

pISSN: 1906 - 3296 © 2020 AU-GSB e-Journal.
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Key Priority for Implementing Humble Leadership as the Desired Conditions for the Leaders and Followers: A Case Study of St. Joseph's National Catholic Major Seminary, Yangon, Myanmar

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Received: April 10, 2024. Revised: August 5, 2024. Accepted: February 22, 2025.

Abstract

Purpose: This research-based article employs situation analysis to explore humble leadership within the St. Joseph Catholic National Major Seminary in Yangon. The study aims to identify key priorities for implementing humble leadership among the seminary's members and to investigate their openness to potential implementations of such leadership. **Research design, data and methodology:** Data was collected from fifty-one respondents using a semi-structured questionnaire, which included both open-ended and fixed-choice items. Analytical methods included PNI^{Modified}, content analysis, and descriptive statistics. **Result:** The findings highlight that the foremost areas needing attention are: positive possibilities, an appreciative mindset, supportive interpersonal relationships, shared-humble leadership, shared leadership, and servant leadership. **Conclusion:** The study concludes that improvements in seminarians' formation programs should focus on fostering positive possibilities, an appreciative mindset, supportive interpersonal relationships, shared leadership, and servant leadership to enhance overall program effectiveness.

Keywords: Positive possibilities, Appreciative mindset, Supportive interpersonal relationships, Shared-humble leadership, Shared leadership, servant leadership

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Pope Benedict XVI emphasized the need for well-trained and fearless priests who are dedicated to proclaiming Christ and alleviating human suffering. These priests should ensure that everyone, especially the underprivileged and those facing hardships, feels the love and warmth of the ecclesial family and finds solace in God's love (Benedict XVI, 2009). Pope Francis stated that formation is not just about imparting theological or spiritual knowledge. Instead, it involves following Christ's example, as He instructed His disciples to "come, follow me" and "do as I do" (Optatam Totius, 1). The Second Vatican Council also highlighted the importance of priestly formation, emphasizing that a ministry inspired by the spirit of Christ is essential for the Church's renewal. It

stressed the significance of adapting priestly education to current needs, combining traditional wisdom with new elements relevant to today's context (Flannery, 1996).

The directive on priestly education from the Second Vatican Council outlines a comprehensive training approach for priests, preparing them to effectively handle any situation (Optatam Totius, 1). According to the document Optatam Totius, thorough priestly development involves human, intellectual, spiritual, and pastoral formations, focusing on moral, physical, and psychological growth.

Recent news highlights examples of arrogant and overconfident leaders who often lack empathy and ignore others' opinions, leading to scandals and errors (Kaplan, 2021; Mangan, 2018; Maccoby, 2004; McGee, 2017). Due to these negative consequences, the concept of humble

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leadership has gained attention and support from scholars (Ou et al., 2014; Owens & Hekman, 2012) and professionals (Cable, 2018; Collins, 2001a, 2001b; Taylor, 2018). Humble leadership involves accurate self-perception, teachability, and recognizing others' contributions and abilities (Owens & Hekman, 2012; Owens et al., 2013). While humility has been studied by academics and philosophers for a long time (Greenberg, 2005; Tangney, 2000), publications on humble leadership have surged in recent years.

This research aims to explore the unique role of shared-humble leadership within the St. Joseph Catholic Major Seminary and expand its application to various organizational settings. It examines how Catholic priests' humble leadership influences aspects of shared humble leadership, such as servant leadership, an appreciative mindset, positive possibilities, and positive interpersonal interactions. The study raises biblical and canonical principles that challenge traditional parish services and Church administration leadership. It envisions the Church as a dynamic organization with strategies, norms, and discipline, seeking shared responsibilities and accountabilities, thus contributing to contemporary leadership studies.

1.2 Statement of Problem

According to the situation analysis of the current organization as presented above, this study aims to set the priorities for implementing humble leadership for the leaders and followers. The dataset is drawn from the needs assessment survey and interviews with key informants.

1.3 Research objectives

1. To identify key priorities for the successful implementation of humble leadership for the organization members (e.g., leaders and followers)
2. To explore how humble leadership could be implemented to which organization members are willing to share.

1.4 Research Questions

1. What are the key priorities for successfully implementing humble leadership for organizational members (e.g., leaders and followers)?
2. How humble leadership could be implemented to which organization members are willing to share?

1.5 Scope of the research

Data was collected from all seminarians at St. Joseph Catholic National Major Seminary. It was collected from the first to fourth-year theological seminarians from various

locations or dioceses in Myanmar and finished their four-year philosophy at a minor seminary. Thirty questionnaires are distributed to first-year, second-year, third-year, and fourth-year theologians and three formators of quantitative research studies. Seven seminarians were selected for interviews to discover more details about seminarians and content analysis.

