefully structured and designed according to desired program outcomes, the specific learning points the facilitator hopes to elicit, and the physical capabilities of team members.

The principal value of physical events is not that they are physically taxing, but that they are (a) graphic—the learning points are clearly demonstrated, (b) unfamiliar—so as to help participants shed roles, titles and limitations within which they function, (c) fun, bordering on silly—learning takes place faster when people are able to laugh at themselves, (d) touching—which helps to lower barriers, establish bonds within the team and open communication lines.

Both high-exertion and low-exertion challenges can embody all of these elements. However, physically able teams do reap extra returns in bonding and confidence when they take on a physical challenge which appears insurmountable at first, such as scaling a 13-foot wall together.

The physical and mental challenges in the woods are designed as metaphors for professional challenges in the organization. The program provides practice in applying strategies and skills needed to address issues such as internal collaboration for external competition, managing through the uncertainties of change, or tapping the collective creativity of diverse discipline perspectives to solve problems. The usefulness of the challenges increases the

more they replicate relevant environmental constraints, such as geographical disbursement of team members, diminishing resources, or competitive compensation systems.

There are three broad types of physical and mental challenges:

- 1 Group problem-solving challenges,
- 2 Individual challenges requiring team support,
3. "Stretch" management—individual challenges requiring personal goal setting and a range of risk management skills, including using a support network.

Reflection (task and process). After each challenge, the team reflects on its process with a focus on two key perspectives: task effectiveness and the commitment and energy level of team members essential to ongoing task effectiveness. Reflection is followed up with the question, "How might we apply these observations to our next challenge?"

Team success strategies and individual insights. The success of the team in undergoing a challenge enables it to very quickly develop a pattern of insights as the members tackle the progressively difficult challenges. Success strategies for how this particular team can best establish and maintain commitment, confront problems, develop and execute plans together, recognize and celebrate successes are discovered and utilized as the team encounters each ensuing challenge. The graphic experiences that go along with the strategies do make a lasting imprint on the minds of the participants.

Individual insights on what each person needs to contribute and receive in order to be an effective and energized team member or leader are surfaced and helps build the individual.

Cognitive models and skills practice. Cognitive models and guidelines are offered as tools to aid in understanding what took place in the program, but the key factor to real-world application is ownership of the learning points.

Adult learning theory tells us that a personal investment in learning is generally accompanied by a commitment to take something useful away from the experience. Participants who risk physical and emotional vulnerability, including exposing one's awkwardness in new situations and disclosing feelings, invest significantly and reap high returns in confidence and growth. Because of this, one of the thrusts of these training programs is that of taking a person to his/her limit and then asking the person to take just one more step

Action plans for the workplace. The linking of the image to insight to action is key to the development of the individuals in the program. The imagery an individual sees and experiences is very often tied to the discovery of an insight(s). Once the insight flowers, it can then lead the individual to apply that insight in his/her life. This linking is pivotal for individuals preparing for reentry into their own world. Individuals and teams prepare by:

1. Prioritizing the success strategies from the woods they most hope to use in the workplace,
2. Identifying real-world roadblocks and brainstorming ways to overcome them,

3. Committing to specific action plans which include support systems and provisions for recognizing slipups and getting back on track (Long, 1987).

This last component is instrumental to seeing the effects of the program. What good is a program if all it does is give you a great experience without any relevance to one's real life?

Many groups do not take the time to ask the "So what?" and the "Now what?" questions. One is left to deal with the experience with no input from anybody whatsoever. The better leadership training programs do include transition time in their programs.

Key Areas in the Program

With the framework as given by Long one is able to see the process that the program takes. However, the role of the facilitator is very critical to the overall process. Participants are most apt to act on insights and success strategies they discover for themselves: the ones a skillful facilitator draws from them after a challenge. This is the Socratic model of teaching—drawing from the students what they need to learn. Facilitators are said to be mental sponges for process observation and are continually

1. Balancing the flow of action and reflection,
2. Deciding how many of their own observations to share with the group,
3. Interjecting cognitive models and practical guidelines appropriately by capturing the moment of perceived "need to know."

The success of the program is highly dependent on how skilled the facilitators are. Improvisation plays a strategic role when the learning points an event was designed to elicit are not the ones

which evolve from a team's experience with the event. Facilitators must be aware of each group's unique process and be sharp enough to identify relevant, though unexpected, learning points.

Strategies for effective teamwork and leadership can be deceptively obvious in the wilderness. Powerful facilitators must understand the political complexities of organizations, respect the difficulty of applying these strategies to real-world challenges and build on the skills participants brought into the wilderness.

At this point of my research, I have not encountered any program which prepares a person to be a good facilitator. This is definitely an important area to investigate further.

Another area that the programs focus on is that of building trust. One group called Leadership Experiential Adventure Program (LEAP) has as its goal that of experiencing 100 percent truth, accountability, support, trust and energy or TASTE. The truth and accountability factors surface in the personal risk experiences while support and trust factors surface during the ropes course. The entire program is built around trust relationships which is very similar to the concept of "leadership is relationship". Trust is built through relationships and experiences together. It is both giving and getting trust. To establish trust requires communication skills. To depend on one another, one has to let others know one's needs before they can meet them.

In summary, for the programs to work there is a need for qualified facilitators, appropriately designed mental and physical challenges, participants who are willing to learn and a transition time to prepare for reentry into the real-world.

Leadership training programs need to be theory driven while at the same time be open to experiences that may arise which may require other theories to explain them. In other words, the best programs should incorporate both theory and its corresponding experiences.

Other Training Programs

As businesses try to cope with the increased complexity of the environment in which they operate, the number of executive development programs has mushroomed. Most organizations today include leadership development programs for their employees. For example, both Corning Inc. and the USS Division of USX Corp consider leadership development to be an integral ingredient of any competitive corporate strategy. Corning's human resources philosophy is that every person's development needs to be tied to the strategy of Corning itself, while USS incorporates the New Managers Program as part of its leadership development program. The training offered by both focuses on helping people take responsibility for their personal growth in the corporation, promoting empowerment among others, and integrating leadership styles into overall corporate strategies (McKenna, 1990).

General Electric (GE) has its Management Development Institute to provide the people with a high-impact, multifunctional, global business team experience. The core concept is "action learning," a form of business experiential learning. Managers are taken out of their traditional environments temporarily and teamed with peers. Using real case studies, the groups are challenged to solve some of the most vexing problems facing GE businesses and

nationally recognized business educators are employed to help the program organizers prepare for the project and evaluate the results. The results include having managers return with an enhanced leadership capacity (Noel, & Charan, 1988).

Personalized leadership programs are especially beneficial to those who have troubling management styles or leadership problems, such as over-control, abrasiveness, and manipulation. In order to become more effective, executives must undergo a gradual shift in beliefs, values, and attitudes. Personalized leadership development enables executives to make these changes (Ludeman, 1988).

Program Effectiveness

I discovered that there is a proliferation of training programs for executive development but many questions remain unanswered as to the effectiveness of these programs. For this review I chose to look at four effective dimensions: (a) the developmental process, (b) methods of design, (c) content framework, and (d) systems of support.

The developmental process. Effective executive development should ultimately result in new and better behaviors on the job but the effects of inadequate organizational support can limit the effects of such developmental attempts. To ensure longer term behavioral changes, the development intervention should be set up as a four-step process (Ottaway, 1986): (a) behavioral goals, values and skills should be spelled out within the organization's mission statement, (b) training needs should be determined, (c) program attendees should be carefully selected so that courses can be better

tailored to the learner, and (d) follow-up is needed to reinforce the change.

Wilkinson and Orth (1986) hold similar views to that of Ottaway. They believe in five critical elements that enhance skill transferability: (a) sufficient research and analysis to determine the opportunities for improvement, (b) trainers who are experienced and competent in relevant disciplines, (c) a focus on opportunities important to the organization, (d) the provision of what individual executives deem most appropriate in improving performance, and (e) consistent and strong top management involvement and support.

The main issues that would enhance development are the necessity of pre- and post-training activity. The pre-training activity includes needs assessment while the post-training activity includes follow-up and reinforcement of skills learned.

Methods of design. Most training programs offer practical application opportunities. To be effective, one must implement action. Action-based learning is a method of design where the focus is on what is actually done, practical application of skills versus abstract statements of what one ought to do (Mumford, 1984).

Another method of design incorporates introspection for increased effectiveness. Payne (1984) advocated a method whereby executives take time for periodic introspection and review of training applications. This method forces the executives to evaluate the effectiveness of previous training as well as help identify those who choose not to meaningfully apply what they have learned.

The applications-based method of design (Anderson and Wexley, 1983) includes summarizing learning points at the end of

any session and having participants rank the points in order of importance to their work setting. The final application session teaches participants how to identify learning points and transform them into measurable goals and activities.

The behavior modeling method of design provides trainers with interpersonal situations typical of those faced on the job. After watching a video tape model, the trainee is guided through practice sessions (role playing) in which he/she attempts to enact behaviors similar to those modeled. Feedback is given to affirm the appropriate behaviors demonstrated and to encourage the trainee to correct inappropriate ones.

These four methods of design suggest the importance of practical application in relation to overall effectiveness.

Content framework. There are people who believe that certain content material is absolutely necessary to the training program regardless of needs, even though, the developmental process suggests that needs analysis be made prior to any training activity to ensure learners' needs are met.

Wright and Taylor (1985) stated that executives should be trained in core skills that can be applied in different situations: (a) diagnostic skills which help identify what needs to be done to maintain high levels of work performance, (b) perceptual skills which make accurate perceptions and evaluation of people possible, and (c) behavioral skills which determine the different approaches an executive can take for any interaction. These skills are normally taught through role playing techniques.

According to Miller (1984), certain leadership skills can be taught. They include the skills to persuade others, set high but achievable goals, be appropriately assertive and visible, listen and diagnose situations, make plans and delegate.

What these content frameworks do is help identify for teaching these specific skills.

Systems of support. Siegel (1981) believed that the success of training programs for professional and executive personnel depends largely on the degree to which participants: (a) want to change their current behavior, and (b) continue to practice new behavior after returning to the workplace. Siegel's contract plan incorporates the concept of accountability, making sure that a simple contract drawn up by the participant is made known to a colleague who can then hold him/her accountable to do that which was written in the contract. This helps to deal with the problem of failure to follow-through from any training intervention.

To increase the rate of success, selection of the "right" candidates for training is critical. Gray (1986) stated that companies frequently waste training dollars by sending the wrong people to a training program. It is his opinion that holding executives accountable for proper participant selection would assure an improved selection process. Also, when participants return to their work place, the environment must be supportive of the participants as they apply what they learned.

Establishing a system of support is an essential ingredient for increasing the effectiveness of executive development training

programs. The more support is given, the greater the possibility of increased effectiveness.

Summary

Almost all of the leadership development programs I examined focus on teaching what Rost (1991) called the periphery and content of leadership and not on the nature of leadership. To have a holistic approach to leadership training would necessarily include not only the periphery and content of leadership but also the nature of leadership. I believe, in this age where there is such a lack of leadership, there is a need for a preponderance of time spent in teaching potential leaders the nature of leadership before going into the periphery and content of leadership. For lasting development, the nature of leadership needs to be understood and internalized before the skills of leadership are taught.

This study focuses on transformational leadership looking closely at the relationships between trainers and trainees, noting that leadership development programs need to include the nature of leadership as well as the periphery and content of leadership

CHAPTER 3

RESEARCH METHODOLOGY

This study examines curricular implementation of the Great Commission Training Center's commitment to leadership development with special attention focused on the concept of transformational leadership. This chapter relates in detail the procedures for the study. The first part reviews the methodology and design of the research including identification of variables of interest. The next section discusses the instrumentation for this study. The final section details the procedures employed in analysis of the research data.

Introduction

Parachurch organizations commonly endorse a commitment to develop leadership from within their own organizations. This research represents an attempt to assess the extent to which that commitment is reflected in the leadership developmental program of a parachurch organization.

With the possibility of implementing a leadership development program worldwide, I decided to conduct my research in the country, Philippines, where the training originated. The Great Commission Training Center was started in 1971 in Manila with the motivation

of having a unified leadership development program for the staff members in Asia of Campus Crusade for Christ. I believe it would be best for this study to be done in the GCTC with the most experience, and for my benefit, one where the training is conducted in English.

Methodology and Design

The research conducted is best identified as descriptive research. Isaac and Michael (1971) indicated that the purposes of descriptive research are:

1. To collect detailed factual information that describes existing phenomena.
2. To identify problems or justify current conditions and practices.
3. To make comparisons and evaluations.
4. To determine what others are doing with similar problems or situations and benefit from their experience in making future plans and decisions (p. 18).

The primary purpose of this study corresponds to the first purpose listed by Isaac and Michael: "To collect detailed factual information that describes existing phenomena." Factual information was collected through the use of questionnaires, and findings indicating the presence or absence of problems were reported. The presence or absence of problems ties in with the second purpose, "to identify problems or justify current conditions and practices." Characteristics of transformational leadership were incorporated into the research, reflecting a concern which corresponds to Isaac and Michael's third purpose: "To make

comparisons and evaluations." The data were analyzed, evaluated and compared (between that of trainers and that of trainees). Because this study was localized in the Great Commission Training Center in Manila, Philippines, there was no occasion to determine what others are doing with similar problems or situations. Thus, the fourth purpose of Isaac and Michael was not met in this study.

The research proceeded in five steps:

1. I contacted the leaders of Campus Crusade in the Philippines for approval and delimitation of the study. In the process, I discovered that the trainers and trainees at GCTC were committed to training for leadership and were open to examining curriculum commitments.
2. I examined the official documents and lesson plans of GCTC for statements related to leadership development.
3. I drew up interview guidelines and a questionnaire designed to explore the attitudes and perceptions of trainers and trainees on leadership development.
4. I administered the questionnaire to all staff, trainers and trainees and interviewed randomly selected ones.
5. I analyzed and compared the data on all variables of interest.

Variables of Interest

The question under study is: "How is training for leadership development presently incorporated into GCTC's curriculum?"

Attention was directed toward:

Present Intentions—Those elements presently incorporated in the GCTC program with intent to develop leadership. Trainers and

trainees listed aspects of the GCTC program which showed an intention to develop leadership. The present intentions of GCTC were represented by the responses provided by the trainers and trainees.

Present Demonstrations—Those ways in which leadership was demonstrated in the GCTC program. Trainers and trainees related incidents when leadership was demonstrated at GCTC. The present demonstrations were represented by the examples cited by the trainers and trainees.

