



School of Education

Department of Leadership

LEADERSHIP & LEARNING PLAN

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by

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LEADERSHIP & LEARNING PLAN

PART I:

VISION STATEMENT

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Introduction

A leader is a mixture of science and art. A science because of core values and true principles that include ethical, regulatory, legal limits, rules to be followed, and art because it measures the leader's capacity to apply those values and principles toward an established vision. In other words, it is not just where the leader will end up that count, but how the leader will get there and accomplish the vision.

The life trajectory of J.N. Andrews is inspiring. Mr. Andrews, a visionary leader, had the vision to not only spread the gospel around the world but was one of the founders of Andrews University, planting the seed of education that has lasted for generations. I also have my vision, that both my personal life and professional life closely match the mission of Andrews University: 1. Seek knowledge; 2. Affirm faith; and 3. Change the world. Students of Andrews University will seek knowledge as they (a) engage in intellectual discovery and inquiry; (b) demonstrate the ability to think clearly and critically; (c) communicate effectively; (d) understand life, learning, and civic responsibility from a Christian viewpoint; and (e) demonstrate competence in their chosen disciplines and professions.

They will affirm faith as they (a) develop a personal relationship with Jesus Christ; (b) deepen their faith commitment and practice; (c) demonstrate personal and moral integrity; (d) embrace a balanced lifestyle including time for intellectual, social, spiritual, and physical development; and (e) apply an understanding of cultural differences in diverse environments, and change the world as they go forth to (a) engage

in creative problem-solving and innovation; (b) commit in generous service to meet human needs; (c) apply collaborative leadership to foster growth and promote change; and (d) engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church. These three beliefs: seek knowledge, affirm faith, and change the world are observed in my daily life to the extent that they inspire to encourage me in the pursuit of my professional and personal goals.

I clearly remember my father saying: “My son, education will give you the knowledge and skill, but that won’t be enough. Study as much as you can because it will help you make better decisions in your personal and professional life. Besides, it will make the difference between your success and failure. God is also important. He will give you the faith, determination, and strength that will turn your dreams into reality. Finally, be an example for those around you.”

Childhood

I was born in 1967 in a small town called Telemaco Borba, Parana, south of Brazil. Much of my childhood is a vague memory. What I do remember, however, was a period of nearly complete innocence, with very few responsibilities. My father was a businessman who worked for a local bank. A few months after I was born, he was invited to start a new city business. The business was the first Volkswagen dealership in town. My mother always worked at home, caring for the family. Having four sons and one daughter, her inspiration was to raise a family with passion, education, respect, union, and lots of love.

My foundational period included a Christian education from my parents and schools and a good relationship among brothers and sisters, relatives, neighbors, friends, society, and church. My core values were well-grounded at an early age.

When I was six years of age, my parents enrolled me in piano classes. They had no idea how the music world would impact my life. Indeed, music is culture, satisfaction, love, history, perception, and lifestyle, but for me, it was more than that; it became a passion. Music powerfully touches us and moves us, unlike other forms of communication. The desire to play any instrument is not enough. It requires self-discipline, perseverance, persistence, and determination. From an early age, music influenced my behavior. I engaged in regular football, basketball, volleyball, table tennis, hide-and-seek, and music classes.

One event that I enjoyed was going fishing with my father and friends on the weekends. It was a particular time in terms of preparation. My role in the fishing process was to separate the fishing rods and fishing nets. My father and little brother were in charge of the fish bait--a big can of worms. After all the preparation, the reward was a big fish on my fishing pole.

Another memorable event was Christmas. In December, my father would host a large banquet for his employees and their families to celebrate the year's accomplishments. The entire day was filled with activities, including soccer games for the adults and a carnival for the kids. It was a big annual festivity.

At 11 years of age, I had learned to play several musical instruments, including piano, guitar, trumpet, accordion, and recorder. Furthermore, I started playing piano for

the Seventh-day Adventist church services, church choirs, and vocal groups. As my pictures show, I also played in recitals.



Teenager

After middle school graduation, I moved to Sao Paulo, Brazil, to attend a Seventh-day Adventist (SDA) high school. At that time, Sao Paulo was among the largest cities worldwide. Moving from home to study abroad was a tremendous challenge for me. Among the challenges and opportunities, I had a chance to develop new relationships with pastors, professors, and colleagues. I learned to discern various types of behaviors and apply my principles to them. I also continued my piano studies, sang in the youth choir, and participated in the Pathfinder Club. Considering all the acquired experiences,

my life outside of my parents' home was very positive. I felt that I was prepared to embrace new horizons by moving forward and pursuing new goals.

College Years

After my high school graduation in 1984, I moved to Curitiba, Parana, Brazil, to study at the university. As initially planned, in 1985, I began studying at the music conservatory with an emphasis on piano, and in 1986, I also began pursuing a Bachelor's Degree in Business Administration. As previously mentioned, music was my passion, and my dream was to pursue music as my professional career. Although the BA in Business would help me lead people and manage my own career, I was also preparing to build a pianist career.