1.6 Significance of research

The research can inform the development of leadership training programs that specifically focus on cultivating humble leadership skills, which refer to having an appreciative mindset, perception of positive possibilities, supportive interpersonal relationships, shared leadership and servant leadership. These can be valuable for institutions seeking to develop their leadership pipeline and promote a positive leadership culture.

2. Review of literature

2.1 Positive Possibilities

Fostering a culture of positive possibilities in the workplace can boost employee engagement, productivity, and job satisfaction. Effective strategies include recognizing achievements, offering growth opportunities, and creating a supportive environment (Luthans et al., 2007). Positive psychology interventions, like gratitude exercises and strengths-based approaches, have successfully treated depression and anxiety by helping individuals focus on positive rather than negative possibilities (Seligman et al., 2005). Optimistic people are more inclined to adopt health-promoting behaviors and experience better health outcomes. (Scheier & Carver, 1987) found that optimists handle stress better and recover from illnesses more quickly. A positive outlook is linked to higher academic achievement and career success. Showed that students with a positive mindset perform better academically, while (Seligman & Schulman, 1986) found that optimistic salespeople outperform their pessimistic peers. Optimists are also more resilient and better at coping with adversity. (Carver et al., 1993) demonstrated that optimistic cancer patients have better psychological adjustment and quality of life than pessimistic patients. Educational interventions aimed at fostering a positive mindset, such as programs teaching goal-setting, problem-solving, and optimistic thinking, have improved academic performance and reduced dropout rates (Duckworth et al., 2007). Lastly, focusing on positive possibilities enhances relationship satisfaction and stability. Fincham (2000) observed that optimistic individuals enjoy more fulfilling relationships due to their positive communication and

effective conflict resolution skills.

2.2 Appreciative Mindset

(McCullough & Emmons, 2003) highlight gratitude as a key element of an appreciative mindset. Gratitude involves recognizing and valuing the positive aspects of life, which is associated with increased well-being and life satisfaction. Appreciative Inquiry (AI) has been proven to drive positive organizational change. (Bushe, 2011) reviewed various studies and found that AI enhances employee engagement, organizational culture, and performance outcomes. In educational settings, fostering an appreciative mindset can improve both teaching and learning experiences. (Cooperrider & Whitney, 2005) discovered that AI promotes a positive atmosphere in schools, encourages collaboration, and enhances student outcomes. Additionally, an appreciative mindset can benefit physical health. (Wood et al., 2010) found that gratitude and appreciation are linked to better sleep, reduced stress, and stronger immune function.

2.3 Positive Interpersonal Relationship

Numerous studies have shown the significant impact of positive interpersonal relationships on mental health. Found that social support helps mitigate stress and is linked to lower levels of anxiety and depression. Similarly, (Reis & Gable, 2003) demonstrated that the quality of interpersonal interactions is crucial for daily emotional well-being. Positive relationships are also associated with better physical health outcomes. Conducted a meta-analysis revealing that strong social relationships increase survival rates by 50%. These relationships provide emotional support, promote healthy behaviors, and lessen the physiological effects of stress. In the workplace, positive interpersonal relationships boost job satisfaction, productivity, and organizational commitment. (Dutton & Heaphy, 2003) found that high-quality workplace connections lead to positive emotions and a sense of belonging, enhancing performance and reducing turnover. In educational settings, positive teacher-student relationships are essential. Found that supportive teacher-student interactions enhance student engagement, academic achievement, and socio-emotional development. Similarly, (Wentzel, 1997) showed that positive peer relationships improve academic motivation and school adjustment. Effective communication is crucial for building and maintaining positive relationships, with skills like active listening, empathy, and assertiveness being vital. Training programs focused on these skills can improve relationship quality in various contexts, from personal to professional settings. Creating environments that encourage social support networks can improve relationship quality, with interventions such as community programs, support groups,

and workplace team-building activities fostering positive interpersonal relations (House, Umberson, & Landis, 1988). Conflict is inevitable in any relationship, but managing it well is crucial. Teaching conflict resolution skills that focus on collaboration, problem-solving, and mutual respect can lead to better outcomes (Johnson & Johnson, 2000). Expressing gratitude and appreciation strengthens relationships by enhancing positive emotions and reinforcing social bonds indicates that gratitude is key to maintaining healthy and supportive relationships.