Curriculum Priority—The factor, or combination of factors, which provides the point of focus or integration for the GCTC curriculum. Assertions of curriculum priority were assumed from statements appearing in GCTC lesson plans and documents. Responses provided by the trainers and trainees represented the extent to which those qualities function as curriculum priority factors

Trainer Modeling—Examples of trainers demonstrating leadership. Trainers and trainees indicated agreement with statements asserting that trainers effectively demonstrate leadership. Trainer modeling was measured by the responses provided by the trainers and trainees.

Training Method—The teaching methods most commonly employed by trainers in the GCTC program. Trainers and trainees indicated teaching methods most commonly used in the GCTC. The training method of the GCTC program was indicated by the responses provided by the trainers and trainees.

Training Adequacy—The effectiveness of the GCTC program in imparting information and developing skills for lay ministers. Trainers and trainees indicated agreement with statements asserting that the GCTC program provided adequate training in areas associated with the training of lay ministers. Responses provided indicated the training adequacy of the GCTC program.

Instrumentation

A questionnaire was designed patterned after that of Ferris (1982). Borg and Gall stated, "The first step in carrying out a satisfactory questionnaire study is to list specific objectives to be achieved by the questionnaire" (1971, p. 195). In order to answer the research questions developed for this study, I had to design a questionnaire that achieved the following objectives:

1. The questionnaire must elicit data on respondent attitudes and perceptions that show an emphasis on leadership development. The researcher designed the questionnaire to allow the respondents to show:
 - a. Present intentions—What aspects of the training program are intended to develop leadership?
 - b. Present demonstrations—What examples do the respondents cite as incidents of demonstrated leadership at the GCTC?
 - c. Curriculum priorities—To what extent do the declared goals of the training center include leadership development? Also, to what extent is the training program effective in leadership development?

- d. Trainer modeling—To what extent do trainers demonstrate leadership?
 - e. Training method—What teaching methods are most commonly used in the training center?
 - f. Training adequacy—To what extent does the GCTC program provide adequate training in areas associated with the training of lay ministers?
2. The questionnaire must elicit data on the respondent's perceptions of change with respect to emphasis on leadership development within the GCTC

Operational Definitions

Three operational definitions were required before the instrument could be designed.

First, it was necessary to define "leadership" in terms of the elements of the transforming leader. I noted that the GCTC's conception of training was that of seeing change take place in the trainees' behavior as a manifestation of an inward change. This transformation ties in very closely with the concept of the transformational leader. The essential leadership elements that the GCTC would like to build into its trainees—the leaders of today and tomorrow—are found below and represent the composite statement as used in this study.

- 1. The leader has a trust relationship with the followers.
- 2. The leader is able to accomplish the mutual goals of both leaders and followers.
- 3. The leader is able to shape individual values.
- 4. The leader is able to shape organizational values.

5. The leader is able to build a strong organizational culture to communicate its values.
6. The leader is able to communicate his or her vision.
7. The leader is able to align individual development with organizational purpose.
8. The leader is able to engage in developmental relationships with followers so as to create future leaders.
9. The leader is able to win followers.
10. The leader is able to mobilize the commitment of the followers.
11. The leader seeks to transform the followers to higher levels of motivation and performance based on higher standards of moral and ethical conduct.
12. The leader has managerial skills to enable the leader to reach the mutual goals of leader and followers.

These leadership elements were employed in open response items on the questionnaire to investigate present intentions and present demonstrations, and with Likert-type attitude scales to investigate curriculum priority and trainer modeling.

Second, a list of teaching methods commonly used by the trainers was formulated, since instructional methods that contribute to effective training for leadership development were of interest in this study. This list of teaching methods was generated by adopting that of Ferris (1982) and testing it with some of the trainees at the GCTC. The final list is as follows:

Analysis of case studies

Discussion of lecture

Field experience
Guided discovery
Lecture
Reading or research with report
Recitation or drill
Reflection on personal experience
Simulation games or role play
Small group discussion

The above list was employed in a ranking item on the questionnaire to investigate the training methods commonly used at the GCTC.

Third, it was necessary to define topics associated with training laypeople for ministry in terms of specific areas taught as part of the GCTC program. These areas are listed below.

Faith
Stewardship
Power
Prayer
Obedience
Direction
Action
Love
Leadership
Vision
Future trainer

I used both interviews and questionnaires in this research. Interviews were conducted with randomly selected trainers and trainees with unstructured and open-ended questions. It took about

forty-five minutes to an hour for each interview. These interviews served only to gain a better understanding of the interviewee's conception of leadership.

Types of Questionnaire Items

In designing the questionnaire, I used four types of items. I used the Likert-type attitude scales with forty-seven items eliciting data related to respondent agreement/disagreement with a stimulus statement. In the instrument for study, I substituted the following numerical scale for specific attitude designations:

Strongly agree 1 2 3 4 5 6 7 Strongly disagree

Instructions provided as part of the instrument directed respondents to "Indicate your agreement or disagreement with the statement given by circling the appropriate number." For clarification, an example item was provided with a response marked. A Likert-typed scale was chosen because of its demonstrated effectiveness, as well as its simplicity in responding and scoring. Borg and Gall stated:

An important study concerned with this use of attitude scales was done by Tittle and Hill. They compared the effectiveness of various types of attitude scales (Likert, Guttman, Semantic Differential, Thurstone, Self-Rating) in predicting objective indices of voting behavior. The Likert scale was superior to all the other scale types; it yielded a mean correlation coefficient of .54 with the objective indices of voting behavior. (1971, p. 183)

Rank-ordering represents a second type of items used in the design of the questionnaire. Borg and Gall noted, "In some types of

educational research, it is easier to rank individuals than to assign quantitative scores" (1971, p. 293). Rank-ordering is the most efficient type of item to elicit the identification of most frequently employed teaching methods. A specific response array of items was provided wherein respondents selected four from the list and ranked them according to perceived frequency of occurrence at GCTC.

The third type of questions included in the design of the questionnaire was multiple choice questions. Multiple choice questions were included in the questionnaire to probe how congruent the GCTC leadership training was with the characteristics of transformational leadership. Borg and Gall recommended the use of multiple choice questions whenever appropriate to the objective of the survey, because these questions are characterized by efficiency. Thus, two multiple choice items were included in the design of the questionnaire to measure any change in emphasis on leadership development within GCTC.

Finally, twenty-four open response items represent the fourth type of items used in the questionnaire design. Isaac and Michael (1971) noted that researchers are commonly warned that open response items are often difficult to interpret and analyze. However, Borg and Gall point out that under certain circumstance open response items are preferred over closed response items intended to measure the same phenomena (1971).

I chose not to limit the responses to any array of possible answers so as to obtain as accurate a picture as possible.

Respondent Information

According to Isaac and Michael, anonymity is significant if the questionnaires are of a highly personal or controversial nature (1971). Limited anonymity of respondents in this study was maintained, as identification of respondents by name would offer no perceptible advantage to the researcher or to the validity of the research. The identification system allows for the respondents to directly classify themselves by status according to the following categories: (1) trainer or trainee, (2) sex, (3) number of years on staff, and (4) age. The above categories facilitated status assignment as the data were analyzed according to trainer and trainee classifications.

In this study a preliminary draft of the questionnaire, consisting of 74 items was pretested with some of the staff members who had graduated from the GCTC. Minor points of confusion were noted and appropriate adjustments were made. The final, revised instrument appears in Appendix A.

Subject Population

The participants included the GCTC director, the trainers, trainees and graduates from the GCTC. All who were attached to the GCTC participated in the research. The research took place with complete permission and cooperation from the Training Center director and staff (see Appendix B).

Because of the small size of both trainers and trainees no sample was taken. Instead they were polled as a population. Participation of the trainers in the study was necessary to obtain data on variables designated "present intentions," "training method."

as well as to establish trainer perceptions related to other variables.

Interviews with Participants

To accomplish this research I interviewed the President, the Vice President, the GCTC director, and some randomly selected trainers and trainees at the GCTC in Manila. Interviews were unstructured and open-ended and took about an hour per interview. To facilitate the dynamics of a dialogical interaction with the interviewee, I (a) posed a number of open-ended research questions, (b) repeated and restated interviewee responses for clarification, and (c) used empathic responses to elicit participation. I used an interview guide as a reference during the interview (see Appendix C).

Risk and Confidentiality

The subjects' responses have been kept in confidence. Only the researcher has access to the questionnaires and the interview transcripts. There are no risks involved for the participants since the data collected are presented in this manuscript in groups with no singling out of any individual.

Data Analysis Procedures

The method of data collection determined the procedures employed in analyzing research data.

Attitude Scale Data

This researcher computed the means and standard deviations for each population from data collected on attitude scales and

interpreted the mean scores according to the following range intervals:

<u>Interval Range</u>	<u>Interpretation</u>
1.00 to 1.49	Strongly agree
1.50 to 2.49	Agree
2.50 to 3.49	Mildly agree
3.50 to 4.49	Neutral
4.50 to 5.49	Mildly disagree
5.50 to 6.49	Disagree
6.50 to 7.00	Strongly disagree

The researcher identified significant differences by using the t-test for independent samples and reported the results at the $\alpha = .05$ level of significance. The null hypothesis for each test is:

H_0 : There is no significant difference between mean responses of trainers and trainees

The null hypothesis and alternative hypothesis (symbolically stated), the test statistic, and the decision rule for each test were:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

$$v = n_1 + n_2 - 2$$

$$\alpha = 0.5$$

$$t = \frac{(\bar{x}_1 - \bar{x}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{\sum_{i=1}^{n_1} (x_{1i} - \bar{x}_1)^2 + \sum_{i=1}^{n_2} (x_{2i} - \bar{x}_2)^2}{n_1 + n_2 - 2} \left\{ \frac{n_1 + n_2}{n_1 n_2} \right\}}}$$

Reject H_0 if $|t| \geq t_v (\alpha = 0.5)$

Findings were also totaled across items, by item stem, for each subpopulation.

Ranked Data

The researcher tallied the responses to each item by taking the ranking assigned to the stimuli (i. e., teaching method) with data compiled separately for each subpopulation. The researcher computed the cumulative ranking by weighting frequency tallies according to the following values:

<u>Rank</u>	<u>Weight</u>
1	$f \times 4$
2	$f \times 3$
3	$f \times 2$
4	$f \times 1$

Trainer and trainee cumulative rankings were compared for each item for interpretative insight. The researcher identified significant differences by using a Spearman Rank Difference Correlation test and reported the results at the $\alpha = .05$ level of significance. The null hypothesis for each test is:

$$H_0: \rho = 0$$

$$H_1: \rho \neq 0$$

$$\alpha = .05$$

$$Z = \frac{r}{\frac{1}{\sqrt{n-1}}} \quad \text{when } r = 1 - \frac{6\sum D^2}{n(n^2-1)}$$

Reject H_0 if $|Z| \geq 1.96$

Multiple Choice Data

Responses for each item were tallied and percentage response calculated by stimulus, with data compiled separately for each subpopulation. Reports of variation from 25% or more of respondents in any subpopulation were considered significant. Faculty and student responses were compared for each stimulus for interpretive insight.

Open Response Data

The researcher analyzed, grouped and tallied the responses to open response items for each subpopulation. Tally sheets prepared for use in classifying responses provided twenty-four to thirty-one categories developed in the course of analysis. The researcher reported the findings for each subpopulation in terms of number of responses recorded in each category. Trainer and trainee responses were compared for interpretive insight.

Summary

The design of this research calls for data regarding curriculum commitments of the GCTC as stated by its documents and lesson plans and as perceived by the trainers and trainees. Interviews and questionnaires were used to collect the necessary data for this study. An explanation of the data analysis procedures concludes Chapter 3.

CHAPTER 4

LEADERSHIP TRAINING AT GCTC

Overview

This chapter presents the analysis and findings of the research. The format includes that of restating the research questions with the accompanying statistical findings. The chapter concludes with a summary of major findings.

The focus of this study concentrates on the informational needs expressed in the question which guided the inquiry: How is training for leadership presently incorporated into the GCTC curriculum?

The data presentation and analysis sections of this chapter correspond to the nine research questions of this study. Each section identifies and presents related findings for the research questions. A total of 55 people from the GCTC took part in this study with 18 trainers, 29 trainees and 8 regular staff members

Leadership Training in the GCTC Curriculum

Two variables identified as significant indicators of present incorporation of training for leadership in the GCTC curriculum are:

1. "Present intentions"—curriculum factors identified by the trainers and trainees as intended to develop leadership; and

2. "Present demonstrations"—those ways in which the qualities of a leader are demonstrated in the GCTC curriculum.

The researcher collected data related to both of these variables through open response items on the questionnaire and the data are given as frequency and percentage distributions.

Curriculum Elements that Develop Leadership

Research question 1, "What elements in the GCTC curriculum are perceived by trainers and trainees as intended to develop leadership?" addresses the issue of curriculum elements that develop leadership. I was interested in the trainers and trainees perception about curriculum elements at the GCTC relative to leadership development.

I used twelve items on the questionnaire to elicit responses related to present intentions (those elements presently incorporated in the GCTC program with intent to develop leadership). The stem for each item was:

What elements of the GCTC program are intended to develop this quality?

The elements referred to in the item stem come from the list of twelve "personal characteristics of a leader" (Appendix D). Pairing the item stem with each of the twelve characteristics of a leader produced the twelve items that were included in the questionnaire. This means that every respondent had twelve opportunities to answer in relation to research question 1. As the questions are open-ended, multiple answers for each question were recorded. As the stem was attached to the twelve characteristics of a leader, the tabulation and summation of the responses gave a more accurate

representation of the perception of the trainers and trainees on curricular intent for leadership development.

Since an open-ended question was used, it drew a wide variety of responses. The researcher tabulated the responses using the exact responses given. Because of the wide range of answers, and because no list of possible answers was supplied, there was a very broad range of responses. Because of the low frequency, I had to place some of the answers into clusters and in some instances a cluster name was identified. Naturally, with the wide range of answers, the frequency for each item was relatively low. Nevertheless, the answers collected did give a good picture of the trainers and trainees perception of curricular intent for leadership development.

From the number of unanswered items, the response rate was derived by subtracting the unanswered items from $n \times 12$ (the number of trainers/trainees multiplied by the number of questions), divided the result by $12n$, and multiplied by 100%, assuming that those who answered must have at least given one answer to each question.