Pianist Career: the dream



With this goal in mind, I would practice the piano for an average of six hours daily, which tremendously improved my performance. In addition to my conservatory

classes, I took extra piano classes with Mr. Proenca, a piano “soloist,” who was one of the most renowned pianists in Brazil at that time. After two years of his instruction, I began playing for audiences of approximately 3000 people in many auditoriums in Southern Brazil. I also played for musical groups and choirs in many Seventh-Day Adventist Churches. My dream of becoming a professional pianist was beginning to come true. I thoroughly enjoyed traveling and playing in many different cities in Brazil, through which I established friendships with musicians and others.

Pianist Career: The Nightmare

Nevertheless, the dream of becoming a renowned pianist was short-lived. As a consequence of intensive practice, a year later, my arm movements were compromised. I was not prepared to accept such a condition. I spent one year searching for a diagnosis until I saw a neurologist. He ordered some tests, and the diagnosis was a problem called “Thoracic Outlet Syndrome” (TOS). This TOS causes compression among the spine vertebrae, and in my case, was between the third and fifth vertebrae. The doctor informed me that I would need to have two arm surgeries. The surgery in the left arm was done immediately because the main nerve was affected, with the risk of losing partial movement and total control. The surgery for the right arm was scheduled to be performed a few months later. The surgery on my left side was problematic, and after the procedure, the arm was paralyzed. The pain was intense. It took one year to recover from that surgery before surgery could be performed on my other arm. The surgery for my right arm went well, resulting in restored movement, muscles, and nerves. I spent nearly three years recovering from both surgeries.

During the three years of recovery, I had much time for reflection. At one point, I was praying to God and seeking answers to my inquiries about my arm issues when God impressed me that I must reinvent myself and focus on a new future.

Young Professional: Redirecting Career

While recovering from the surgeries and taking business administration classes at a Catholic university, I got a job at Citibank, NA a multinational bank in Brazil. I had reinvented myself and redirected my career in a different area. Instead of continuing my music lessons and concerts, I focused on my BA in Administration. I am thankful to God that He gave me the ability to restart my life plans.

Working for Citibank, I began my career in the credit department. One year later, I was promoted to be the President's assistant and responsible for the MIS (Management Information System) for the south region. As the President's assistant and manager of the MIS, I had enormous responsibility because I had to manage nine of 21 Citibank South branches and connect among the branches and bank departments. I also actively participated in conferences in the head office in Rio de Janeiro and Sao Paulo. We discussed implementing new technology, marketing, quality, human resources, and sales to make Citibank the most substantial international trade bank in Brazil. I developed the target distribution for the south region, which was extended to all 21 branches. I also had opportunities to work as a sales manager for personal bank and business accounts.

Nevertheless, life had more assignments for me. One day, traveling to visit my parents on a holiday weekend, I suffered a car accident, which put me out of work and school for six months. This was another learning period in my life that I had to manage as

a young and professional student. I nevertheless studied for my bachelor's degree in business administration, followed by a finance specialization, and two years later, I graduated with a master's in business administration.

However, my passion for music did not end. Although I was no longer playing the piano as a soloist, the music world remained in my life. Therefore, I served as music director and musical producer in gospel music, where I recorded two CDs. The first CD entered the market in 1995 and was titled "Reason to Sing;" the second was "It's Great to Be of Jesus," recorded in 1999.

More Job Experience

After my years with Citibank, I left the bank and was hired to work for the Montalve group. I initially served the company as a home appliance and furniture store manager (a branch of the company) responsible for its entire management. After one year, I was reassigned to be a warehouse manager (another department of the company, but now in vehicle parts and service). I was promoted to be the group financial manager, in which I worked for four years. After four years as general manager, I was nominated to be Montalve's Group CEO/president, a Volkswagen car dealer in Parana, Brazil. As President, I was able to restructure the company in all areas. I had the privilege of applying my leadership skills to elaborate a vision and connect the vision to the company's goals. Building on the excellent communication I had with all department managers and their staff, I revised various processes and created a strategic plan. As a result, in 1999, the Montalve dealership was chosen as one of the best car dealerships in all Parana states and was featured as a model dealership in the country.

I served the company until September 2002, where following my pre-established goals, I left the company to come to the United States to pursue my Ph.D. degree. My goal was to seek knowledge and obtain further education to become a better person and more professional. I moved to the United States, and in 2009, was accepted to Andrews University.

Life as an Immigrant

I disembarked as an immigrant to the United States in September 2002, to a new country, new people, a modern language, and unique culture. I went directly to Danbury, Connecticut, to begin my new life. Only an immigrant can measure and understand the difficulties involved in relocating to a strange, new land. Each immigrant has personal experiences in assimilating the culture, language, communication, American way of life, time zone, and various challenging circumstances. I entered the United States with a tourist visa. Under this type of visa, immigrants cannot work, study, or do anything besides tourism. Because of my vision, purpose, and pre-established goals, I began taking English classes.