2.4 Shared Leadership

Shared leadership is rooted in theories of distributed leadership and team dynamics describe it as an ongoing, mutual influence process within a team, where members collectively share responsibility for the team's success. Studies have shown that shared leadership can enhance team performance and effectiveness. (Ensley, Hmieleski & Pearce, 2006) discovered that it positively impacts new venture performance by fostering collective problem-solving and innovation. Teams that implement shared leadership often experience higher engagement and job satisfaction. (Ensley, Hmieleski & Pearce, 2006) found that shared leadership boosts team member satisfaction and commitment. It also makes teams more flexible and adaptable in rapidly changing environments, which is particularly advantageous in complex, knowledge-based work that requires diverse expertise and perspectives (Burke et al., 2003). However, while shared leadership enhances collaboration, it can also lead to coordination issues and conflicts if roles and responsibilities are not clearly defined (Mehra, Smith, Dixon, & Robertson, 2006). Successful implementation of shared leadership necessitates a supportive organizational culture that values collaboration and collective decision-making (Wang, Waldman, & Zhang, 2014). It also often requires training and development to enhance team members' leadership skills and capabilities.

2.5 Servant Leadership

The concept of servant leadership was introduced by Robert K. Greenleaf in his influential 1970 essay "The Servant as Leader." (Greenleaf, 1977) characterized servant leadership as a leadership style where the leader acts as a servant, prioritizing the needs of team members above their own. This approach promotes a mindset of serving first. Developing servant leadership requires deliberate training and development. Organizations should invest in programs that instill servant leadership principles and equip leaders with the necessary skills and mindset to serve their teams effectively. The success of servant leadership can vary based on cultural and contextual factors, with some cultures or

organizational environments being more amenable to this style than others (Hale & Fields, 2007). Recognizing these factors is essential for implementing servant leadership practices successfully. A challenge of servant leadership is balancing the focus on serving others with achieving organizational goals, ensuring that the commitment to serving does not undermine the organization's overall objectives and performance (Parris & Peachey, 2013). Servant leadership fosters a strong ethical climate and a sense of organizational justice (Mayer, Bardes, & Piccolo, 2008). By exemplifying ethical behavior and fairness, servant leaders create an environment where ethical conduct is standard. (Ehrhart, 2004) found that servant leadership is a strong predictor of organizational citizenship behavior (OCB), which includes voluntary actions that enhance organizational effectiveness. Employees under servant leadership are more likely to engage in helpful behaviors beyond their formal job duties. (Neubert et al. 2008) showed that servant leadership boosts team performance and innovation by creating a supportive environment that encourages creativity and collaboration.

2.6 Conceptual Framework

The research's conceptual framework is displayed in Figure 1 below. This research conceptual framework focuses on five traits of shared-humble leadership—appreciative mentality, optimistic possibilities, supportive interpersonal relationships, shared leadership, and servant leadership. The five variables were chosen in light of the many empirical investigations previously discussed in this work, whereby it was established that these variables were entwined with shared modest leadership, which indicates the intended condition.

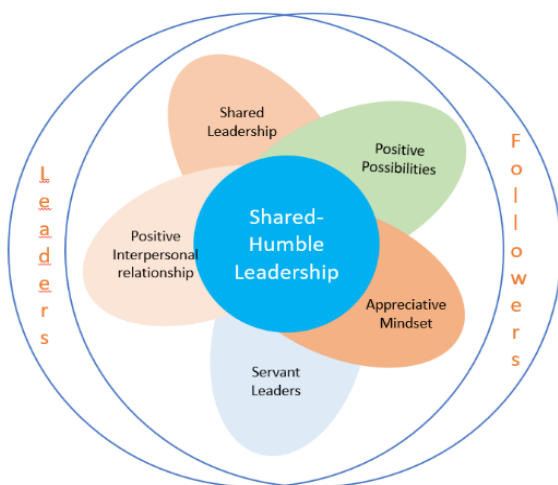


Figure 1: Conceptual framework of the study (by researcher, 2023)

3. Research Methodology

The research design, data source, demographic, sample, research instrument, validity and reliability, and method for collecting and analyzing data are described below.

3.1 Target population and target sample

Major seminarians who had completed four years of philosophy studies and pursued an additional four years of theology studies were the study's target population. The focus-group interviews were employed, comprising two groups of theologian seminarians of the first-year students and second-year students. The 51 individuals received survey questions immediately via the Internet as an extra measure of follow-up. Fifty-one major seminarians who have completed their four years of philosophy and are enrolled in their first and second years of theology, respectively, over two years, and who have worked their way up from senior management to operating level comprise the target population for this study.