By taking the responses from each stem of the twelve questions and totalling them, the researcher obtained a composite picture of curriculum elements that the trainers and trainees perceived as intended for leadership development. The researcher tallied the findings for each item by population sample, then produced a cumulative statement of findings by combining data for each sample across the twelve items sharing the stem indicated above.

Findings about Curricular Intention

Table 4.0 shows the response rates of the trainers (89%) and trainees (88%) to the twelve items on the questionnaire. Table 4.1 contains the findings for research question 1. Respondents' answers were tabulated according to frequency and percentages.

Table 4.0

Response Rates to Research Question 1

	Trainer	Trainee
Unanswered items (a)	23	40
Possible answers (n x 12)	216	348
Percentage responded $[(12n-a)/12n]100\%$	89%	88%

Note: Trainer n =18; Trainee n = 29

Curriculum elements perceived as intended to develop leader qualities were widely distributed. The most frequent response across all leader qualities was the "personal development review" (6.3% of total trainer response; and 7.3% of total trainee response). This personal development review was designed to provide time for trainers to meet individually with their corresponding trainees to evaluate the trainees' areas of strengths and weaknesses, and helps the trainers in knowing what areas their trainees need development. Once those areas are identified, they provide the trainers a tangible way of holding the trainees accountable to any agreed upon action points. This personal time was described as very meaningful and helpful by both trainers and trainees who were interviewed.

Table 4.1

Curriculum Elements Intended to Develop Leadership Qualities

Response	Frequency		Percentage	
	Trainers	Trainees	Trainers	Trainees
Personal Dev. Review	24	42	6.3%	7.3%
GCTC classes, talks	21	27	5.5%	4.7%
Management training	19	18	5.0%	3.1%
Field ministry	18	38	4.7%	6.6%
Vision building	18	21	4.7%	3.7%
Staff development	17	8	4.5%	1.4%
Trainer modeling	15	2	3.9%	0.3%
Evaluation/staff reports	15	26	3.9%	4.5%
Management project	14	22	3.7%	3.8%
Discipleship	13	22	3.4%	3.8%
Leadership Training Inst	12	26	3.1%	4.5%
Staff meetings	12	24	3.1%	4.2%
Leadership lectures/disc	11	17	2.9%	3.0%
Delegation	11	13	2.9%	2.3%
Job desc./org. chain	10	17	2.6%	3.0%
Movement building	9	12	2.4%	2.1%
Retreats	9	11	2.4%	1.9%
Personal strategy/goals	8	2	2.1%	0.3%
Teamwork/relationship	8	8	2.1%	1.4%
Family times	7	23	1.8%	4.0%
Trainer-trainee rel'ship	7	6	1.8%	1.0%

Table 4.1 continued

Response	Frequency		Percentage	
	Trainers	Trainees	Trainers	Trainees
Role playing (checkouts)	7	28	1.8%	4.9%
Devotional messages	7	10	1.8%	1.7%
Planning times together	6	12	1.6%	2.1%
Discipleship groups	6	2	1.6%	0.3%
Informal times together	5	5	1.3%	0.9%
Communication skills	4	3	1.0%	0.5%
Personal rel'ship with God	4	17	1.0%	3.0%
CCC distinctives	4	7	1.0%	1.2%
Prayer	2	21	0.5%	3.7%
Sharing rationale	1	9	0.3%	1.6%
Infrequent mention categ.	35	34	9.2%	5.9%
Unanswered	23	40	6.0%	7.0%
Total Responses	382	573	100.0%	100.0%

Note: Trainers n = 18; Trainees n = 29

The curriculum elements that were high on the list of the trainers coincided with some of those that were high on the list of the trainees. "Personal development review"(6.3%), "GCTC classes" (5.5%), "management training" (5.0%), "field ministry" (4.7%), and "vision building" (4.7%) occupied the top five of the trainers' list, while "personal development review" (7.3%), "field ministry" (6.6%), "role playing" (4.9%), "GCTC classes" (4.7%), "leadership training institute" (4.5%), and "evaluation/staff reports" (4.5%) took the top six positions for the trainees. Only three from the trainees' list

("personal development review," "GCTC classes," and "field ministry") coincided with the five from the trainers' list.

Both trainers and trainees pointed out that personal time with each other, classroom instruction and the application in the field of what was taught in the classroom indicated clearly curricular intent to develop leader qualities. The relationship between trainers and trainees was seen to be important to the development of any other leader qualities.

It is interesting to note the diffuse array of responses to questionnaire items. The open-ended question provided the opportunity for the researcher to determine the perceived intentionality of the GCTC program in developing leader qualities. This wide spectrum of responses indicates an apparent lack of specificity of focus on training for leadership development. The high response rate by both trainers and trainees indicated that they share the perception that the curriculum elements were intended for leadership development. However, the trainers and trainees differed in their perception, particularly, in "trainer modeling" with 3.9% of trainer responses and only 0.3% of trainee responses. It appears that trainers viewed themselves as models yet surprisingly, the trainees did not take that same view.

On items that lean heavily on trainers to make sure the activities take place, the trainers viewed themselves as doing well but the trainees looked at it differently, e. g., "staff development" with 4.5% trainer response and 1.4% trainee response; "trainer modeling" with 3.9% trainer response and 0.3% trainee response; and

"personal strategy/goals" with 2.1% trainer response and 0.3% trainee response.

The trainers and trainees agreed that the curriculum at GCTC is used to help develop leader qualities among those participating in the program, but there is no real, direct focus on developing leader qualities in the lives of those participating at GCTC. The intention to develop leader qualities exists but the follow through to bring it about is lacking.

Curriculum Elements that Demonstrate Leadership

Research question 2, "What elements in the GCTC curriculum are offered by the trainers and trainees as examples that demonstrate leadership?" addresses the examples of leadership as seen at the GCTC.

Twelve items on the questionnaire elicited responses related to present demonstrations. The stem for each item was:

Give an example from your GCTC that demonstrates this quality. Relate an incident when this quality was being demonstrated.

As in items designed to elicit data on present intentions, the quality mentioned in the item stem refers to one of twelve "qualities of a leader." Pairing the above stem with each of the twelve qualities of a leader produced the twelve items on present demonstrations included in the questionnaire.

The answers to the twelve open-ended questions came in the form of phrases and sentences which identified curricular elements at GCTC. The elements identified were listed and recorded according

to the frequency of occurrence. In some instances, I had to group a few of the elements together under general headings.

The researcher tallied the findings for each item by population sample, then produced a cumulative statement of findings by combining data for each sample across the twelve items sharing the stem indicated above.

Findings about Present Demonstrations

Table 4.2 contains the response rate to research question 2. Table 4.3 presents the cumulative findings of the responses wherein the participants gave examples of leader qualities demonstrated at the GCTC. When requested to provide examples from life at GCTC that demonstrated qualities of a leader, trainers and trainees responded by citing various curriculum elements. No apparent clustering of responses took place even with a 78% response rate from the trainers and 66% from the trainees.

Table 4.2

Response Rates to Research Question 2

	Trainer	Trainee
Unanswered items (a)	48	117
Possible answers (n x 12)	216	348
Percentage responded $[(12n-a)/12n]100\%$	78%	66%

Note: Trainer n=18; Trainee n=29

The lower response from the trainees could indicate a lower degree of awareness of leader qualities being demonstrated.

Table 4.3

Personal Qualities of a Leader Demonstrated at GCTC

Response	Frequency		Percentage	
	Trainers	Trainees	Trainers	Trainees
Modeling	14	3	7.4%	1.0%
Staff development	9	12	4.7%	3.9%
Delegation	8	9	4.2%	3.0%
Discipleship	8	8	4.2%	2.6%
Trainer-trainee rel'ship.	8	1	4.2%	0.3%
Relationship with God	7	11	3.7%	3.6%
Discussion of Plans	7	13	3.7%	4.3%
Provide vision	7	11	3.7%	3.6%
High visibility event	7	4	3.7%	1.3%
Field ministry	7	2	3.7%	0.7%
Leadership training inst.	6	9	3.2%	3.0%
Personal dev. review	6	8	3.2%	2.6%
Family times	5	9	2.6%	3.0%
Management project	4	12	2.1%	3.9%
Evaluation/feedback	4	7	2.1%	2.3%
Developing relationships	4	2	2.1%	0.7%
Retreats	4	3	2.1%	1.0%
Leadership discussions	3	5	1.6%	1.6%
Organizational structure	2	9	1.1%	3.0%
CCC distinctives	2	9	1.1%	3.0%
Role play (checkouts)	2	7	1.1%	2.3%

Table 4.3 continued

Response	Frequency		Percentage	
	Trainers	Trainees	Trainers	Trainees
Constant challenges	1	7	0.5%	2.3%
GCTC class sessions	1	3	0.5%	1.0%
Devotional messages	0	3	0.0%	1.0%
Negative comments	3	1	1.6%	0.3%
Infrequent mention categ.	13	20	6.8%	6.6%
Unanswered	48	117	25.3%	38.4%
Total responses	190	305	100.0%	100.0%

Note: trainers n = 18; trainees n = 29

Apparently the lack of focus on training for the development of leader qualities as seen in the "present intentions" may have contributed to this observation.

Again a wide disparity exists between the trainers and trainees in their assessment of leader qualities being demonstrated at GCTC as seen in "modeling" (7.4% of the trainer responses; 1.0% of the trainee responses). This observation is consistent with the earlier finding of curricular intention wherein trainees indicated that trainer modeling was not seen to be developing leader qualities.

The item "staff development" showed a high degree of agreement between trainers (4.7%) and trainees (3.9%) together with "provide vision," and "relationship with God" (with 3.7% response from trainers and 3.6% from trainees), and "discussion

of plans" (with 3.7% response from trainers and 4.3% from trainees).

There seems to be a disparity in the way staff development is perceived by the trainees. Earlier, the trainees indicated that staff development was not intended for the purpose of developing leader qualities, but now they perceived that staff development was an area wherein demonstrations of leader qualities were seen. One possible explanation could be that the trainees made a distinction between demonstrations of leader qualities and the process of developing leader qualities. There is very little connection between demonstrations of leader qualities and curricular intentions to develop leader qualities. It appears that something is missing. Perhaps, explanations and attempts to relate demonstrations of leader qualities to the development of leader qualities should be made.

In the items that one would expect agreement, there was great disparity, e. g., "trainer-trainee relationship" with 4.2% response from trainers and only 0.3% from trainees and "field ministry" with 3.7% from trainers and only 0.7% from trainees. These disparities indicate that the trainers thought that they were demonstrating certain leader qualities while the trainees disagreed. One possible interpretation of this observation could be that trainers are not spending enough time with their trainees, thereby not giving enough opportunities to observe the trainers.

There were categories with very low frequencies which the researcher lumped together and the total responses came out to

be 6.8% from trainers and 6.6% from trainees. These were listed in Table 4.3 under infrequently mentioned categories.

A number of trainers and trainees did not care to list any answers to the question on demonstrations of leader qualities and it came out to be 25.3% for the trainers and 38.4 % for the trainees. Possibly, both trainers and trainees were not geared to Table 4.4

Demonstration of Leader Qualities through Formal Curriculum Elements at GCTC

Formal Curriculum Element	Trainer	Trainee
Staff development	4.7%	3.9%
Discussion of plans	3.7%	4.3%
High visibility event	3.7%	1.3%
Field ministry	3.7%	0.7%
Leadership Training Institute	3.2%	3.0%
Personal development review	3.2%	2.6%
Management project	2.1%	3.9%
Evaluation/feedback	2.1%	2.3%
Retreats	2.1%	1.0%
Leadership discussions	1.6%	1.6%
Organizational structure	1.1%	3.0%
Role play	1.1%	2.3%
GCTC class sessions`	0.5%	1.0%
Devotional messages	0.0%	1.0%
Total formal	32.8%	31.9%

be looking out for demonstrations of leader qualities. And even when they saw one, they may not have recognized what they observed as demonstrations of leader qualities.

When asked to relate examples of leader qualities being demonstrated, both trainers (32.8%) and trainees (31.9%) tended strongly to cite formal curriculum elements at GCTC (see Table 4.4). Informal curriculum factors, on the other hand, were cited more by trainers (33.7%) than trainees (23.1%) (see Table 4.5). It is interesting to note that trainees did not place the same emphasis as the trainers on the informal factors. The trainer-

Table 4.5

Demonstrations of Leader Qualities through Informal Curriculum Elements at GCTC

Informal Curriculum Element	Trainer	Trainee
Modeling	7.4%	1.0%
Discipleship	4.2	2.6%
Trainer-trainee relationship	4.2%	0.3%
Delegation	4.2%	3.0%
Relationship with God	3.7%	3.6%
Provide vision	3.7%	3.6%
Family times	2.6%	3.0%
Developing relationships	2.1%	0.7%
CCC Distinctives	1.1%	3.0%
Constant challenges	0.5%	2.3%
Total informal	33.7%	23.1%

trainee relationship factor did not seem to be as important to the trainees as it was to the trainers. It is strange that, at the point of closest contact, the trainees missed the trainers' assertions that they demonstrated leader qualities. Either they were unaware of them or they did not recognize them.

Leadership Training Priority in GCTC

Three areas were examined to determine leadership training priority at the GCTC

Leadership Training Priority in GCTC documents

Research question 3, "What priority is assigned by the GCTC trainers to leadership training as indicated by the statements and documents of the GCTC?" addresses the written commitment of the GCTC to leadership training.

Document research on curriculum priority at the GCTC included examination of all the lesson plans that the trainers used to teach at the GCTC. I examined the 293 class session plans which the curriculum developers classified according to 11 categories. The categories included Faith, Stewardship, Power, Prayer, Obedience, Direction (Bible), Action, Love, Leadership, Vision and Future Trainer. Most of the class sessions were one hour long, though some took as long as three hours. Table 4.6 shows the number of sessions in each category, with the percentage of each category computed using the assumption that all sessions are of equal lengths of time.

The class lesson plans were examined to see what contributions were made in the GCTC courses to the development

of leader qualities in trainees' lives. I took the list of characteristics of a leader used in this study (Table 4.7) and compared the characteristics with the class lesson plans.