The initial days were not easy. I worked different jobs as a landscaper, house painter, and house cleaner. In March 2003, I was introduced to the Baptist Church's senior pastor in Danbury, CT, who proposed changing my visa status from B2 (tourist) to H1B, a work visa. At that moment, I felt that God was conducting my life. It took three months to have the visa changed, which allowed me to apply for a driver's license, work, and live in the United States for a long time. From November 2003 until April 2009, I was the music school director and music professor for All Nations Baptist Church.

During the same period, I also took a part-time job as an assistant for the real estate process (paralegal). As a piano teacher and music school director, I became more independent. I moved the music school to the Philadelphia Pentecostal Church Assembly of God in Danbury, Connecticut, where I worked with that church for two years. In December 2010, I relocated the school to the Revival Ministry in Danbury, Connecticut, where I worked until 2012. I am awed by how God brought me to the United States and, amazingly, to work with music, which has been my income source throughout the years.

Until this point, I had accumulated experiences in two specific areas: 1) Leading companies and serving people using the knowledge acquired from my degrees, as well as skills gained in my previous job experiences in Brazil and the United States, and 2) Working in the music field as a pianist, music conductor, teacher, and director.

My third area was developed as an assistant pastor and church leader. From April 2004 to June 2012, I held the position as assistant pastor, first elder, church leader, and music minister of the Westchester Luzo-Brazilian Church in Mount Vernon, New York, part of the Greater New York Conference of the Seventh-day Adventist Church.

From June 2012 until the present time, my family and I moved to live, work, and study in Canada. Life as an immigrant is still a learning process.

Family

In May 2004, I married Daniele. From this relationship, I am a stepfather to Richard, and we have our daughter, Hillary, born in December 2004. Daniele is currently a part-time mom and psychology student at York University in Toronto. Richard is in 7th

grade, and Hillary is in 6th grade. As a family, we enjoy many activities such as getting together with friends, camping and fishing, eating out, and traveling to discover new parks, recreation, historical, and cultural places.

I have always tried to do my best in all areas that I have had the opportunity to work. The first area was working as a musician. The second was working as a professional business man in a variety of businesses. The third was accomplished right after I came to live and study in the United States, where I added my life experiences as a church leader. The best influence I have received from my parents was the desire to be a successful person in life, a committed Christian as a professional and in my family, and serve my best in God's cause and society.

Strengths

Many of my strengths are evident in various aspects of my temperament, thinking style, or learning style, which have been dominant in my approach to learning, making decisions, working, or interacting with people. I will use a few tests conducted through the years and other comparisons to describe myself.

1. According to the personality test based on Jung and Briggs Myers typology, I am a clear ESFJ (Extraverted/Sensing/Feeling and Judging).
2. According to the theory of multiple intelligences by Thomas Armstrong, the three more advanced intelligence are Musical (M=18), Interpersonal (Ie=17), and Kinesthetic (K=17). In the middle are Intrapersonal (Ia=12) and Mathematical (M=10). As less developed are Spatial (S=9) and Linguistic (L=8).

3. According to the Kolb Learning Style Inventory, my scores on the Learning Cycle are shared in the following pattern: Concrete Experience – CE=32 (more than 80%), Active Experimentation – AE=34, Reflective Observation – RO=26 (more than 40%), and Abstract Conceptualization – AC=28 (between 20% and 40%). Accommodating is my preferred learning style. In other words, there is a combination of the Active Experimentation and Concrete Experience phases.
4. According to Gregorc’s Mind Styles model, my dominant style is Concrete Random - CR (31 points), followed by Concrete Sequential - CS (26 points), Abstract Sequential - AS (23 points), and Abstract Random - AR (20 points). The combination provides an organized way to consider how my mind works.
5. My Top Five Clifton Strengths Finder Themes are: Achiever, Arranger, Focus, Communication, and Strategic. The test was taken in 2009.
6. My Top Five Themes Strengths are: Strategic, Learner, Includer, Achiever, and Significance. The test was taken in 2011.

The Gallup Organization shows the existence of four domains of leadership, in which I have aspects of all four:

1. Executing: Knowing how to make things happen, implementing a solution, and working tirelessly to get it done. These persons are “Doers.” Achiever, Arranger, Belief, Consistency, Deliberative, Discipline, Focus, Responsibility, Restorative

2. Influencing: People encourage their team to address a much larger audience. They can “sell” ideas within and outside the organization. Activator, Command, Communication, Competition, Maximizer, Self-Assurance, Significance, Woo
3. Relationship Building: The “glue” that holds the team together. These people can create groups/organizations that are greater than the sum of their parts. Adaptability, Developer, Connectedness, Empathy, Harmony, Includer, Individualization, Positivity, Relator
4. Strategic Thinking: Keeping people focused on “what could be.” These people are continually analyzing information, looking at things from different perspectives, and helping the team make better decisions. Analytical, Context, Futuristic, Ideation, Input, Intellection, Learner, Strategic