3.2 Scope of the research instrument

There are three sections to the needs assessment questionnaire: The initial section asks for the responders' biographical details, educational background, and demographic information. Fifty-one participants received 30 quantitative survey questionnaires directly for the second section. Concerning the six study elements, the researcher focused on the actual and expected situations using a two-sided 5-point Likert scale that ranged from strongly disagree to strongly agree. Every question in the needs-assessment questionnaire was examined using SPSS software. Additionally, three open-ended questions were deployed for each of the following variables in the final qualitative section: servant leadership, shared-humble leadership, appreciative mentality, positive possibilities, and supportive interpersonal relationships.

3.3 Methods of Data Collection and analysis

3.3.1 Data collection

Both quantitative and qualitative data collection methods and process were deployed. The procedure of data collection of both approaches were described detail as follow. The researcher used the following thorough steps to in order to collect data as accurate as possible.

3.3.2 Quantitative data collection method

- Since the topic of interest was based on humility as one characteristics of leadership skills, the

researcher intentionally selects the seminary who vows to be humble and serve the people study focus.

- The researcher first contacted the rector of the seminary to request permission and a letter explaining the purpose of this study.
- The researcher also elaborated about his interest in the topic with the Rectors and Formators of the seminarians in order to leverage misinformation.
- After receiving permission, the structured questionnaires were delivered via Microsoft Form to selected participants.
- The participants were given a three-day time to complete the 30 questionnaires which take approximately 10 to 15 minutes.

3.3.3 Qualitative data collection method

- Two 1st year, 2nd year, and three 3rd year theological seminarians from five dioceses were selected by the Formator of St. Joseph Catholic National Major Seminary in order to obtain diverse information from the participants.
- Although there is a challenge with connection in Myanmar, three face-to-face interviews were successfully conducted for 1st years, 2nd, and 3rd years theologians.

3.3.4 Scope of data analysis

In this study, the 30-statement needs assessment questionnaire and demographic profiles were treated as a dataset, analyzed using descriptive statistics such as frequency, mean (M), and standard deviation (S.D.). The authors state that requirements analysis involves using the information from the needs assessment to determine the cause of performance discrepancies (Kaufman & Guerra-Lopez, 2013). Despite the variety of available approaches, they all share basic elements that constitute needs assessment (Altschuld & Kumar, 2010; Altschuld & Watkins, 2014; Kaufman, Guerra-Lopez, 2013; Watkins, & Leigh, 2008; Sleezer, Russ-Eft, & Gupta, 2014): (1) problem identification; (2) needs identification; (3) identification of data sources; (4) data collection; (5) data analysis; and (6) recommendations.

The Modified Priority Needs Index (PNIModified) was also used to understand and prioritize needs. According to Wongwanich (2019), PNIModified creates a priority-need index ranking by using actual collected data from both perspectives to determine the gap between the desired and

current situations. The formula $(I-D)/D$ underpins PNIModified, where I represents the current state, and D represents the ideal state. Initially, three coders used open codes in five main focused group interview sessions, triangulating the emerging codes and themes before reaching a consensus or group judgment.

3.3.5 Result Presentation

Result presentation begins with 1) Descriptive Analysis of Demographic Profile, 2) PNIModified and ranking, 3) Themes.

3.4 Descriptive Analysis of Demographic Data

The results' presentation started with descriptive statistics, where raw data were drawn from the actual responses to the 30-statement questionnaires, and the contents analysis was drawn from the open-ended questions in the questionnaire that the respondents completed. The researcher used descriptive analysis to analyze the demographic information of the respondents who are from St. Joseph Catholic National Seminary. Descriptive statistics can be explained as the process of converting data into information. Moreover, descriptive analysis can explain the character of the respondents as well. In the first part, the demographic information that was used includes age, locations and years of study at the seminary. The purpose is to analyze the characteristics of respondents. A total of 51 respondents were shown through the frequency distribution as follows. Due to the nature of the study, the respondents were all males who were candidates for the priesthood.

3.5 The result of the Descriptive statistics, PNIModified and Rank: The Gaps between the current and expected situation.

Descriptive statistics, Modified Priority Needs Index (PNIModified), and ranking are presented as below.