Table 4.6

Number of Class Sessions in Each Category at the GCTC

Category	No. of Class Sessions	Percentage
Faith	11	4%
Stewardship	4	1%
Power*	23	8%
Prayer	24	8%
Obedience	5	2%
Direction (Bible)	25	8%
Action: Overview	2	1%
Personal evangelism	19	6%
Group evangelism	11	4%
Follow-up	18	6%
Group leading*	20	7%
Send	6	2%
Apologetics	13	4%
Love*	34	12%
Vision*	2	1%
Leadership*	45	15%
Future trainer*	31	11%
Total	293	100%

* Categories that relate well to developing leader qualities

Table 4.7

Personal Characteristics of a Leader With Descriptors

Characteristic	Descriptor
1. The leader has a trust relationship between him/herself and the followers.	Trust relationship
2. The leaders is able to accomplish the mutual goals of both leaders and followers.	Accomplish mutual goals
3. The leader is able to shape individual values.	Shape indiv. values
4. The leader is able to shape organizational values.	Shape org'l values
5. The leader is able to build a strong organizational culture to communicate its values.	Build org'l culture
6. The leader is able to communicate his or her vision.	Communicate vision
7. The leader is able to align individual development with organizational purpose.	Align followers
8. The leader is able to engage in developmental relationships with followers so as to create future leaders.	Build future leaders
9. The leader is able to win followers.	Win followers
10. The leader is able to mobilize the commitment of the followers.	Mobilize followers
11. The leader seeks to transform the followers to higher levels of motivation and performance based on higher standards of moral and ethical conduct.	Transform conduct
12. The leader has managerial skills to enable the leader to reach mutual goals of both leader and followers.	Managerial skills

Document Findings about Curriculum Priorities

Eleven out of the twelve characteristics listed in Table 4.7 were addressed, some more than others, by the lesson plans utilized at the GCTC. Only "shape organizational values" was not addressed. The different characteristics of leaders (as seen in Table 4.7) were not tied together very well in the lesson plans. Even though the different characteristics were touched on, for the most part, the lesson plans did not include it as a learning objective. It would be unclear to the uninitiated trainer, the way the lesson plans are written, that teaching on any particular characteristic of a leader is asked of them. The elements were there in the lesson plans, but there was nothing that was used to integrate them all together. No where in the lesson plans was there an orientation to the development of leader qualities.

Six of the eleven categories relate well to leadership development. They are: (a) power, (b) action: group leading, (c) love, (d) vision, (e) leadership and (f) future trainer.

The category "power" includes the idea of empowerment, living in the power of the Holy Spirit, which is consistent with the idea of "the leader seeks to transform the followers to higher levels of motivation and performance based on higher standards of moral and ethical conduct." These higher standards of moral and ethical conduct based on biblical teachings are consistent with the end values mentioned by Burns. Trainers consistently teach the trainees to "excel still more" (I Thessalonians 4:1).

The category "action: group Leading" helps the trainees develop skills in group dynamics and together with the "love"

category, these lessons help the trainees build trust relationships with their group members. Different management projects categorized under "leadership" were used in helping trainees to accomplish the mutual goals of both trainers and trainees. In some cases, trainees had to work with other trainees as a team wherein they had to depend on each other, and invariably build trust relationships with one another.

Under the "leadership" category the trainees were taught how to communicate better with their co-workers and the public. Included under this category were managerial skills, accomplish mutual goals (developed in large group projects), build organizational culture, win followers and mobilize followers.

In the "vision" category, the lesson plans included instructions in catching a vision and only touched lightly on the subsequent communication of that vision to their teammates. "Leadership" coupled with "vision" helped the trainees learn to communicate their vision well to the people with whom they will be working with (their followers).

To build future leaders, the category "future trainer" focused on preparing the trainees to be future trainers. The training in this portion focused on the principles of discipleship, knowing the theoretical basis for being trainers, and on the practical skills of handling role-playing as a method of instruction.

The researcher observed that the GCTC lesson plans provided for the development of leader qualities as found in Table 4.7, even though in some cases the provision may be indirect.

A review of the history and purpose of the GCTC revealed an emphasis on developing a movement of spiritual multipliers (those who are leading and are able to train others for leadership) in the context of reaching a target area for Christ. Classroom sessions on building movements, building spiritual multipliers, management and leading small groups were emphasized. Thus, the design of the curriculum included both classroom and actual application in the field of what was taught. Balance between classroom and ministry in the field was valued and reflected in the weekly schedule. The experiences of winning, building, training and sending were priority and were used as part of the criteria for successful completion of the training.

Table 4.6 shows that the "leadership" category accounted for 15% of the curriculum, followed by "love" with 12%. Next was "future trainer" with 11%, followed by "power," "prayer," and "direction", all with 8%. Taking the total of the percentages for power, love, leadership and future trainer (46%), I concluded that the curriculum does show a priority on leadership development. However, this priority is not explicitly stated nor is it included in the lesson plans' learning objectives. Unless one knows what to look for it would be very difficult to discern the emphasis on leadership development at the GCTC.

Overall, the documents did reveal that the elements for leadership development were present, but unfortunately, leadership development was not explicitly and necessarily the driving focus for the training.

Leadership Elements and the Goals of GCTC

Research question 4, "If presented with a list of leadership elements, will trainers and trainees agree that the development of these elements constitutes a stated goal of the GCTC?" addressed the issue of agreement between the trainers and trainees on the goals of the GCTC.

The investigation of perceived commitment to develop the personal qualities of a leader as declared goals of GCTC took place by using the Likert-type scales. Twelve items on the questionnaire elicited data on respondent agreement/disagreement with statements related to the declared goals of the GCTC. The stem for each item was:

This quality is consistent with the declared goals of GCTC. The quality referred to in the item stem was one of twelve "personal qualities of a leader." Pairing the item stem with each of the twelve personal qualities of a leader produced the twelve items included in the questionnaire. The findings are presented as mean responses and sample standard deviations for each item and the population sample included in the study.

The researcher compared trainer and trainee responses for each item by means of a t-test for independent samples, using the following hypotheses:

Statistical hypothesis: There is no significant difference between the mean response of trainers and that of trainees.

Alternate hypotheses: There is a significant difference between the mean response of trainers and trainees.

The findings for the comparison are reported as t-values, with significance noted when $p \leq .05$.

Table 4.8

Leader Qualities as Perceived Developmental Goals of GCTC

Leader Quality	Trainer		Trainee		t-value
	mean	std. dev.	mean	std. dev.	
Communicate vision	1.222	.548	1.414	.136	-.95
Build future leaders	1.222	.548	1.414	.780	-.91
Win followers	1.294	.588	1.552	.827	-1.13
Align followers	1.333	.485	1.483	.634	-.86
Mobilize followers	1.375	.719	1.222	.577	.77
Managerial skills	1.412	.795	1.417	.830	-.02
Trust relationship	1.471	.624	1.310	.712	.77
Accomplish mutual goals	1.500	.514	1.518	.643	-.10
Transform conduct	1.529	.800	1.300	.490	.85
Build organizational culture	1.556	.922	1.607	.956	-.18
Shape individual values	1.611	.850	1.448	.686	.72
Shape organizational values	1.722	.958	1.483	.738	.96

Note: n for trainers ranges from 16 to 18 with the majority of the responses at 18 while n for trainees ranges from 24 to 29 with the majority of the responses at 29.

Findings About Perceived Goals

Findings on personal qualities of a leader as declared goals at GCTC are presented in Table 4.8. The trainers "strongly agreed" (mean response lies in the interval range 1.00 to 1.49, see Table 4.9) that the development of seven leader qualities constituted declared goals of the GCTC. The seven qualities are "communicate vision," "build future leaders," "win followers," "align followers," "mobilize followers," "managerial skills," and "trust relationship."

Table 4.9

Interpretation of Interval Range of The Likert-type Scale

<u>Interval Range</u>	<u>Interpretation</u>
1.00 to 1.49	Strongly agree
1.50 to 2.49	Agree
2.50 to 3.49	Mildly agree
3.50 to 4.49	Neutral
4.50 to 5.49	Mildly disagree
5.50 to 6.49	Disagree
6.50 to 7.00	Strongly disagree

The trainers also "agreed" (mean response lies in the interval range 1.50 to 2.49) that the five other leader qualities constituted declared goals of the GCTC. These five qualities are "accomplish mutual goals," "transform conduct," "build organizational culture," "shape individual values," and "shape organizational values."

Five of the top seven qualities indicated by the trainers deals with followers (communicate vision, build future leaders, win followers, align followers, and mobilize followers). I perceived that the GCTC program was focused on the goals of developing skills to win, build, and mobilize followers. The other five qualities relate to building the values and conduct of the individual as well as the organizational culture. Also, I perceived that the leader qualities are developmental goals of GCTC with heavier leanings on developing skills than values, conduct and culture.

Trainee respondents strongly agreed that the GCTC is committed to developing the qualities of a leader described in nine of the twelve items: "mobilize followers," "transform conduct," "trust relationship," "communicate vision," "build future leaders," "managerial skills," "shape individual values," "align followers," and "shape organizational values." They also agreed that the other three personal qualities are declared goals.

Both trainers and trainees strongly agreed on six of the twelve qualities: "communicate vision," "build future leaders," "align followers," "mobilize followers," "managerial skills," and "trust relationship."

In no case were the trainees' perceptions of the GCTC's declared goals significantly different from those of the trainers. The statistical hypothesis was upheld. Both trainers and trainees agreed that the qualities referred to in Table 4.7 were consistent with the declared goals of the GCTC.

Effectiveness of the GCTC Program

Research question 5 states, "If presented with a list of leadership elements, will trainers and trainees agree that the GCTC program effectively develops leadership?"

The perceived effectiveness of GCTC in developing leaders was investigated by means of Likert-type attitude scales. Twelve items on the questionnaire elicited data on respondent agreement/disagreement with statements related to the effectiveness of GCTC in developing the twelve leader qualities. The stem for each item was:

The GCTC program effectively develops leaders who evidence this quality.

The quality referred to in the item stem was one of twelve personal qualities of a leader listed in Table 4.7. Pairing the item stem with each of the twelve personal qualities of a leader produced the twelve items included in the questionnaire. The findings are presented as mean responses and sample standard deviations for each item and the population sample included in the study.

The researcher compared trainer and trainee responses for each item by means of a t-test for independent samples, using the following hypotheses:

Statistical hypothesis: There is no significant difference between the mean response of trainers and that of trainees.

Alternate hypothesis: There is a significant difference between the mean response of trainers and trainees.

The findings for the comparison are reported as t-values, with significance noted when $p \leq .05$.

Table 4.10

Perceived Effectiveness of GCTC in Developing Leader Qualities

Leader Quality	Trainer		Trainee		t-value
	mean	std. dev.	mean	std. dev.	
Align followers	1.437	.814	1.586	.733	-.63
Build future leaders	1.444	.784	1.517	.911	-.28
Managerial skills	1.706	.985	1.458	.833	.87
Win followers	1.706	.920	1.621	.775	.34
Accomplish Mutual Goals	1.722	.752	1.679	.548	.23
Build organizational culture	1.778	.943	1.750	.844	.10
Communicate vision	1.778	1.003	1.448	.736	1.30
Mobilize followers	1.812	.911	1.556	.751	1.00
Shape organizational values	1.882	.928	1.655	.721	.93
Transform conduct	1.941	.966	1.583	.776	1.31
Shape individual values	1.944	1.056	1.621	.728	1.25
Trust relationship	2.176	1.185	1.621	.728	1.98

Note: n for trainers ranges from 16 to 18 with the majority of the responses at 18, while n for trainees ranges from 24 to 29 with the majority of the responses at 29

Findings About Program Effectiveness

The findings on program effectiveness in developing leader qualities at GCTC are presented in Table 4.10. The trainers

strongly agreed that GCTC is effective in training for two ("align followers," and "build future leaders") of the twelve leader qualities, while the trainees also strongly agreed that the training effectively develops only two leader qualities examined ("communicate vision," and "managerial skills"). Both trainers and trainees agreed that the GCTC is effective in developing the other ten leader qualities.

This agreement between trainers and trainees that GCTC is effective in developing leader qualities is contrasted with the finding that there is a lack of focus on the development of leader qualities at the GCTC. This means that the perceptions of both trainers and trainees are that the GCTC program is effectively developing leader qualities even though there is no integrating focus on developing leader qualities. One possible explanation for this could be that leader qualities are being developed through the curricular elements of the GCTC in spite of a lack of purposeful follow through with the intent to develop leader qualities.

There is no significant difference between the perceptions of trainers and trainees regarding the GCTC's effectiveness in training for these 12 leader qualities. The statistical (null) hypothesis is upheld. Generally both trainers and trainees agreed that the GCTC is effective in developing the leader qualities in the lives of the trainees.

Effectiveness of GCTC Trainers in Demonstrating Leadership

Research question 6, "If presented with a list of leadership elements, will trainers and trainees agree that the GCTC trainers

are effective in demonstrating these elements in their lives?" addresses the effectiveness of GCTC trainers in demonstrating leadership.

The researcher used Likert-type attitude scales to investigate the perceived demonstration by trainers of personal qualities of leadership. Twelve items on the questionnaire elicited data on respondent agreement/disagreement with statements related to trainer demonstration of leadership qualities. The stem for each item was:

The trainers are effective in demonstrating this quality. The quality referred to in the item stem was one of twelve "personal qualities of a leader." Pairing the item stem with each of the twelve personal qualities of a leader produced the twelve items included in the questionnaire. The findings are presented as mean responses and sample standard deviations for each item and population sample included in the study.

The researcher compared trainer and trainee responses for each item by means of a t-test for independent samples, using the following hypotheses:

Statistical hypothesis: There is no significant difference between the mean response of trainers and that of trainees.

Alternate hypotheses: There is a significant difference between the mean response of trainers and trainees.

The findings for the comparison are reported as t-values, with significance noted when $p \leq .05$.

Table 4.11

Perceived Trainer Modeling of Personal Qualities of a Leader

Leader Quality	Trainer		Trainee		t-value
	mean	std. dev.	mean	std. dev.	
Build future leaders	1.444	.705	1.586	.825	-.60
Align followers	1.500	.894	1.517	.688	-.07
Accomplish Mutual Goals	1.722	.752	1.679	.863	.18
Build organizational culture	1.833	.924	1.964	.838	-.50
Shape organizational values	1.875	.806	1.690	.806	.74
Win followers	1.875	.885	1.621	.820	.97
Transform conduct	1.875	.885	1.520	.653	1.48
Trust relationship	1.882	.697	1.690	.712	.89
Mobilize followers	1.933	.799	1.444	.698	2.07*
Managerial skills	2.000	1.033	1.458	.833	1.83
Communicate vision	2.059	1.197	1.655	.974	1.25
Shape individual values	2.111	1.132	1.669	.761	1.53

* Significant at the $\alpha = .05$ level

Note: n for trainers range from 16 to 18 with the majority of the responses at 18 while n for trainees range from 24 to 29 with the majority of the responses at 29

Findings About Trainer Modeling

Findings on trainer demonstration of leadership qualities at GCTC are presented in Table 4.11. The GCTC trainers strongly agreed that they demonstrate one of the twelve qualities of a leader ("build future leaders"). With respect to the other eleven

qualities, they also agreed that the qualities were demonstrated but the level of agreement varied from borderline "strongly agree" (in the case of "align followers") to the middle of "agree" (in the case of "shape individual values").