Values/Skills

I present a brief description of my values and skills that will help me to seek knowledge, affirm faith, and change the world through the Andrews University Ph.D. in Leadership program: 1. God is all; 2. God’s plan is to have a family; 3. Parents are my reference in conducting a family; 4. Home, a piece of heaven on earth; 5. Friends and relatives, a way to serve them; 6. Open heart for change; 7. A leader with a vision; 8. Positive thought, optimistic person; 9. An individual of integrity; 10. A risk-taker; 11. Goal-oriented; 12. Motivator, dynamic, able to form groups and lead teams; 13. Achiever, strategic, learner, communicator, includer, focus; 14. Entrepreneur, creative and pro-active; 15. Experienced in management, sales, finance, marketing, and planning;

16. In-depth experience with reengineering companies; 17. Musician, music director, and professor; 18. Christian leader; 19. An individual that considers and understands people; 20. I am determined to be successful and 21. Ask God's direction in all things.

Goals Summary

My vision is to be an international leadership consultant applying music concepts in leadership roles. Based on my past and present experiences, I have developed essential characteristics when transferred to leadership and leading people. The music process will demonstrate that music qualities such as perseverance, persistence, and focus are crucial for successful leadership. Also, I see myself transferring my knowledge and skills to Seventh-day Adventist churches by working with the church administration to teach people how to be leaders in the church, showing them how to become the best leaders they can be, as well as how to improve their relationships as church leaders with their congregations, their families, and society.

Taking the Ph.D. in the leadership program at Andrews University, I look forward to improving myself to enhance my objectives as follows: 1. To improve my ability to change a process; 2. To enable others to fulfill their dreams; 3. To highlight leadership; 4. To inspire a shared vision for humanity; 5. To encourage men and women to better themselves; 6. To increase ways to influence people (i.e., "followers"); 7. To implement the art of entrepreneurship; and 8. To show the importance of the music sphere in their lives.

We live in a world where significant ongoing challenges influence people. As leaders, we must be prepared to change processes and situations and enable followers to

act on our trust. We must be able to not only share our vision but to communicate well. We must engage in new methods of performance in various areas and influence followers to reach goals, knowing that each person is consciously or unconsciously affected by our words, acts, manner of dress, behavior, and even the expression on our faces. Followers want to see fundamental characteristics in leaders such as honesty and consistency; they want leaders to be competent and mature, to provide resources, inspiration, and forward-looking. The guiding principle is “leadership is influence,” where every soul is surrounded by an atmosphere of its own; an atmosphere charged with the life-giving power of faith, courage, and hope, and sweetened with the fragrance of love.

Based on my personal experiences as a leader in various areas, I have learned that one must be prepared in this ever-changing world to support those around us. The nature and purpose of my interest in earning a Ph.D. in leadership from Andrews University are to be confident that I have a clear vision in seeking knowledge, affirming faith, and changing the world.

LEADERSHIP & LEARNING PLAN

PART II:

PLANNED EXPERIENCES

Section 1: Leadership and the self

This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.

1a: Philosophical foundations

1b: Ethics, values, and spirituality

1c: Learning and human development

1a. Philosophical foundations

Leadership functions within the context of multiple perspectives and understand how their worldview influences practice.

Vision Statement Summary

Like a picture on the wall, looking to myself and remembering the stories and circumstances that have molded my life, it is clear that the narratives of yesterday still address me today in some considerable ways. Obviously that the initial core values which surround me today were given by my parents, followed by God's direction, and added with my own life experience and education throughout the years. My vision is that I will follow Christian principles that connect my worldview to theory and practice.

Job Description

1. A parent who is in charge to educate my children;
2. School Music Director and Piano professor.

Proposal

Understand how one's worldview relates to leadership theory. Evaluate several established philosophies of leadership and their relevance to us as leaders. Grasp individual differences and how they affect outcomes in different situations.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PAST:		
A. Dale Carnegie and associate's assistant	Training people to see outside the box	1. Certificate
B. SDA Church Assistant Pastor and First Elder	Church leader, teaching Sabbath School classes	2. Letter from Senior Pastor Claudio Vilela 3. Nominating Committee 4. Letter from Portuguese Advisory Secretary
C. I Conference of Worship and Praise in His Presence	Music perspectives and its worldview influences in the worship	5. Book of activities (Portuguese and English) 6. Flyer
PRESENT:		
D. Andrews University @ Berrien Springs, MI, USA	Seeking multiples perspectives and understands through this program	7. Andrews University acceptance letter
E. Parent	Responsible for children foundation and development	8. Christian Education Manual
F. York University @ Toronto, ON, Canada	Seeking multiples perspectives and understands through this program	9. York University acceptance letter
G. Music School Director and piano professor	As a multi-cultural music education, understand how our worldview assumptions impact how we lead and approach education	10. Project assignments