Table 1: Descriptive statistics, PNIModified, and Rank: All main variables

Factor	N	Current situation		Expected situation		Mean difference	PNI modified	Rank
		D		I				
		M	SD	M	SD			
1.Positive Possibilities	51	3.14	0.21	4.21	0.19	0.01	0.34	1
2.Appreciative Mindset	51	3.03	0.29	4.06	0.05	0.23	0.33	2
3.Servant Leadership	51	3.01	0.30	4.02	0.12	0.17	0.33	3

Factor	N	Current situation		Expected situation		Mean difference	PNI modified	Rank
		D		I				
		M	SD	M	SD			
4.Supportive Interpersonal Relationship	51	2.93	0.65	3.80	0.06	0.58	0.29	4
5.Shared Leadership	51	2.92	0.36	3.71	0.13	0.22	0.27	5

Table 1 displays the descriptive statistics, modified Priority Needs Index (PNI Modified), and ranking for five main variables based on a sample of 51 participants. The table includes the means (M) and standard deviations (SD) for both the current and expected situations, the mean difference between these situations, the PNI Modified, and the rank of each variable. In the current situation, the variables are ranked as follows: Positive Possibility (M = 4.21, SD = 0.19), Appreciative Mindset (M = 3.03, SD = 0.29), Servant Leadership (M = 3.01, SD = 0.30), Supportive Interpersonal Relationship (M = 2.93, SD = 0.65), and Shared Leadership (M = 2.92, SD = 0.36). For the expected situation, the ratings are: Positive Possibility (M = 3.14, SD = 0.21), Appreciative Mindset (M = 4.06, SD = 0.05), Servant Leadership (M = 4.02, SD = 0.12), Supportive Interpersonal Relationship (M = 3.80, SD = 0.06), and Shared Leadership (M = 3.71, SD = 0.13). Overall, Positive Possibilities, Appreciative Mindset, and Servant Leadership are identified as the top priorities for improvement for St. Joseph National Major Seminary due to their high PNI Modified values. Supportive Interpersonal Relationship and Shared Leadership also need attention, though to a lesser degree. The data highlights the need to address the gaps between the current and expected situations, especially for the top-priority factors.

3.6 Qualitative Analysis

The researcher interviewed four key informants face-to-face and three informants on the phone. The war conflict was still going on, and the internet connection was not accessible. All the answers were coded, summarized, and analyzed to explore the key informants' common answers and typical viewpoints.

3.6.2 Interview Question 2:

In terms of an appreciative mindset, positive possibilities, and supportive interpersonal relationships, what do you think are the most urgent areas the organization should improve?

"I am supportive of the idea of humble leadership. I would suggest my organization to encourage building a dynamic team, a team working towards a common goal without any stress and bias. I understand that effective teams should be supported by the senior management of the organizations."

3.6.1 Interview Question 1:

From your understanding, how do you think this organization improves shared-humbled leadership, which refers to the conditions under which the followers and leaders demonstrate an appreciative mindset, positive possibilities, supportive interpersonal relationships, shared leadership, and servant leadership?

"I hardly believe that coup would have taken place in our country. Now, the whole citizens are displaced. We can't do our apostolic work well when I myself have to run every day for a safer location. However, I am hopeful that there will be peace one day."

Respondent 5

"The organization has improved providing involvement in the decision process to the extent possible by the different individual's capacity. The organization is also tried to build trust on each other to go along the way towards the same goal, then they have very good relationship regardless of individual differences and interest."

Respondent 2

"I think the organization have improved to communicate openly and honestly within leaders and followers and build transparency and trust between them. The leaders and follow also try to understand their limitations and have the confidence to recognize their own weaknesses. The organization also seem to understand that leaders and followers are one team, and if you cannot be a good follower, cannot be a good leader."

Respondent 1 & 3

Three dominant themes emerged: openness to new ideas and hope for the future, which appeared eight times in the qualitative questionnaires. The informants also mentioned six times about leading through empowerment. Good relationships and communicating effectively were extensively mentioned by the informants, too. According to the content analysis, inter-coding, positive possibilities, appreciative mindset, and supportive interpersonal relationships were mostly inferred by the key informants.

Most of the time, management lacks those support."

Respondent 3

"The organization knows what the strengths and weaknesses of its employees are. It encourages the culture of not being afraid of making mistakes. The followers too know their responsibilities and capacity and asking for clarity when a task is assigned or when a message is not clear so as to avoid misunderstanding or bad quality result. Both supervisor and follower need to be transparent to one

another."

Respondent 2

"Empowering the followers to deliver the best would be the most urgent areas for the organization to improve. By empowering the employees, it will also build trust and ensure the best relationship atmosphere. It gives the result of very good performance of the people who actually work for the for the organization."

Respondent 7

Five dominant themes emerged: understanding limitations and weaknesses of a subordinate, which appeared five times in the qualitative questionnaires. The informants also mentioned four times about involving in decision making. Open to new ideas and hopeful for the future and leading through empowerment were also extensively mentioned by the informants. According to the content analysis, positive possibilities, appreciative mindset, and supportive interpersonal relationships were mostly inferred by the key informants.