Trainees strongly agreed that their trainers demonstrate two out of twelve qualities of leadership (i. e. "mobilize followers" and "managerial skills"), and agreed on the other ten qualities. Overall, both trainers and trainees indicated that the trainers demonstrated the 12 leader qualities.

Differences between trainer and trainee perceptions were generally minimal, but they were significant ($\alpha \leq .05$) regarding "mobilize followers." There was a wide disparity of perception between trainers and trainees on "mobilize followers." The trainees perceived that their trainers were better in mobilizing followers than the trainers' own perception of their demonstration of mobilizing followers. It is difficult to interpret the different perceptions concerning mobilizing followers. One interpretation may be this: trainees observed their trainers mobilizing followers more than what they observed of themselves, and in comparison with themselves the trainees saw that their trainers were by far better in mobilizing followers.

Effectiveness of GCTC Program in Training Laypeople for Ministry

Research question 7 states, "If presented with a list of topics/courses associated with training laypeople for ministry,

will trainers and trainees agree that their GCTC program provides effective training in those areas?"

The GCTC program serves not only to help develop leaders, but more importantly to equip and train laypeople for ministry. If the GCTC is effective in developing leaders and not preparing people for ministry, then the GCTC would be remiss in its mission. For this reason, the researcher took a look at the effectiveness of the GCTC in training laypeople for ministry.

The researcher used Likert-type attitude scales to investigate the perceived effectiveness of the GCTC training for ministry. Eleven items on the questionnaire elicited data on respondent agreement/disagreement with statements related to training effectiveness. The stem for each item was:

Our GCTC program provides effective training in: _____. Each of the eleven topics associated with training for ministry completes the blank above. Pairing the item stem with the eleven topics/courses produced the eleven items included in the questionnaire. The findings are presented as mean responses and sample standard deviations for each item and population sample included in this study.

The researcher compared trainer and trainee responses for each item by means of a t-test for independent samples, using the following hypotheses:

Statistical hypothesis: There is no significant difference between the mean response of trainers and that of trainees.

Alternate hypotheses: There is significant difference

between the mean response of trainers and trainees.

The findings for the comparison are reported as t-values, with significance noted when $p \leq .05$.

Table 4.12

Perceived Effectiveness of GCTC's Training for Ministry

Topical Areas/Course	Trainer		Trainee		t-value
	mean	std. dev.	mean	std. dev.	
Faith	1.333	.594	1.357	.488	-.15
Obedience	1.333	.594	1.179	.476	.98
Leadership	1.444	.616	1.074	.267	2.77*
Action	1.500	.618	1.393	.786	.49
Vision	1.611	.916	1.296	.609	1.39
Prayer	1.778	.878	1.786	.957	-.03
Stewardship	1.833	.707	1.571	.879	1.06
Power	1.882	.781	2.000	.894	-.44
Future trainer	1.889	1.023	1.920	.812	-.11
Direction (Bible)	2.000	1.085	1.429	.690	2.19*
Love	2.111	.832	1.615	.697	2.14*

* Significant at the $\alpha = .05$ level

Note: n for trainers equals 18 while n for trainees ranges from 24 to 28 with the majority of the responses at 28

Findings of Perceived Effectiveness of GCTC's Training for Ministry

The findings are presented in Table 4.12. The trainers strongly agreed that three of the eleven courses, i. e., faith, obedience and leadership were effective in training candidates in these subjects. They agreed on the other eight courses but the level of agreement ranges from a low (2.111) to the high (1.500). The lowest mean score for the trainers landed on "love."

Trainees, on the other hand, strongly agreed that six of the eleven courses were effective in training candidates in those subjects. The courses include leadership, obedience, vision, faith, action, and direction. They agreed on the other six courses. The lowest mean score for the trainees was on power (empowerment).

Differences between trainer and trainee perceptions are statistically significant ($\alpha = .05$) with respect to three courses: direction, love, and leadership. Both the trainers and trainees rated leadership as strongly agree, but yet the difference in the rating is statistically significant. This is accounted for by the .37 difference in the means of the trainers and trainees (the two means are almost at the ends of the strongly agree category), and the low standard deviation for the trainees.

Even though there is no significant difference in the eight other courses, the trainees' aggregate mean scores are higher than those of the trainers. The trainees were more satisfied with the effectiveness of their training in the eleven courses than the trainers were.

Teaching Methods at the GCTC

Research question 8, states, "What methods of teaching are most commonly used by the trainers?"

The researcher was interested in discovering what teaching methods were used in delivering the GCTC program. If the GCTC program is effectively developing leaders, then knowing what teaching methods were used would be helpful. A list of ten teaching methods was generated by adopting that of Ferris (1982) and testing it with some of the trainers and trainees at the GCTC.

Respondents selected the four most common teaching methods from the list of ten and ranked the four selected in order of frequency used by trainers. The findings are presented as weighted scores for each population sample to yield a cumulative ranking for each alternative teaching method presented.

Trainer and trainee cumulative rankings are compared by means of a Spearman test of Rank Difference Correlation, using the following hypotheses.

Statistical hypothesis: There is no significant correlation between cumulative ranking provided by trainers and trainees.

Alternative hypothesis: There is a significant correlation between cumulative ranking provided by faculty members and that of students.

The findings for each comparison are reported as correlation coefficients (r) with significance noted when $p \leq .05$.

Table 4.13
Teaching Methods Commonly Employed at GCTC

Teaching Method	Trainer n=18						Trainee n=29						Cumulative Rank Difference
	Frequency of Ranking				Wtd. score	Cum. Rank	Frequency of Ranking				Wtd. score	Cum. Rank	
	1	2	3	4			1	2	3	4			
Field experience	6	4	4	0	44	1	5	10	2	4	58	1	0
Lecture	7	2	0	0	34	2	12	0	1	2	52	2	0
Small group discussion	4	3	2	1	30	3	3	5	8	2	45	3	0
Reflection on personal experience	3	1	1	1	18	4	4	2	0	3	23	5	-1
Simulation games role playing	2	3	0	0	17	5	2	4	1	2	24	4	1
Discussion of lecture	2	0	0	3	11	6	2	2	1	1	17	6.5	-0.5
Recitation or drill	1	0	1	0	6	7	2	2	1	0	16	8	-1
Analysis of case studies	0	1	0	2	5	8	3	0	1	3	17	6.5	1.5
Guided discovery	0	0	1	1	3	9	1	1	2	0	11	10	-1
Reading on research with report	0	0	0	2	2	10	2	0	2	2	14	9	1

Findings about Teaching Methods

The findings on teaching methods commonly employed at GCTC are presented in Table 4.13. Trainers indicated that the methods most frequently employed were "field experience," "lecture," and "small group discussion." Trainees concurred with the rankings made by the trainers for the three methods most frequently used by the trainers.

The fourth ranked method by the trainers was that of "reflection on personal experience" while that of the trainees was "simulation games."

In comparing the trainers' and trainees' cumulative rankings the Spearman test of rank difference correlation was used and the corresponding computations are shown below.

Statistical hypothesis, $H_0: \rho = 0$

Alternative hypothesis, $H_a: \rho \neq 0$

$\alpha = .05$

$$z = \frac{r}{\frac{1}{\sqrt{n-1}}} \quad \text{when } r = 1 - \frac{6\sum D^2}{n(n^2-1)}$$

Reject H_0 if $|z| \geq 1.96$

$$\begin{aligned} r_{\text{rank}} &= 1 - \frac{6\sum d^2}{n(n^2-1)} \\ &= 1 - \frac{6(2.25+0.25+0+1+0+1+1+1+1+0)}{10(100-1)} \\ &= 1 - \frac{6(7.5)}{990} \end{aligned}$$

$$\begin{aligned}
 &= 1 - 0.0454 \\
 &= 0.9546 \\
 z &= \frac{0.9546}{\frac{1}{\sqrt{9}}} \\
 &= 2.864
 \end{aligned}$$

Reject H_0 if $|z| \geq 1.96$

In comparing the cumulative ranking of both the trainers and trainees ($r = 0.9564$ with significance at the $\alpha = .05$ level), I concluded that the null hypothesis has to be rejected. There is a significant correlation between the ranking of the two groups. Both trainers and trainees agreed in the ranking of the top three teaching methods: field experience, lecture and small group discussion.

Most of the effective training programs going around include using classroom instruction, field application of what was taught, role play, and discussions in small groups as the major delivery system. The key is to balance both the indoor and outdoor experiences coupled with timely discussions to help the utilization of knowledge and skills learned back in the workplace. In this regard the GCTC is utilizing methods of delivery that are currently being used in successful training programs.

Emphasis on Transformational Leadership Components

Research question 9 states, "What emphases are reported by trainers and trainees at the GCTC with respect to leadership elements?"

I used a multiple choice item on the questionnaire to gather information related to the emphasis on 12 selected components of transformational leadership.

1. Are there any of the components listed above which have been emphasized in the GCTC within the last year? If so, please circle the corresponding letters representing the statements on the list.

Table 4.14

Emphasis on Leadership Components

Leadership Component	Trainer		Trainee	
	frequency	%	frequency	%
Communicate vision	15	83	17	59
Align followers to org. purpose	15	83	17	59
Future leaders	14	78	16	55
Trust relationship	13	72	16	55
Managerial skills	12	67	19	66
Mobilize commitment	12	67	15	52
Win followers	11	61	13	45
Mutual goals	11	61	15	52
Transform followers	11	61	16	55
Shape individual values	9	50	13	45
Strong organizational culture	9	50	14	48
Shape organizational values	8	44	13	45

Note: Trainer n = 18; Trainee n = 29

2. Are there any of the components listed above which have been lacking in the GCTC within the last year? If so, please circle the corresponding letters.

This research question served to determine if, perhaps, this was a year of de-emphasis on leadership development at the GCTC during the year that the study was conducted.

Table 4.15

De-emphasis of Leadership Components

Leadership Component	Trainer		Trainee	
	frequency	%	frequency	%
Shape individual values	4	22	2	7
Shape organizational values	4	22	3	10
Strong organizational culture	4	22	1	3
Trust relationship	3	17	1	3
Align followers to org. purpose	3	17	3	10
Managerial skills	3	17	1	3
Future leaders	3	17	4	14
Transform followers	3	17	4	14
Win followers	2	11	2	7
Mutual goals	2	11	3	10
Mobilize commitment	2	11	2	7
Communicate vision	1	6	3	10

Note: Trainer n = 18; Trainee n = 29

The researcher tallied the findings for each component of transformational leadership emphasized or de-emphasized by

population and presents the findings in Table 4.14 and Table 4.15 as frequency distributions and percentages of the indicated sample. Responses are noted as significant if 25% or more respondents in any sample indicated emphasis or de-emphasis with respect to any component.

Findings about Emphasis/De-emphasis of Leadership Components

Both trainers and trainees attest to the emphasis of all twelve leadership components during the year of study. Table 4.14 shows that there was agreement by both trainers and trainees that there was no significant de-emphasis on any of the leadership components. The analysis in Tables 4.14 and 4.15 support the conclusions that leadership components were emphasized during that year.

The three "shape" components were close to 25% indicating that they were close to being de-emphasized. One interpretation of this observation may be that since these three components are difficult to do, particularly in a classroom setting, the trainers probably did not know how and there was no deliberate attempt, on their part, to ignore or de-emphasize them.

Chapter Summary

The GCTC is doing rather well in its efforts to develop in its candidates selected leader qualities. There was agreement between the trainers and trainees on the intent of the curriculum elements being used at GCTC in its training for leadership development, but there exists a definite lack of specificity of focus on doing so.

A disparity existed between the trainers and trainees in their assessment of how well leadership is demonstrated at the GCTC.

Both trainers and trainees agreed that leader qualities are demonstrated in the formal curriculum factors.

An investigation of the documents of GCTC showed that 46% of the lesson plans were devoted to leadership development.

Both trainers and trainees strongly agreed that six of the twelve leader qualities constituted declared goals of the GCTC. There was no statistically significant difference between the perceptions of the trainers and those of the trainees related to the declared goals.

Both trainers and trainees agreed that the GCTC was effective in developing ten of the twelve leader qualities. There was no significant difference between the perceptions of trainers and trainees regarding the effectiveness of the leadership training at the GCTC.

The trainees generally agreed that their trainers demonstrated the qualities of a leader listed in the questionnaire. The differences between trainer and trainee perceptions are generally minimal, but they are statistically significant regarding "mobilize followers."

With regard to the perceived effectiveness of the training for ministry, the trainees were more satisfied than the trainers. In the area of teaching methods, the trainer and trainee rankings are closely correlated. Field experience ranked first in frequency for both trainers and trainees.

Finally, both trainers and trainees agreed that leadership training was emphasized during the year of the study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

In this chapter the researcher states his conclusions from the findings in Chapter 4 and program recommendations for the administrators of the GCTC in Manila. This chapter closes with recommendations for further research.

Conclusions on the Leadership Training at GCTC

The findings presented in Chapter 4 support several conclusions regarding the training for leadership development. at GCTC. I have organized these conclusions around the research questions asked in Chapter 1.

Leadership Training in the GCTC Curriculum

Trainers and trainees indicated their perceptions of leadership development in answer to the question under investigation, "How is training for leadership presently incorporated into GCTC curricula?" by responding to open-ended questions. Respondents were asked what elements of the GCTC program were intended to develop leadership qualities (i. e., present intentions) and how those qualities were demonstrated at GCTC (i. e., present demonstrations).

Both trainers and trainees generated an extensive list of curriculum elements when asked to identify what courses or other aspects of the GCTC's program were intended to develop the twelve qualities defined as characteristics of a leader. Response patterns showed wide variation. The following are conclusions from this study.

1. Training for leadership is perceived to be intentional in the GCTC formal curriculum but with no real specificity of focus on the development of leader qualities. The GCTC showed clear intentions in developing leader qualities, i. e., elements which were incorporated in the GCTC program at the time of the research showed intent to develop leader qualities.