H. Take a class: LEAD 636 – Issues in Lead Foundations @ Andrews	A doctoral class about Philosophical Foundations	11. Course Syllabi 12. Course Assignments
I. Take a class: AP ADMS 3020 – Canadian Business Culture and Management @ YorkU	IEP (Internationally Educated Professionals) Bridging Program	13. Course Syllabi 14. Course Assignments 15. Certificate
J. Musicals: Easter and The Night before Christmas	A musical celebration of Easter and Christmas Stories	16. Flyer 17. Video 18. Pictures
FUTURE:		
K. Read appropriate academic books and articles	Read books and articles which relate to the worldview and its relationship to leadership	19. Proposed Reading List
L. Write reflection paper	Review how the theory has been conceptually applied through the activities of this competency	20. Reflection paper

Proposed Reading List (may include other books and articles)

Alaby, J. (2003). The end or ends of education: The issue of means and ends of the Andrews University Leadership Program. Andrews Lithotech.

Anyon, J. (1981). Social Class and School Knowledge. *Curriculum Inquiry*, 11(1), 3-42.

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Freed, S., Covrig, D., & Baumgartner, E. (2010). Learning while leading: The Andrews University leadership program. *Journal of Applied Christian Leadership*, 4(1), 26-55.

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Sire, J. W. (2004). *The universe next door: A basic worldview catalog* (4th ed.). Downers Grove, IL: Inter Varsity Press.

Wilkins, S. & Sanford, M. (2009). *Hidden worldviews: Eight cultural stories that shape our lives*. Downers Grove, IL: Inter Varsity

Whetten, D. A., & Cameron, K. S. (2011). *Developing management skills* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

1b. Ethics, values, and spirituality

Leadership functions from a set of principles and standards that guides work and relationships.

Vision Statement Summary

Ethics (E), values (V), and spirituality(S) are guidelines for my life. Whatever I do, wherever I am, the triple EVS is the shadows attached to me. As a leader in various areas like father, family/home, spiritual, educational, music, and business, my vision is to share and apply core values and make the right decisions.

First Elder Essential Responsibilities

Elders must be recognized by the church as strong spiritual leaders and must have good reputations both in the church and community. In the absence of a pastor, elders are the church's spiritual leaders and, by precept and example, must seek to lead the church into a more in-depth and fuller Christian experience. (SDA. Church Manual, p. 71)

Proposal

Go deep and understand the scholarly works relating to ethics, values, and spirituality. Confirmation on how these EVS relate to my leadership style.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PAST:		
A. SDA Church Assistant Pastor and First Elder	1. Preaching at SDA Church in Brazil 2. Seminar: How's Heaven Gonna Be?	1. Letter from Senior Pastor Claudio Vilela 2. Letter from Portuguese Advisory Secretary 3. Copy of the sermon and pictures 4. Flyer
B. Spiritual Journey	I led, directed, and prepared many morning devotions, "Spiritual Journeys of 40 Days" for the church seeking intimacy with God	5. Certificates 6. Letter to newspaper 7. PowerPoint presentations 8. Journey guidelines 9. Several journey books
C Music Director	I created and directed a few musicals talking about Jesus' life	10. Poster, flyers, picture, videos, and screenplay
D. Doxa music group	Participation in spiritual events to sing about Jesus	11. Certificate and Flyers
E. SDA Church Assistant Pastor and First Elder	Religious Leaders of the Church. SDA Church Manual p. 71	12. Letter from Senior Pastor Claudio Vilela 13. Letter from Portuguese Advisory Secretary
PRESENT:		
F. Take a class: AP ADMS 3060 – Canadian Law and Ethics @YorkU	IEP (Internationally Educated Professionals) Bridging Program	14. Course Syllabi 15. Course Assignments/ppt 16. Certificate
G. Take a class: Lead 775 – Advanced Studies @AndrewsU	Acknowledge, prepare and implement a project at CFN Music School on the topic: Ethics in Leadership	17. Course Syllabi 18. Project
FUTURE:		
H. Read appropriate academic books and articles to learn and	Read books and articles that relate to the topic of EVS.	19. Proposed Reading List

acquire knowledge to better deal with EVS		
I. write a reflection paper	Review how these competency theories have been applied and reflect what I have learned and how my ethical principles relate to my leadership style and my work environment in multidimensional ways.	20. Reflection paper

Proposed Reading List (may include other books and articles)

Adeney-Risakotta, B. T. (2006). *Strange Virtues: Ethics in a Multi-cultural World*. InterVarsity Press. Downers Grove. Illinois.

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Cavanagh, G. F., Moberg, D. J., & Velasquez, M. (1981). The ethics of organizational politics. *Academy of Management. The Academy of Management Review* (pre-1986), 6(000003), 363-374.

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Ciulla, J. B.(Ed) (2014). *Ethics, the heart of leadership*. Santa Barbara, CA: Praeger.