3.6.3 Interview Question 3:

How has the organization taken the initiative to implement any program related to an appreciative mindset, positive possibilities, and supportive interpersonal relationships? Can you please share some examples? If you have not experienced such an implementation from this institution, what do you propose to the institution/organization to pursue those activities in the future?

"My spiritual insights tell me that appreciating life is tantamount to praising the creator of life, God. Life is meaningful only when we see everything is tool for human development."

Respondent 6

"I think the organization have improved to communicate openly and honestly within leaders and followers and build transparency and trust between them. The leaders and follow also try to understand their limitations and have the confidence to recognize their own weaknesses."

Respondent 3

"The most urgent areas the organization should improve is the leaders should open his/her doors to subordinates, must be approachable, lead the team without showing too much of the superiority, while understanding the weakness of the subordinates and same time coaching them, encouraging them for their improvement."

Respondent 4

The above description represents most respondents' views on the initial proposal for enhancing shared-humble leadership. The key informants believe that being open to new ideas and hopeful for the future, appreciating our own life and others, and leading through empowerment are factored in developing these three areas. Moreover, understanding the limitations and weaknesses of a subordinate was also mentioned widely by seven informants. Since the culture of distributing power equally has not been taken in the institution, there are few informants who answer questions related to decision-making. The informants seem to be more familiar with servant leadership but without self-assertiveness.

3.7 Comparative Results: Quantitative and Qualitative Findings Related to Six Variable

Table 2: Quantitative Findings and Qualitative Findings' Comparison

Quantitative Findings (PNI _{Modified})			Qualitative Findings (Content analysis)	
Factors	PNI _{Modified}	Rank	Themes	Frequency
Positive Possibilities	0.342	1	Open to new ideas and hopeful for the future	8
Appreciative Mindset	0.339	2	Appreciating our own life and others	7
Servant Leadership	0.336	3	Leading through empowerment	5
Supportive Interpersonal Relationship	0.295	5	Good relationship and communicate effectively	3
Shared Leadership	0.271	6	Involving in decision making	3

In summary, the analysis shows a strong alignment between quantitative and qualitative findings. The high-priority factors in the PNI Modified scores—Positive Possibilities (PNI_{Modified} = 0.342), Appreciative Mindset

(PNI_{Modified} = 0.339), and Servant Leadership (PNI_{Modified} = 0.336)—are also highlighted in qualitative themes with higher frequencies. Lower-ranked factors such as Positive Interpersonal Relationship (PNI_{Modified} = 0.295) and Shared

Leadership (PNI_{Modified} = 0.271) have fewer qualitative mentions but still reflect relevant themes. This consistency between quantitative priorities and qualitative insights supports the overall assessment of the key areas for improvement.

4. Results & Discussions

This study has aimed to investigate the seminarians' current and shared-humble leadership, which has the characteristics of an appreciative mindset, positive possibilities, positive interpersonal relationships, shared leadership, and servant leadership. The chapter summarizes the research and findings of the current situation of seminarians who shared humble leadership at St. Joseph Catholic Major Seminary. In addition, the recommendations for researchers are discussed.

4.1 Positive Possibilities

The findings from the study at St. Joseph Catholic National Major Seminary highlight that seminarians prioritize positive possibilities, as shown by the highest PNI Modified score of 0.342. This suggests that maintaining an optimistic outlook and a positive disposition in the face of challenges is crucial for their personal and communal development. Emphasizing positive possibilities aligns with the broader goals of seminary education, which aim to cultivate resilience and hope among future clergy. The quantitative data further reveals that seminarians acknowledge a significant degree of uncertainty and lack of control over their circumstances, as indicated by the highest mean score ($M = 3.493$). This recognition reflects a realistic understanding of the complexities and unpredictabilities inherent in their future pastoral roles. Conversely, the lowest mean score ($M = 2.84$) pertains to their self-perception as integral parts of the organization's system, indicating a potential area for development in fostering a stronger sense of organizational integration and collaboration. The qualitative data, analyzed through content analysis, supports these findings by revealing a dominant theme of hopefulness and openness to new ideas, discussions, and suggestions. This qualitative insight complements the quantitative data, suggesting that despite recognizing external uncertainties, the seminarians remain hopeful and receptive to growth and innovation.