There was agreement between trainers and trainees on the perceived intent of curriculum elements at GCTC being used in training for the development of leader qualities. The intent was perceived to be present, but unfortunately without a clear focus on the development of leader qualities, there can be no follow through with that intention. According to Ottaway (1986) training needs should be determined and specified. This is to be followed by the provision of a plan to see to it that the needs are met. And follow-up is needed to reinforce the change. Consequently, without a clear focus, and an appropriate plan, what took place in the training for leadership was often without intentional planning. This was confirmed by interviews made with the trainers.

The driving vision for developing leaders was lacking. Visionary cultures were nurturing cultures that enabled people to feel secure, knowing they have been created as unique human beings

with a definite purpose. "When people feel the deeper sense of belonging and purpose that should exist in the organization with the visionary, nurturing culture and traditional value system, their self-esteem rises. And with increased self-esteem, they feel confident and secure enough to take risks and assume individual responsibility" (Oster, 1991, p. 17).

Without this encompassing vision to help mobilize the people at the GCTC to a concerted effort to develop leaders, even those who may be motivated to do so may lose heart after a while. Then again, there may be those who want to develop leaders but do not know how. If the top leaders of the organization have not articulated clearly what leadership they want to promote, then it is not surprising that it is also unclear to those reporting to them, who are charged with the responsibility to train future leaders for the organization. This was, in fact, the case as determined from discussions with the directors of the ministry in the Philippines. There were no clear instructions as to the leadership desired except that the trainees were to be trained as spiritual multipliers.

Too often, the top leaders of the organization have had very good intentions of developing leaders without the necessary verve to bring those intentions into reality. It is not ignorance of the need for leaders to accomplish the organization's goals, it's just that sometimes the tyranny of the urgent takes precedence over that of the important. This problem has manifested itself when individuals were given responsibilities for developing leaders without the necessary support either during or, most often, after the training process. The support environment needed to ensure that graduates

from leadership training programs be successful has not been given as much attention as it should be. Follow-up is needed to reinforce the change (Ottaway, 1986). Intentions are good only if they are backed up with consistent actions to bring those intentions into reality. Wilkinson and Orth (1986) believe that consistent and strong top management involvement and support is critical to the effectiveness of the training process.

2. The twelve leader qualities were addressed by the GCTC curriculum elements. The curriculum elements of "personal development review," "GCTC classes," and "field ministry" were cited most often by both trainers and trainees for intentionality in developing those leader qualities.

The personal development review process hinges on trust relationships between the trainers and trainees. For the process to work best, this trust relationship must exist. Implicit in this process is the need for trainers and trainees to develop trust relationships whereby accountability functions can take place. Because of the structure that was set up for trainer and trainee to go through a regular personal development review, the proclivity to dispense with the time-consuming efforts for building trust was sometimes evident. All that the trainers needed to do to just fulfill their responsibility in this area was to show up without having to take the time to develop relationships with their trainees.

The developmental review process can take place mechanically without the attending and necessary trust relationship which is so vital to the successful development of the people involved. This curriculum element provides for the development of trust and

consequently it is essential to the development of the transformational leader. But it must be made clear to trainers that trust relationships must be developed in order for them to lay the foundation for developing leaders. To accomplish the mutual goals of both leader and led, leadership requires the establishment of trust between the leader and followers. Bennis and Nanus noted that "Trust is the emotional glue that binds followers and leaders together. . . . It cannot be mandated or purchased; it must be earned. Trust is the basic ingredient of all organizations, the lubrication that maintains the organization" (1985, p. 153). The sense of developing together can only be experienced if trust permeates the relationships among the team members.

The field ministry factor contributed to accomplishing the mutual goals of the trainers and trainees. The field ministry is primarily for outreach and honing of ministry skills. In these situations, the organizational goals are congruent with the goals of the trainers and trainees, and as such the field ministry accomplishes the mutual goals of all concerned. Prentice (1983) pointed out that leaders enhance the desire to perform in those who follow by merging their own goals and the goals of the followers into an integrated force. This goal congruency has been a very positive factor for the GCTC. In fact, most new staff members choose to join the Campus Crusade for Christ primarily because their goals of helping to fulfill the Great Commission are exactly the same as the Crusade's goals.

Both trainers and trainees were highly motivated to accomplish their mutual goals. With the GCTC program structured

for trainers and trainees to spend time together in the field, maximum opportunities exist for them to accomplish their mutual goals. The integrated force of congruent goals leads to greater ease of achieving those goals.

The GCTC classes cover a wide variety of subjects, and it could be concluded that the remaining characteristics of the transformational leader are addressed in the different class sessions, though in most instances they may not be very explicit and thorough.

3. Demonstrations of leadership took place more often in formal than in informal curriculum factors. Trainees tended strongly to cite formal curriculum factors as those wherein leader qualities were demonstrated. They cited informal curriculum factors less frequently. Trainers, on the other hand, came out even for both the formal and informal factors. Both trainers and trainees agreed that the demonstrations of leader qualities are, in the main, found in the formal curriculum factors.

Since the education given must bear a relation to the tasks and problems which will confront the practitioners when they finish the training (Brown, 1934), more demonstrations of leadership need to be found in the informal, nonclassroom curriculum factors wherein the trainees can be exposed to real life situations and learn how to deal with the pressures of life that they will be facing upon graduation from the GCTC.

Balancing formal and informal curriculum elements for the development of leader qualities remains a challenge.

4. A disparity existed between the trainers and trainees in their assessment of present demonstrations of leader qualities. Trainers tended to think that they were demonstrating leader qualities more than what the trainees observed.

Even if there were demonstrations of leader qualities by the trainers, those demonstrations become problematic if the trainees do not recognize them as such. Also, because the training program at the GCTC has been unclear about its focus, the trainees may not have been as attuned to demonstrations of leader qualities as the trainers, who have been on Crusade staff longer.

Understandably, the trainers believed that they were demonstrating leader qualities. They are the ones that should have been setting the example. They are the trainers, the ones who were supposed to have been demonstrating everything that they were teaching their trainees, including leadership. To say that they were not demonstrating leader qualities would be tantamount to saying that they had failed in their responsibility.

However, I believe that the trainees may be the ones who were not sensitized to demonstrations of leader qualities. If the trainees had been duly sensitized and if the trainers were demonstrating leader qualities as they claimed, then there would be an increased observation of the number of demonstrations of leader qualities from (a) a keener sense of recognition by the trainees of acts depicting leader qualities, and (b) from both trainers and trainees being motivated to lead since demonstrations of leader qualities would be acceptable behaviors in the group.

Then again, there is the possibility that the trainees may not have looked at the trainers' actions but more at what the trainers were teaching in the classroom. It could also be that the trainers were not modeling what the trainees would have liked to learn and apply.

However, the fact that trainers viewed themselves as trainers, good trainers for some, would make the trainers think that they were modeling leader qualities.

Leadership Training Priority in the GCTC

Three areas were examined to determine the priority of leadership training at the GCTC. These included the GCTC documents, leader qualities and the goals of the GCTC program, and the effectivity of the program in developing leaders.

Leadership Training Priority in the GCTC documents

Conclusions from studying the GCTC documents include the following.

1. The GCTC curriculum showed that 46% of all the lesson plans were related to leadership training indicating a priority of leadership development. All of the leader qualities as found in Table 4.7 were addressed to some degree except for "the leader is able to shape organizational values."

The relationship between the material covered by the lesson plans and leader qualities was present but only weakly. The lesson plans did not recognize the leader qualities explicitly. But on the whole, the priority of leadership development was evident in the GCTC lesson plans which contained the elements of leader qualities.

2. There was no known or perceived overall plan in the lesson plans for integrating the leadership development focus of the GCTC training program even though the elements were present in the curriculum.

The ingredients were all there, but there needs to be a guide to help put all these ingredients in the proper order and mix for the results to come out well. There needs to be a realization by the leaders of the organization that even though the goals of the organization are very important, the people helping to accomplish the goals are even more important. The development of people is primary to the development of ministry skills in people (Westerhoff, 1982). Without the leaders to lead the followers and to develop more leaders, the organizational goals cannot be realized. A slight adjustment in orientation from just preparing people for the ministry to that of preparing leaders to help accomplish the ministerial goals has to be made. But, even more than realizing that leaders must be developed, is the dire need to back up that realization with a deliberate and concerted effort to provide resources for the leadership development process. Funds, manpower, time and the corresponding authority to make leadership development happen must be channelled to the proper body assigned with that responsibility.

There needs to be constant and consistent reminders to top leaders of the organization that building leaders is critical to accomplishing the Crusade's goals and thus a greater emphasis must be given to leadership development. This change in outlook needs to

take place before any integrating focus can be devised for the GCTC program.

Leader Qualities and the Goals of the GCTC

Conclusions from leader qualities and the goals of the GCTC include the following.

1. The leader qualities cited in Table 4.7 were consistent with the declared goals of the GCTC. On a closer examination of the leader qualities one can see its proximity to those qualities of the transformational leader.

Burns (1978) stated that transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. . . . Their purpose, which might have started out as separate but related, as in the case of transactional leadership, become fused. . . . But transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both. . . . Transcending leadership is dynamic leadership in the sense that the leaders throw themselves into a relationship with followers who will feel "elevated" by it and often become more active themselves, thereby creating new cadres of leaders. Leaders address themselves to followers' wants, needs, and other motivations, as well as to their own, and thus they serve as an independent force in changing the make up of the followers' motive base through gratifying their motives. (1978, p. 20)

The qualities of a transformational leader gleaned from these statements of Burns would include:

- A. Leaders engage in trust relationships with their followers which enable them to address the followers' wants and needs.
- B. Leaders and followers raise one another to higher levels of motivation and morality.
- C. Leaders and followers have mutual purposes.
- D. Leaders develop new leaders.

Comparing the above list with that of the leader qualities found in Table 4.7, I would have to conclude that qualities of transformational leaders are included in the list of leader qualities that was under examination in this study. Consequently, this study dealt also with the qualities of transformational leaders. Thus, the qualities of transformational leaders are consistent with the declared goals of the GCTC program.

2. The development of leader qualities was taking place at the GCTC but it was not necessarily the driving focus for the training. The theory espoused (intent to develop leader qualities) is clear, but the theory-in-use (the actual working of the development process) may be a little less clear.

Effectiveness of the GCTC Program in Training Laypeople for the Ministry

The adequacy of the training for laypeople at the GCTC is generally affirmed. Both trainers and trainees agreed that GCTC's courses were effective in training laypeople for the ministry, but

there was a significant difference in their mean responses with respect to three courses, "direction," "love," and "leadership."

The results of the study showed that the GCTC program was very effective in training people in the area of faith, obedience and leadership, but could concentrate on improving the following courses: direction, love and power. Leadership showed up as a strong point of the GCTC program.

Generally, the GCTC curriculum gave evidence of balance between classroom and field instruction with an overriding environment of strong personal relationships. The people interviewed often mentioned a sense of family and team which served to provide the foundational support structure for the developmental process.

Overall, it seems clear that during the year under study, the GCTC was effective in training laypeople for the ministry in the courses that were offered.

Teaching Methods at the GCTC

The training at the GCTC depended heavily on lectures, field experiences and small group discussions. Trainers cited "reflection on personal experience" while trainees cited "role playing" as their fourth ranked teaching method.

The training program provided has a mix of the cognitive and the experiential. The curriculum provided for a 40-60 split in the time allotted to classroom sessions and application in the field. An area into which the GCTC trainers have not ventured is that of using carefully structured and designed mental and physical challenges.

There is much room for experimentation, particularly regarding leadership development, with physical events that provide graphic learning points, with unfamiliar situations which will help participants shed roles, titles and limitations within which they function, and in having fun wherein people have opportunities to laugh at themselves and various situations and as a result learn faster (Long 1987).

The need to shed roles, titles and limitations within which they function becomes of greater significance when the intake of new staff members come from varied backgrounds, as is occasionally the case at the GCTC.

From personal observations at the GCTC, the researcher discerned that the trainers have experimented with different teaching and delivery techniques but none of them had to do with outdoor activities. There was no systematic upgrading of teaching skills for the trainers, especially in the Socratic model of teaching—drawing from the trainees what they need to learn.

Reflections on what has been learned have been taking place at the GCTC and were recorded by both trainers and trainees in their weekly report forms. However, a reflection guide followed up with the question "How might we apply these observations to our next challenge?" would be a very useful learning tool. The training program that incorporates introspection enhances effectiveness of the training (Payne, 1984). This method forces the trainees to evaluate the effectiveness of the previous training as well as help identify those who choose not to meaningfully apply what they have learned.

Emphasis at GCTC with respect to Leader Qualities

There was no significant de-emphasis on any of the leader qualities during the year under study at the GCTC. Both trainers and trainees agreed that leadership training was emphasized during the year under study. Because of this environment the trainers and trainees readily discerned what was going on and what they experienced at the GCTC.

Leadership at GCTC

Thus far this study has focused on the development of leader qualities at GCTC and very little has been said about leadership. According to Rost (1991), there is a clean distinction between qualities of leaders and leadership. Rost defines leadership as "an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes." By this definition the four essential criteria for leadership are:

1. The relationship is based on influence.
2. Leaders and followers are the people in this relationship.
3. Leaders and followers intend real changes.
4. Leaders and followers develop mutual purposes (Rost, 1991, pp. 102-104).

Another angle of analysis for this study would be to take a look at the GCTC to see if leadership as defined earlier was present. The players involved include the trainers and trainees at the GCTC.

Leadership is based on Influence

Structurally, at the GCTC, trainers were given positional authority over the trainees. According to the chain of command,

trainees report to their respective trainers and the trainers in turn report to the training center director. In this structure the trainees looked to the trainers for counsel, guidance, and help for the duration of the training. In most cases, the trainers and their respective trainees did build strong trust relationships with one another which allowed for mutual influence to take place.

Because of the heavy leanings towards the structural frame, people at the training center tended to solve problems and conflicts structurally. Solutions were, in most cases, top down with some room for input from subordinates. In some instances, this process appeared to be heavy handed and coercive. This information was related to me by some of the trainers.

Trainees did have the opportunity to use persuasion with their trainers. However, the trainers, because of their positional authority, could choose not to be influenced when they liked and vice versa. In the main, the influence relationship was unidirectional and occasionally multidirectional. However, there has been a growing appreciation for the input of the trainees, and the influence relationship is slowly beginning to be multidirectional. There were glimpses of influence relationships at the GCTC. I am not saying that leadership was being exercised every minute of the day but rather influence relationships existed during the period of study.