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- Johnson, C. E. (2012). *Meeting the ethical challenges of leadership: Casting light or shadow* (4 ed.). Thousand Oaks, CA: SAGE Publications.
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- Mishina, Y., Dykes, B. J., Block, E. S., & Pollock, T. G. (2010). Why “good” firms do bad things: The effects of high aspirations, high expectations, and prominence on the incidence of corporate illegality. *Academy of Management Journal*, 53(4), 701-722.
- Murphy, P. E. (1995). Corporate ethics statements: Current status and future prospects. *Journal of Business Ethics*, 14(9), 727.
- Prince, H. T., Tumlin, G. R., & Connaughton, S. L. (2009). An interdisciplinary major in ethical leadership studies: Rationale, challenges, and template for building and adaptable program. *International Leadership Journal*, 91-128.
- Willes, J. A., & Willes, J. H. (2008). *Fundamentals of Canadian Business Law* (2nd ed.). Toronto, ON: McGraw-Hill Ryerson

1c. Learning and human development

Leadership fosters an understanding of the principles of learning and commitment towards the continuous personal, interpersonal, group, and organizational learning.

Vision Statement Summary

As a church leader, businessman, and professor, one of my expectations for the Ph.D. program completion is that I will be a professional reader in a variety of areas on leadership, including the three areas above. In other words, I have to bring up my pleasure in reading and fall in love with books. I will seek knowledge coming from readers. It will take focused attention on my part to ensure that it happens.

Proposal

Improve the skill, knowledge, and expertise of the leader and influence human development. To evaluate the strengths and concerns of how organizations and groups learn, they change according to different leadership approaches. Create and implement comparison of learning and developing processes. Review the theories and scholarly literature regarding how my leadership learns.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PAST:		
A. Citibank	Seminar training	1. Certificates
B. Participant and Instructor @ Dale Carnegie Course	Learn and train people about the relationship	2. Certificates
C. Doxa music group	I did produce, direct, and release 2 CDs. L&HD is related to both.	3. Flyers, cd's + video
D. President of Montalve	Participation in several courses, seminars, workshops, and training	4. Certificates 5. Pictures
E. Sabbath School Teachers Training	Course on policy, rules in Sabbath School	6. Certificate
PRESENT:		
F. Music School Director: 2003 to present	Continue as Music School Director, improving my ability to organize, educate and manage people	7. PowerPoints' school project presentation 8. Spring Recitals 9. Participation in other recitals
G. Music professor: 2003 to present	Continue as a professor of music, improving my ability to teach and develop students	10. Registration Forms 11. Newspaper Articles
H. Andrews University @ Berrien Springs, MI, USA	Seeking continuous personal learning	12. Andrews University acceptance letter
I. York University @ Toronto, ON, Canada	Seeking continuous personal learning	13. York University acceptance letter
J. Take class: AP HRM 3440 – Leadership & Management Skills @ YorkU	IEP (Internationally Educated Professionals) Bridging Program	14. Course Syllabi 15. Course Assignments/ppt 16. Certificate
K. Piano chord book	Develop a piano chord book for students—a practical approach to play.	17. Piano chord book
FUTURE:		
L. Read appropriate academic books and articles	Read books and or articles dealing with human development	18. Proposed Reading List
M. Write a reflection paper	Reflection on the integration of the knowledge learned in	19. Reflection paper

	this competency and the application in my practical project	
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Proposed Reading List (may include other books and articles)

Bennis, W. (2009). *On becoming a leader* (Twentieth Anniversary ed.). Philadelphia, PA: Basic Books.

Bennis, W., & Biederman, P. W. (2010). *Still surprised: A memoir of a life in leadership*. San Francisco, CA: Jossey-Bass.

Duggan, W. (2013). *Strategic intuition: The creative spark in human achievement*. Chichester, NY: Columbia Business School.

Freedman, J. (2007). *At the heart of leadership: How to get results with emotional intelligence*. San Mateo, CA: Six Seconds.

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

Goleman, D. (2012). *O cerebro e a inteligencia emocional: Novas perspectivas* (C. L. D. Silva, Trans.). Rio de Janeiro, RJ: Objetiva.

Goleman, D. (2015). *Lideranca: A inteligencia emocional na formacao de um lider de sucesso* (I. Korytowski, Trans.). Rio de Janeiro, RJ: Objetiva.

Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Boston, MA: Harvard Business Review Press.

McGonigal, K. (2012). *The willpower instinct: How self-control works, why it matters, and what you can do to get more of it*. New York, NY: Penguin Group.

- Peters, T. J., & Waterman, J. R. H. (2004). *In search of excellence*. New York, NY: HarperBusiness Essentials.
- Robertson, I. H. (2012). *The winner effect: The neuroscience of success and failure*. New York, NY: St. Martin's Press.
- Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization* (Rev. and updated. ed.). New York: Doubleday/Currency.
- Siegel, D. J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being*. New York, NY: W. W. Norton & Company, Inc.
- Stein, S. J., & Book, H. E. (2011). *The EQ edge: Emotional intelligence and your success* (3rd ed.). Mississauga, ON: Jossey-Bass: A Wiley Imprint.
- Training, D. C. (2012). *Lideranca: Como superar-se e desafiar outros a fazer o mesmo* (E. Justino, Trans. 2nd ed.). Sao Paulo, SP: Companhia Editora Nacional.
- Vella, J. (2007). *On Teaching and Learning: Putting the Principles and Practices of Dialogue Education into Action*. Jossey-Bass.
- Whetten, D. A., & Cameron, K. S. (2011). *Developing management skills* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Section 2: Leadership with others

This cluster of competencies focuses on the interpersonal aspects of leadership. The growth and development of others is an essential function of leadership.