4.2 Appreciative mindset

The descriptive data from the study at St. Joseph Catholic National Major Seminary shows that an appreciative mindset is the second priority need for the seminarians, with a PNI

Modified score of 0.339. This highlights the importance of developing a purposeful and grateful approach to life among the seminarians. The quantitative data supports this priority, indicating that seminarians strongly agree on the importance of appreciating the unique contributions of others, as shown by the highest mean score ($M = 3.36$). Interestingly, the lowest mean score ($M = 2.910$) reflects seminarians' agreement that they are content with their current stage of life. This suggests a potential area for growth, indicating that while seminarians value and practice appreciation towards others, they may struggle with fully embracing and being content with their own life circumstances. This discrepancy points to the need for more focused support in helping seminarians achieve a greater sense of personal contentment and fulfillment. The qualitative data supports these findings, emphasizing the significance of appreciation both towards oneself and others. The content analysis reveals a dominant theme of the interconnectedness between appreciating one's own life and recognizing the contributions of others. The informants' reflections, such as the difficulty in appreciating others but recognizing its essential role in living a happy and compassionate life, highlight the complexity and importance of cultivating an appreciative mindset.

4.3 Servant Leadership

The descriptive data from St. Joseph Catholic Major Seminary highlights servant leadership as the third priority need among seminarians, with a PNI Modified score of 0.336. This underscores the importance placed on a leadership style focused on serving others, empowerment, and holistic development. The quantitative data supports this, showing that seminarians strongly agree on being open to new ideas or advice from others, as indicated by the highest mean score of ($M = 3.43$). This openness to new perspectives is a key aspect of servant leadership, reflecting a willingness to grow and adapt in service to others. However, the lowest mean score of ($M = 2.93$) suggests that seminarians feel their supervisors do not strongly encourage flexibility in certain situations. This indicates a potential area for improvement in the seminary's leadership training, emphasizing the need to foster an environment where flexibility and adaptability are more actively encouraged by supervisors. Servant leadership, defined as a leadership style that focuses on serving and leading through empowerment, human development, and sustaining organizational growth, correlates with openness to new ideas and advice. This approach contrasts with performance-oriented leadership, which often prioritizes profit and growth at the expense of people. Instead, servant leadership aims for sustainable performance by engaging followers in relational, ethical, emotional, and spiritual dimensions, empowering them to reach their full potential.

4.4 Positive Interpersonal Relationship

The descriptive data from St. Joseph Catholic National Major Seminary highlights positive interpersonal relationships as the fifth priority need for seminarians, with a PNI Modified score of ($PNI_{Modified} = 0.29$). This emphasizes the importance of fostering positive relationships and effective communication within the seminary community. The quantitative data indicates that seminarians strongly agree on their willingness to accept their mistakes when corrected, with the highest mean score of ($M = 3.33$). This willingness reflects a critical component of supportive interpersonal relationships, demonstrating humility and openness to growth. Conversely, the lowest mean score of ($M = 2.91$) suggests that seminarians are less comfortable disclosing their emotions to their supervisors. This points to a need for improvement in creating a safe and trusting environment where seminarians feel more at ease sharing their feelings. Such openness is essential for building strong and supportive interpersonal relationships. Supportive interpersonal relationships, defined by positive interactions between leaders and followers and effective communication, show a strong correlation with the willingness to accept mistakes. This relationship highlights the importance of creating an environment where trust, transparency, and accountability are cultivated, as emphasized in the qualitative data. Respondents' reflections, such as the need to engage each other with a pure mind free from bias, and the importance of trust, transparency, and accountability, underscore the essential elements of supportive interpersonal relationships. These elements are crucial for fostering a positive and collaborative atmosphere within the seminary.

4.5 Shared Leadership

As descriptive data results show, shared humble leadership, which has PNI Modified of ($PNI_{Modified} = .271$), falls into the sixth priority need for seminarians at St. Joseph Catholic National Major Seminary. It can also be seen from the quantitative data in the current situation that seminarians strongly agree they are more productive when their manager fully supports them in their responsibilities, which has the highest mean of ($M = 3.27$). Meanwhile, the lowest mean score from shared humble leadership from the current situation indicated that seminarians strongly agree they receive timely feedback from their supervisor with the mean of ($M = 2.91$). Shared leadership, which is defined as a leadership style in which leaders and followers share equal information, decision-making power, and knowledge, strongly correlates with their being more productive when their manager fully supports them in their responsibilities. The dominant themes of the qualitative data by content analysis showed that involving all individuals in decision-

making is crucial to shared leadership. One respondent stated that "would not be decreased. "Empowering the followers to deliver the best would be the most urgent areas for the organization to improve. Empowering the employees will also build trust and ensure the best relationship atmosphere. It gives the result of very good performance of the people who actually work for the organization."

5. Recommendations

Based on the quantitative and qualitative results, some recommendations could be made for seminarians, Rectors, and Formators at St. Joseph Catholic National Major Seminary on shared-humble leadership, appreciative mindset, positive possibilities, positive interpersonal relationship, shared leadership, and servant leadership. It is not an exaggerated claim that the Church provides ample and adequate materials for priestly formation, but the situation in the formation leaves some room for concern.