Leaders and Followers are the People in this Relationship

Normally, each trainer would have three trainees. Because of the intense nature of the training process, to have more trainees per trainer would diminish the effectiveness of the training.

Traditionally, trainees have had no problems in following the trainers. In some instances, there may have been mere compliance where the trainees passively agreed with the trainers. However, there were also many occasions where the trainees were active followers utilizing their influence freely. In some exceptional situations, there were those trainees who took the initiative to let their purposes drive the relationship.

During the course of the training, trainees were given opportunities to lead, sometimes including their trainers as their followers. However, this normally took place when directives were sent down from the hierarchical leaders at the GCTC. Nevertheless, it happened. The form was there and was acceptable, now what is needed is to have the function clearly understood. In the future, trainees should have the opportunities to lead as a result of their influence and not only when directives are received from above. This means that the trainers must know their trainees well enough, and be sensitive enough to provide the opportunities for them to lead.

For the most part the followers were fairly active within the unequal influence patterns in the relationship between the trainers and trainees.

Leaders and Followers Intend Real Changes

The intentions of both trainers and trainees were very clear the moment they were accepted on the staff of the Campus Crusade for Christ. They joined the Crusade responding to the call to help change the world for Christ through evangelism and discipleship. The changes they intend are real. Included in the goals of changing

the world for Christ is the idea of seeing lives transformed as people enter into the kingdom of light from the kingdom of darkness through a personal relationship with Jesus Christ.

Leaders and followers intending real changes is a very strong characteristic of the people at the GCTC. This intention is such a high purpose for both trainers and trainees that it, often serves to keep their motivation high and to keep on working.

Leaders and Followers Develop Mutual Purposes

Both the trainers and trainees at the GCTC came in with the built-in advantage of having a mutuality of overall purpose. There were many instances where there was a forging of mutuality of purposes through noncoercive influence between the trainers and trainees. In many instances, these mutual purposes became common purposes of the entire GCTC family. Leaders and followers at the GCTC do develop mutual purposes.

Summary

The essential elements of leadership are present at the GCTC. There is much room to improve in understanding leadership, to plan actively and conscientiously for leadership development to take place, and to effectively carry out that plan to the end that leaders will be developed for the task of helping to reach this world for Christ.

Looking at the training center from this leadership perspective I see that the GCTC program can be redesigned with just a few changes so as to incorporate not only the development of leader qualities, but also the development of leadership.

Program Effectiveness

From an overall perspective the keys to the effectiveness of the leadership training program at the GCTC would include four dimensions: (a) the development process, (b) methods of design, (c) content framework, and (d) systems of support.

The Developmental Process

According to Ottaway (1986), to ensure longer term behavioral changes, the development intervention should be set up as a four-step process: (a) behavioral goals, values and skills should be spelled out within the organization's mission statement, (b) training needs should be determined, (c) program attendees should be carefully selected so that courses can be better tailored to the learner, and (d) follow-up is needed to reinforce the change.

Behavioral goals, values and skills were clearly stated in the learning objectives of the lesson plans at the GCTC but not in the organization's mission statement. However, these learning objectives did not explicitly relate to the leader qualities as found in Table 4.7. This first step of four was done well at the GCTC as far as it relates to the learning objectives for the ministry.

As the director and trainers at the GCTC began planning for the GCTC training program they did not interact with the incoming trainees regarding their needs. Instead they relied on historical experiences with past trainees to arrive at the training needs for the trainees who were under this study. This implied that there may be other needs that may not have been detected and consequently neglected. In relation to the ministry needs I am certain that they

were covered well, but with regard to leader qualities and leadership there is much room for improvement.

In Campus Crusade all new staff members go through a stringent staff selection process before they are finally accepted for the training at the GCTC. They go through an application process, three references, an interview, psychological tests, and much prayer before any decisions are made. Unfortunately, there has not been a heavy emphasis on the selection criteria of proven and potential leadership abilities. However, the screening process is very adequate for the selection of people for the ministry.

Follow-up was needed to reinforce change. At the GCTC trainers met with trainees every week to hold them accountable to the completion of assignments that were given at the end of each class session. The assignments included written as well as practical projects but it did not necessarily include leader qualities and leadership development.

In summary, the four step process as proposed by Ottaway was carried out in the GCTC training program, thereby helping to ensure longer term behavioral changes.

Methods of Design

To be effective, one must implement action. Some of the effective methods of design included (a) action-based learning where the focus is on what is actually done (Mumford, 1984), (b) introspection and review of training applications (Payne, 1964), (c) applications-based method of design which includes summarizing learning points at the end of any session and having participants rank the points in order of importance to their work setting

(Anderson and Wexley, 1983), and (d) behavior modeling method which provides trainers with interpersonal situations typical of those faced on the job. These four methods of design indicate the importance of practical application in relation to overall effectiveness.

At the GCTC, there were application points for every lesson plan used in the training. Most of the application points for the ministry skill areas were action based and included the behavior modeling method. Trainees were told what they were going to learn, shown what they were going to learn, reminded on what they were learning and then they had the opportunity of doing it themselves in a role play situation, before finally going out and doing it on their own.

There was limited introspection being done each week as the trainees filled out their weekly report form. This did not include reviewing the effectiveness of the training in the previous week. It had to do with their personal life and questions such as, "What did you learn this week?" had to be answered.

Overall, the GCTC program incorporated practical application for each of the lesson plan used.

Content Framework

The director and trainers believed that certain content material was absolutely necessary to the training program regardless of needs, even though, the developmental process suggests that needs analysis be made prior to any training activity to ensure learner' needs are met.

At the GCTC, the directors and trainers have a clear picture of the content of the training (based on previous experience) and not on any interaction with the trainees. What the trainers and director have agreed to communicate to the trainees has been proven to be adequate.

Wright and Taylor (1985) stated that executives should be trained in core skills that can be applied in different situations: (a) diagnostic skills which help identify what needs to be done to maintain high levels of work performance, (b) perceptual skills which make accurate perceptions and evaluation of people possible, and (c) behavioral skills which determine the different approaches an executive can take for any interaction.

At the GCTC one of the underlying educational philosophies that the director and trainers adhere to is that of learning in one context so as to apply in another.

Systems of Support

Siegel (1981) believed that the success of training programs depends largely on the degree to which participants: (a) want to change their current behavior, and (b) continue to practice new behavior after returning to the work place. He incorporated the concept of accountability in his design, where a simple contract drawn up by the participant was made known to a colleague who could hold him/her accountable to do that which was written in the contract.

The accountability concept at the GCTC was built in the trainer-trainee relationship where the trainers were the ones to

hold the trainees accountable to the assignments they had each week.

Summary

The overall program at the GCTC was seen to be effective, as the four dimensions of effectiveness were being applied throughout the program.

Program Recommendations for Curricular Implementation in Leadership Development

The findings and conclusions of the study clearly indicate that the GCTC has all the elements necessary for developing transformational leaders, but it needs to focus its efforts in doing so. Specific recommendations are offered for consideration by Crusade leaders and the trainers.

1. Crusade leaders and trainers should specifically state the GCTC's commitment to leadership development and should adopt that goal, institutionally and individually, as the integrating focus for the entire GCTC training program.

Without any integrating focus, leadership development becomes a hit and miss affair. The goal of developing leaders is too critical to leave it to chance. The GCTC curriculum presently is effective in training people in ministry skills, but with an added emphasis on leadership development the training of layministers would be enhanced. The educational process is not just impartation and acquisition of academic and practical skills; it also includes the formation of character, the substance of which leaders are made.

Part of the function of the Campus Crusade for Christ, as a parachurch organization, has been that of being a catalyst to the Christian community, to mobilize, equip, train and send laypeople to the world to help fulfill the Great Commission of our Lord Jesus Christ. Implicit in this is the need for leaders to carry out these functions well. To mobilize, equip, train and send laypeople to the mission field requires people who can lead. Focusing on leadership development in the Crusade's GCTC program would tend to a more holistic and integrated process of preparing people to be leaders for the ministry.

2. Crusade leaders should call all of their staff members, especially their trainers and trainees, to a renewed commitment to develop and demonstrate the qualities of transformational leadership as examined in this study.

Training for leadership can best occur in a community where leader qualities and leadership relationships are continuously demonstrated and encouraged. Continuous demonstration of leadership qualities is necessary to ensure their development.

A low degree of awareness about how leadership is demonstrated at GCTC attests to a lack of common and public commitment to leadership development. With renewed commitment to develop leaders, there will be a heightened awareness of the demonstrations of leadership with, perhaps, an accompanying motivation for the entire community to want to develop further in the qualities and skills that help people be transformed leaders. The accountability factor that would be built-in between trainers and

trainees would cause both groups to demonstrate these leader qualities.

3. The curriculum committee should review the GCTC curriculum in light of the GCTC's commitment to leadership development and should construct a comprehensive plan for developing leadership.

An orientation of the GCTC program towards leadership development will require careful attention of the curriculum committee. Specific issues would include: How can the different curriculum elements for leadership development be integrated in the entire GCTC program? How can the informal curriculum factors be better used with the intention of developing leadership? How can the field component of the training process be better utilized for leadership development? How can the formal and informal curriculum factors be balanced without necessarily making the informal curriculum factors formal? How can the trainers build upon those curriculum factors that have been contributing most effectively to leadership development?

With the many leadership training programs of today looking closely at the outdoors, it behooves the GCTC to explore the possibility of incorporating outdoors leadership training programs into the GCTC curriculum.

4. Crusade leaders should explore means of developing the trainer's repertoire of teaching methods.

Presently, field experience, lecture and small group discussion are the three dominant methods of teaching employed at the GCTC. Noting that one of the key processes for leadership development is

that of modeling, GCTC trainers need to be schooled in the art of modeling and mentoring trainees. Professors typically have little impact on lives of their students. For trainers to have a major impact on the lives of their trainees, the trainers need to build strong trust relationships with trainees that demonstrate mutual friendship, respect, unconditional love, sincerity, accountability and commitment. This type of environment will foster learning. Steps should be taken to apply the Core Module concept of learning which provides such an environment. The whole concept of the Core Module is based on the creation of a learning community which involves learning in the context of a familial or relational group (Clarke, 1986). Teachers of the Core Module must model before their students the character and behaviors which they desire their students to develop. In this context the integration of theory and practice takes place; students are exposed to the content in the classroom, then they go into the local community to apply the content in ministering to others.

A combination of workshops and consultations, drawing on resident and external resource personnel, complemented with peer conference of trainers from around the world, would help the trainers develop more effective strategies for training leaders. Trainers must have an ongoing training program to help them incorporate other effective methods of teaching.

5. Crusade leaders should seek to develop the trainers to be adept in guiding the discovery process of the trainees, to help the trainees take responsibility for their personal growth and to promote empowerment among trainers and trainees.

The critical person in the developmental process at the GCTC is the trainer. Trainers must be aware of their assigned trainees' uniqueness and be astute enough to identify relevant, though unexpected, learning points, in addition to regular, normal teachable moments. Even as the success of the training is dependent on the person's desire to learn and change, a lot depends on the one who helps them want to learn. Trainers need to be skilled in building trust relationships with their trainees. Such skill building calls for the abilities to communicate clearly, to help lift trainees to higher levels of motivation, and to help shape individual and organizational values. Developing skills in the Socratic method of teaching would be very helpful for the trainers.

6. Crusade leaders should provide support for the GCTC graduates to function more freely in their assigned positions in ways that reflect what they learned at the GCTC.

Too often, the graduates of GCTC are assigned to the field and upon their arrival they are told that things are done differently there. What they learned at the GCTC needs to be tempered by the way of life in the field. Invariably, the new graduates discard some of the skills and attitudes they learned at GCTC and begin to adapt to the old way of life in the field, which may or may not be helpful to the new graduate and the cause.

To ensure that what was learned at GCTC gets translated in the field, there must be leaders and directors in the field who are committed to the continuing development of the new graduates and who will encourage these new graduates to fly and soar by allowing them to apply what they learned. DePree stated that "the art of

leadership is liberating people to do what is required of them in the most effective and humane way possible" (1987, p. xix). The effectiveness of the GCTC leadership training is highly dependent on organizational support. The involvement and support of our top leaders must be strong and consistent. The Crusade leaders must provide the kind of environment that will liberate GCTC graduates to function more effectively as leaders in the field. "To be a leader means, especially, having the opportunity to make a meaningful difference in the lives of those who permit leaders to lead" (DePree, 1987, p. 22).

The above recommendations are offered humbly and with deep appreciation for the faith and vision evidenced by the Crusade leaders and trainers at the GCTC. Their commitment to leadership development is documented in the data collected. The recommendations offered are intended to suggest ways to more fully implement this commitment.

Limitations

Because of the background of the trainers and trainees at the GCTC, and their understanding of leadership, the questionnaire, which was designed around the characteristics of transformational leaders, may have contributed to the very positive results obtained in this study. If they had information of transformational leadership this study would have had different results.

The questionnaire, with 74 items, took nearly 45 minutes to complete. In some instances, this may have been a limitation to getting complete responses.

Because the study was done in the Philippines, generalizations to other parts of the world may require cultural adaptations and modifications.

Recommendations For Further Research

This present study was proposed and undertaken for the expressed purpose of improving curriculum decision making at the GCTC. The precedent research on which this study is based constitutes a resource for future curriculum research in leadership development. This study is a limited beginning in exploring leadership development. Important areas needing further research include the following.

1. Replication of this research in other GCTCs around the world to test the appropriateness of projecting inferences from this study to other GCTCs or to layministerial education in general.

Will other studies at different GCTCs show the same results? Are the results in this study peculiar only to the GCTC in Manila? If so, why? These and other questions can be answered only as more studies of this nature are replicated by other researchers and in other GCTCs.

2. There is a need for research on effective training programs for facilitators and trainers for leadership training.

Thus far, the critical elements in the entire training process are the facilitators or trainers. Any improvement in their training for leadership will improve the leadership development process. Research needs to be conducted in this area for a better

understanding of how to improve the training of facilitators and trainers for leadership development.

3. Experimental studies are needed on the best mix of theory, practice, skills and character development would be for leadership development training programs.

As hypotheses are generated through descriptive studies, the challenge of testing those hypotheses will demand experimentally controlled research. Only as the results of experimental studies become available will curriculum designers be able to develop the theory that would enable them to confidently design and implement curricula that are committed to training for leadership development.