2a: Effective communication

2b: Mentor coach

2c: Social responsibility

2a. Effective communication

Leadership fosters effective communication in all internal and external interactions to establish and maintain cooperative relationships.

Vision Statement Summary

Communication is one of my strengths. Understand first and then to be understood. Communication is a sensitive point of success in daily life, be it personal, family, spiritual, professional, and community. Communication influences people and helps to reach a much broader audience. The communicator can sell the ideas within and outside the family, relationship, church, and organization. Good communication is vital in our daily life.

Proposal

As a leader in three different areas: business, church, and music, I need to be proactive and productive using communication. As a result, reach the goals faster. Communication models serve to clarify the nature of communication, provide a guide

for research, and offer a means of displaying research findings. Such models are a tool by which I can illustrate my thinking about what I consider to be the most critical communication aspect. Analyze the principles of effective oral communication by developing and delivering both formal and informal presentations. According to the reading book list, theories, and regulations, I will evaluate my communication methods to verify if I am applying effective and consistent communication. If not, I will redirect myself.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PAST:		
A. Doxa music group	1. 2 cd's released 2. Participation in events	1. Bulletin/Program, CDs, flyer + video 2. Radio letter 3. Poster, brochures
B. Vocal Technique Workshop	Workshop	4. Poster
C. Church Leader	Effectively communicate the mission, plans, projects for the church and the community as well	5. Bulletins 6. Poster
PRESENT:		
D. Music School Director: 2003 to present	Continue as Music School Director, improving my ability in communication	7. PowerPoint presentation 8. Spring Recitals – DVDs 9. Newspapers 10. Posters 11. Flyers 12. Projects 13. Bulletins 14. Magazines 15. Sponsor's radio contract 16. Pictures

E. Take class: AP ADMS 3015 – Communication in the Canadian Context @YorkU	IEP (Internationally Educated Professionals) Bridging Program	17. Course Syllabi 18. Course Assignments/ppt 19. Certificate
F. Piano chord book	Develop a piano chord book for students and teachers. A practical approach to play.	20. Piano chord book
FUTURE:		
G. Read appropriate academic books and articles	Read books and articles to develop a knowledge base in communication and marketing.	21. Proposed Reading List
H. Write reflection paper	Reflection on how the theories of effective communication and marketing are being applied to my daily life in my areas of work.	22. Reflection paper

Proposed Reading List (may include other books and articles)

Brockman, J. (2007). *What is your dangerous idea?: Today's leading thinkers on the unthinkable*. New York: Harper Perennial.

Blicq, R. (2005). *Communicating at work: Creating messages that get results* (4th ed.). Toronto, ON: Pearson Prentice Hall.

Drath, W. H. (2001). *The deep blue sea: Rethinking the source of leadership*. San Francisco: Jossey-Bass.

Glaser, S. R., & Glaser, P. A. (2006). *Be quiet be heard: The paradox of persuasion*. Eugene, OR: Communication Solutions Publishing.

Greene, R., & Elffers, J. (2000). *The 48 laws of power*. New York: Penguin Books.

Hofstede, G. H. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Katzenbach, J. R., & Smith, D. K. (2003). *The wisdom of teams: Creating the high-performance organization*. New York: Harper Business Essentials.

Littlejohn, S. W. (2002). *Theories of human communication* (7th ed.). Belmont, CA: Wadsworth/Thomson Learning.

McKee, A., Boyatzis, R., & Johnston, F. (2008). *Becoming a resonant leader: Develop your emotional intelligence, renew your relationships, sustain your effectiveness*. Boston, MA: Harvard Business School Publishing.

Wakefield, N. (2002). *Between the words: The art of perceptive listening*. Grand Rapids, MI: F.H. Revell.

2b. Mentor/coach

Leadership promotes trust-centered relationships, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Vision Statement Summary

I consider God, in heaven, and my father as my most incredible mentors. Based on my job experiences, I also had the opportunity to have a few bosses and pastors as my mentors.

Following Jesus' example is a tremendous responsibility in teaching others, I believe that He set the ideal model for change by leading His students (apostles) to become teachers. I am motivated to call my students to mentor other ways of the Master Teacher. To teach others to become teachers.