5.1 Positive Possibilities

The first key factor that the researcher found from the study was positive possibilities with the highest PNI Modified of ($PNI_{Modified} = 0.342$), which factored as optimism and hope. The data findings show that the seminarians strongly agree that they have a cultivated understanding that the world is bigger than themselves. They believe that everything is not under their control. They see themselves as an integral part of the organization's overall system, collaborating with it to achieve enhanced results. They are aware of making the world a better place. Therefore, the institution, St. Joseph Catholic Major Seminary, should adopt the mindset of positive possibilities, which is defined as being mindful of surroundings, optimistic about life, and feeling at ease with and having a positive disposition in the face of adversity. Carmeli et al., 2009 define optimism as "thinking about the future, expecting that desired events and outcomes will occur, acting in ways believed to make them more likely, and feeling confident that these will ensue given appropriate efforts to sustain good cheer in the here and now and galvanize goal-directed actions. Priests or bishops in a higher hierarchy should train seminarians while they are doing their formation at Major Seminaries.

5.2 Appreciative Mindset

The second important factor that the researcher found from the study was an appreciative mindset with the highest PNI Modified of ($PNI_{Modified} = 0.339$), which factors in appreciating our own life and others, gratitude, and appreciation. The data findings show that the seminarians

strongly agree that they feel grateful for their existence. They show appreciation for the unique contributions of others. I genuinely compliment others on their contributions based on their strengths. Therefore, the institution, St. Joseph Catholic Major Seminary, should adopt an appreciative mindset, which is defined as having a purposeful life, being explorative about the world, and being grateful for whatever condition in life he or she is in. Contrarily, Dr. Noelle Nelson, the author of a book on the power of appreciation in the workplace (2005), points out that according to U.S. Department of Labor data, the number one reason people leave their jobs is that they do not feel appreciated. Priests or bishops in a higher hierarchy should train seminarians while they are doing their formation at Major Seminaries.

5.3 Positive Interpersonal Relationship

The fifth key factor that the researcher found from the study was a supportive interpersonal relationship with the PNI Modified of ($PNI_{Modified} = 0.295$), which factors interpersonal communication and positive relations. The data findings show that the seminarians strongly agree that they willingly accept my mistakes when they are corrected. However, few of them agree that they feel their manager is always by their side, whether they are wrong or right. Most of them also agree that they hardly discuss with their supervisor freely and safely while listening to them attentively. Therefore, the institution, St. Joseph Catholic Major Seminary, should adopt a supportive interpersonal relationship, which is defined as building positive relations between leaders and followers and having effective interpersonal communication. Positive relationships help people feel safe and secure, so individuals are more able to concentrate on the tasks at hand (Carmeli et al., 2009). On the other hand, in study after study, communication problems are identified as the single biggest impediment to positive relationships and positive connections (Carrell & Willmington, 1996). Priests or bishops in a higher hierarchy should train seminarians to have supportive interpersonal relationships while they are doing their priestly formation at Major Seminaries.

6. Implication

Institutional and formative implications are exactly what the study's findings have to convey. The Bishop, Rector, Formators, and Seminarians must actively engage in every action taken to improve shared-humble leadership, which refers to an appreciative mindset, positive possibilities, positive interpersonal relationships, shared leadership, and servant leadership. The institution should take advantage of the exhausted formations of the seminarians to instill the

value of shared-humble leadership. Due to the military coup, Myanmar has been facing a complex and multifaceted crisis, experiencing a political and humanitarian crisis; millions have fled from the country and severe humanitarian implications, with displacement, loss of life, and challenges in accessing basic services. It is on this note that those concerned with formation should pay adequate attention to those areas of challenges. In this manner, adequate material provisions should be provided for the training of seminarians. We must take care in the selection of candidates to be sent to the seminaries as Formators. It should not just be on the basis of intellectual capability but also of personal disposition; having the grace to mentor, teach, and be exemplary should be considered. It is essential to mention that instructive and deliberative statutes must be created to review some of the present conditions of formation in the country today to meet current challenges in society.

7. Suggestions for future research

In the current study, both quantitative and qualitative methods were deployed to research seminarians at St. Joseph Catholic National Major Seminary within the local context. If the conditions permit, qualitative research should be conducted in the future to better understand humble leadership. Field research and action research are advisable to conduct, too. In order to understand more about the formation of the seminarians, the researcher would like to suggest conducting research focusing on the relationship between seminarians, priests, and parishioners at the diocese.

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