4. A more detailed study on why trainers and trainees differ in their perceptions of trainer modeling and others is needed.

Knowing why trainers view themselves differently from the view that trainees have of them would be immensely helpful in interpreting data similar to those collected in this study.

5. A study on the graduates of the GCTC to understand the long term changes that take place after the training would be very beneficial to the Crusade.

Conclusions

Effective leadership is one of the most underdeveloped and underutilized resources in many organizations. Equally disconcerting is the fact that it takes years to develop effective leadership in an organization.

Leadership is not some special ability limited to a few. Oftentimes, the ability and desire to lead are lost because of a lack

of opportunity and little attention given to the processes and rewards that foster its growth. The issue is that of tapping, developing, nurturing and encouraging these dormant abilities. Unfortunately, many organizations often do the opposite and actively discourage leadership skills by their neglect and ignorance. Consequently, a great price is paid for lost leadership potential.

Present day leadership training programs have serious flaws in them.

1. Many leadership training programs are in reality managership training. "These programs have in essence perpetuated administrative skills rather than leadership skills. They teach simple goal setting, managing by objectives, participative decision making, and so on" (Conger, 1989, p. 161). While these skills are vital to effective managership, other skills are more critical to effective leading such as visioning, persuasion, motivation, communication, trust-building and empowerment skills.

2. Many of the current approaches to leadership training stop with the training program. It is assumed that a week-long session on leadership will turn someone into a leader. This, of course, does not happen in practice. A training program is an important step, but is only one of many. Job experiences, rewards, organizational structures, and training must all function together to reinforce and promote leadership skills. The organization must in its actions encourage expressions of leadership and create an environment where its employees feel free to exercise leadership.

3. Organizations today seldom actively encourage and reward leadership skills such as being effective communicators,

adept in the processes of organizational changes, and powerful motivational skills. Research has shown that we can actively train and teach such skills (Altemeyer, 1966).

Organizations must encourage and promote these skills if they want them. That is why organizations must provide the support environment for their employees especially when they return from a leadership training program.

Leadership training thus far, in the main, has majored on developing skills for the leaders without necessarily emphasizing leadership skills. Some of the leadership skills would include trust-building, visioning, communication, and empowerment skills.

This study has shown that leader qualities were addressed by the GCTC leadership training program, and leadership skills as trust-building, visioning, communication, and empowerment were developed by some of the people at the training center. However, a sharper focus on building leadership skills must be undertaken by the curriculum designers for the GCTC training program to include leadership skills training in addition to leader qualities training.

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APPENDIX A

LEADERSHIP DEVELOPMENT RESEARCH PROJECT

The Jesus Project is engaged in research designed to assist in evaluating the GCTC curriculum relative to leadership development. Your careful completion of this questionnaire would be much appreciated. Please return the questionnaire, with your responses, to Henry Tan, 8187 Rimridge Lane, San Diego, CA 92126 by _____ 1991.

Respondent classification: (please check or specify)

Trainer _____

Male _____ Female _____

Trainee _____

Number of years on staff _____

Other _____

Location of GCTC _____

Date: _____

Age _____

PART I: The primary components of transformational leadership

Instructions: Please respond to each item. If you need space use the back to write on. When agreement scales are provided, indicate your agreement or disagreement with the statement given by circling the appropriate number.

Example of the use of agreement scales:

The Bible is the inspired word of God.

strongly agree ① 2 3 4 5 6 7 strongly disagree

STATEMENT A: The leader exhibits a trust relationship with his/her followers.

1. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
2. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
3. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
4. What elements of the GCTC program are intended to develop this quality?
Name them.
5. Give an example from your GCTC that demonstrates this quality? (Relate an incident when you were aware that this quality was being demonstrated.)

STATEMENT B: The leader is able to accomplish the mutual goals of both leaders and followers.

6. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
7. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
8. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
9. What elements of the GCTC program are intended to develop this quality?
Name them.
10. Give an example from your GCTC that demonstrates this quality? (Relate an incident when you were aware that this quality was being demonstrated.)

STATEMENT C: The leader is able to shape individual values.

11. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
12. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
13. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
14. What elements of the GCTC program are intended to develop this quality?
Name them.
15. Give an example from your GCTC that demonstrates this quality? (Relate an incident when you were aware that this quality was being demonstrated.)

STATEMENT D: The leader is able to shape organizational values.

16. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
17. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
18. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
19. What elements of the GCTC program are intended to develop this quality?
Name them.
20. Give an example from your GCTC that demonstrates this quality? (Relate
an incident when you were aware that this quality was being
demonstrated.)

STATEMENT E: The leader is able to build a strong organizational
environment to communicate its values.

21. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
22. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
23. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
24. What elements of the GCTC program are intended to develop this quality?
Name them.
25. Give an example from your GCTC that demonstrates this quality? (Relate
an incident when you were aware that this quality was being
demonstrated.)

STATEMENT F: The leader is able to communicate his or her vision.

26. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
27. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
28. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
29. What elements of the GCTC program are intended to develop this quality?
Name them.
30. Give an example from your GCTC that demonstrates this quality? (Relate
an incident when you were aware that this quality was being
demonstrated.)

STATEMENT G: The leader is able to align individual development with
organizational purpose.

31. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
32. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
33. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
34. What elements of the GCTC program are intended to develop this quality?
Name them.
35. Give an example from your GCTC that demonstrates this quality? (Relate
an incident when you were aware that this quality was being
demonstrated.)

STATEMENT H: The leader is able to engage in developmental relationships with followers so as to create future leaders.

- 36. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
- 37. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
- 38. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
- 39. What elements of the GCTC program are intended to develop this quality?
Name them.
- 40. Give an example from your GCTC that demonstrates this quality? (Relate an incident when you were aware that this quality was being demonstrated.)

STATEMENT I: The leader is able to win followers.

- 41. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
- 42. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
- 43. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
- 44. What elements of the GCTC program are intended to develop this quality?
Name them.
- 45. Give an example from your GCTC that demonstrates this quality? (Relate an incident when you were aware that this quality was being demonstrated.)

STATEMENT J: The leader is able to mobilize the commitment of the followers.

46. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
47. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
48. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
49. What elements of the GCTC program are intended to develop this quality?
Name them.
50. Give an example from your GCTC that demonstrates this quality? (Relate
an incident when you were aware that this quality was being
demonstrated.)

STATEMENT K: The leader seeks to transform the followers to higher levels of
motivation and performance based on higher standards of moral and
ethical conduct.

51. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
52. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
53. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
54. What elements of the GCTC program are intended to develop this quality?
Name them.
55. Give an example from your GCTC that demonstrates this quality? (Relate
an incident when you were aware that this quality was being
demonstrated.)

STATEMENT L: The leader has managerial skills to enable the leader to reach mutual goals of both leaders and followers.

56. This quality is consistent with the declared goals of GCTC.
strongly agree 1 2 3 4 5 6 7 strongly disagree
57. The GCTC program effectively develops leaders who evidence this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
58. The trainers are effective in demonstrating this quality.
strongly agree 1 2 3 4 5 6 7 strongly disagree
59. What elements of the GCTC program are intended to develop this quality? Name them.
60. Give an example from your GCTC that demonstrates this quality? (Relate an incident when you were aware that this quality was being demonstrated.)

PART II: Aspects of the GCTC program

Instructions: Listed below are ten teaching methods sometimes used by trainers. Select the four teaching methods most commonly used by the trainers of the GCTC and rank those teaching methods as follows:

- 1 Most frequently used
- 2 Second most frequently used
- 3 Third most frequently used
- 4 Fourth most frequently used

61. Four teaching methods most commonly used by the trainers of the GCTC:

_____	Analysis of case studies
_____	Discussion of lecture
_____	Field experience
_____	Guided discovery
_____	Lecture
_____	Reading or research with report
_____	Recitation or drill
_____	Reflection on personal experience
_____	Simulation games or role play
_____	Small group discussion

Instructions: Listed below are eleven areas associated with the training at the GCTC. Please indicate your agreement or disagreement with the following statement by circling the appropriate number on the agreement scale provided beside each area.

STATEMENT: Our GCTC program provides effective training in:

62. Faith	Strongly agree	1	2	3	4	5	6	7	strongly disagree
63. Stewardship	Strongly agree	1	2	3	4	5	6	7	strongly disagree
64. Power	Strongly agree	1	2	3	4	5	6	7	strongly disagree
65. Prayer	Strongly agree	1	2	3	4	5	6	7	strongly disagree
66. Obedience	Strongly agree	1	2	3	4	5	6	7	strongly disagree
67. Direction	Strongly agree	1	2	3	4	5	6	7	strongly disagree
68. Action	Strongly agree	1	2	3	4	5	6	7	strongly disagree
69. Love	Strongly agree	1	2	3	4	5	6	7	strongly disagree
70. Leadership	Strongly agree	1	2	3	4	5	6	7	strongly disagree
71. Vision	Strongly agree	1	2	3	4	5	6	7	strongly disagree
72. Future
trainer	Strongly agree	1	2	3	4	5	6	7	strongly disagree

Instructions: Listed below are the components of transformational leadership. Two questions related to these components follow:

- A. The leader exhibits a trust relationship with his/her followers.
- B. The leader is able to accomplish the mutual goals of both leaders and followers.
- C. The leader is able to shape individual values.
- D. The leader is able to shape organizational values.
- E. The leader is able to build a strong organizational environment to communicate its values.
- F. The leader is able to communicate his/her vision.
- G. The leader is able to align individual development with organizational purpose.
- H. The leader is able to engage in developmental relationships with followers so as to create future leaders.

- I. The leader is able to win followers.
 - J. The leader is able to mobilize the commitment of the followers.
 - K. The leader seeks to transform the followers to higher levels of motivation and performance based on higher standards of moral and ethical conduct.
 - L. The leader has managerial skills to enable the leader to reach mutual goals of both leaders and followers.
73. Are there any of the components listed above which have been increasingly emphasized in the GCTC within the last year? If so, please circle the corresponding letters.
- A B C D E F G H I J K L
74. Are there any of the components listed above which have been increasingly de-emphasized in the GCTC within the last year? If so, please circle the corresponding letters.

A B C D E F G H I J K L

THIS CONCLUDES THIS QUESTIONNAIRE

THANK YOU SO MUCH FOR YOUR INVALUABLE HELP.

APPENDIX B

**PHILIPPINE CAMPUS
CRUSADE FOR CHRIST**

P.O. Box 458 Manila 1099 Tel. 989641

24 January 1991

Mr. Henry Tan
8187 Rimridge Lane
San Diego, CA 92126

Dear Henry,

Greetings! I hereby grant you permission to conduct your study on "Leadership Development at a training center in the Philippines."

Please feel free to conduct your interviews and questionnaire with the personnel at the Great Commission Training Center. They have been told that it is on a volunteer basis and that there is no pressure on any of them to participate. Also, I have informed them that this study would be conducted with strict confidentiality.

Personally, I look forward to this study for I would like to benefit from your findings and recommendations.

If there's any way I can help you, please don't hesitate to call on me.

Sincerely,

ART GUINA
OIC, Philippine Campus Crusade
for Christ

/ec

APPENDIX C

INTERVIEW GUIDE

I. Personal knowledge of leadership

1. Do you see yourself as a manager of the GCTC/unit or a leader affecting a significant change? If you see yourself as a leader, what does this mean to you? How would you define leadership?
2. Name three of your most important "ingredients" for effective leadership? Why?
3. Are you familiar with the term "transformational leadership"?
4. What one aspect of spiritual growth would you consider to be most important to leadership? Why?
5. What three major things in GCTC contributed most to your personal leadership development? Please elaborate.
6. What three major things in GCTC hindered your leadership development? Please elaborate.
7. How did you overcome these deficiencies?

II. Relationship between the leader and the led and accomplishing mutual goals.

The leader is able to win followers and mobilize their commitment. The leader is able to accomplish the mutual goals of both leaders and followers.

1. How would you rate your relationship with those that you are responsible for? How accessible are you to the members of your organization?
2. Would you say that an element of trust has been established in the GCTC? If so, how have you gone about establishing that trust among your people?

3. Do you know the wants and needs of your people? Is it important to you that their wants and needs are met? Why?
4. How do you go about winning your followers and mobilizing their commitment?
5. How do you go about accomplishing the mutual goals of both leader and followers?

III. Shaping values

The leader is able to shape individual and organizational values. The leader is able to build a strong organizational environment to communicate its values.

1. What are some key distinctives/values that you would like your organization to have and to maintain?
2. How do you ensure that your followers possess those distinctives/values? How critical is it to you that you help in the shaping of the values of your followers? Why?
3. What kind of environment do you like to promote in your organization?

IV. Vision, Purpose, and Alignment

The leader is able to communicate his or her vision and align individual development with organizational purpose.

1. What is your vision for GCTC/CCC?
2. How do you keep that vision clearly in your mind and the minds of those you are leading?
3. How do you ensure that your followers are informed about what's going on in the organization? What role does communications play in your organization?
4. What do you do to get people to align with your vision and goals?

5. How do you motivate your followers to keep on going on?

V. Generativity

The leader is able to engage in developmental relationships with followers so as to create future leaders.

1. What are you doing to develop new leaders in your organization to bring them along? Have you established a particular relationship with anyone that you are presently helping to develop?
2. Do you seek to replace yourself? Do you encourage all those within your organization to do the same?
3. To what degree do you commit yourself to helping your followers succeed? Do they sense that you are there to help them be the very best in what they are doing?
4. Characterize the type of individuals you want to recruit and/or promote in the organization.
5. What (dis)incentives do you give for commitment to your mission and purpose?

APPENDIX D

Personal Characteristics of a Leader

- A. The leader has a trust relationship between him/herself and the followers.
- B. The leader is able to accomplish the mutual goals of both leaders and followers.
- C. The leader is able to shape individual values.
- D. The leader is able to shape organizational values.
- E. The leader is able to build a strong organizational culture to communicate its values.
- F. The leader is able to communicate his or her vision.
- G. The leader is able to align individual development with organizational purpose.
- H. The leader is able to engage in developmental relationships with followers so as to create future leaders.
- I. The leader is able to win followers.
- J. The leader is able to mobilize the commitment of the followers.
- K. The leader seeks to transform the followers to higher levels of motivation and performance based on higher standards of moral and ethical conduct.
- L. The leader has managerial skills to enable the leader to reach mutual goals of both leader and followers.