First Elder Essential Responsibilities

The elder should be capable of conducting the services of the church. (SDA. Church Manual p. 72)

Proposal

Mentoring/coaching should be our life proposal. Beginning with myself, my children, my family, and going along with relatives and friends. I will be focused in to explore and interact with theories of mentoring and coaching techniques to demonstrate

them in my personal, spiritual, and professional lives. Specifically, I will be systematically mentoring a student using a coherent philosophy and model. It will be explained and documented.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PAST:		
A. Dale Carnegie Training, one of the worldwide biggest training center	Coaching as Graduate Assistant for my hometown leaders	1. Letter from sponsor Agenor Brandalise
B. Catia Lomar	Coaching and vocal training for a cd project	2. Invitation 3. CD 4. Letter from the person
C. Montalve	Coaching the employees as President of the company	5. Reference letter
D. Citizenship and Immigration Canada	Letters showing that, through my duties, I was mentored /coached by these pastors	6. Letters
E. SDA Church Assistant Pastor and First Elder	Coaching the team leaders and teaching Sabbath school classes as well	7. Reference letter 8. Pictures 9. Certificate
PRESENT:		
F. Music school director and professor	Relate the mentoring / coaching process to teaching and instruction. This item will work in parallel to the showcase	10. Thank You, cards 11. Pictures 12. Recital brochure 13. Invitation letter 14. Poster 15. Flyer
G. Guide and advise a music student	Academically apply the theories to mentor/coach	16. Advisement report
H. Showcase for students I have mentored as piano professor	Choose a student that I have been intentionally mentoring and coaching, and document their success.	17. Email of thanks 18. Presentation videos 19. Pictures 20. Thank you note and cards
FUTURE:		

I. Read appropriate academic books and articles	Read books/articles relating to mentorship/coaching	21. Proposed Reading List
J. Write a reflection paper	Reflection on the integration of the knowledge learned in this competency and the application in my practical project	22. Reflection paper

Proposed Reading List (may include other books and articles)

Bozeman, B., & Feeney, M. K. (2007). Toward a useful theory of mentoring: A conceptual analysis and critique. *Administration & Society*, 36(6), 719-739.

Hughes, M., & Terrel, J. B. (2012). *Emotional intelligence in action: Training and coaching activities for leaders, managers and teams* (2nd ed.). San Francisco, CA: Pfeiffer.

Johnson, D. W. (2005). *Reaching out: Interpersonal effectiveness and self-actualization* (9th ed.). Boston: Allyn and Bacon.

Johnson, W.B. and Ridley, C.R. (2008). *The Elements of Mentoring*. Revised Edition. Palgrave Macmillan

Katzenbach, J. R., & Smith, D. K. (2003). *The wisdom of teams: Creating the high-performance organization*. New York: Harper Business Essentials.

Neale, S. & Spencer-Arnell, L. & Wilson, L. (2011). *Emotional Intelligence Coaching: Improving Performance for Leaders, Coaches and the Individual*. Kogan Page.

Parsloe, E. & Parsloe, L. & Leedham, M. (2009). *Coaching and Mentoring: Practical conversations to improve learning*. Kogan Page

Wiles, J., & Bondi, J. (2004). *Supervision a guide to practice* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Whitworth, L. (2007). *Co-active coaching: new skills for coaching people toward success in work and life*.

Zachary, L. J. (2000). *The mentor's guide: Facilitating effective learning relationships*. San Francisco: Jossey-Bass.

Zachary, L. J. (2005). *Creating a mentoring culture*. San Francisco: Jossey-Bass.

2c. Social responsibility

Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met locally and, as appropriate, in global ways.

Vision Statement Summary

Due to the global inequalities, the world turns around the social. Non-Governmental Organizations (NGO) are created to minimize the inequity providing help to others. Following Jesus' example to extend a helping hand to the poor and open the arms to the needy, this should be our mission. As music group, we used to sing and pray for sick patient at hospitals and nursing homes in Brazil. Working as First Elder and Assistant Pastor for SDA church, I see that the church has a prime opportunity to be an agent of service and education for the renewal and restoration of the local community, so this job has shown the importance of working in favor of others. In our community, we have much more work to do.

First Elder Essential Responsibilities

The local elder is an under-shepherd and should exercise constant vigilance over the flock (SDA Church Manual, p. 73). Another essential feature of the elder's work is to foster world mission work (SDA Church Manual, p. 75).

Proposal

Encourage those around me, both professional, church, and community, to become more involved in social issues and care. Review and apply social theories learned in this competency. Reflect on the relationship between evangelism and social engagement.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PAST:		
A. Volunteer at hospitals, homeless children, and nursing homes	Volunteer visiting, singing, praying, listening, and helping with their needs	1. CD's 2. Certificate
B. Trade Association's Vice-President for six years (1996 - 2001)	Volunteer representing the interests of the retailers in the community	3. Letter from Trade Association
C. Music Director	Performed few Christian musicals	4. Poster, flyers 5. Pictures 6. Videos
D. First Elder for SDA Church	Develop and conduct a Seminar about "Stop Smoking" for a Brazilian community	7. Poster, flyers
E. First Elder for SDA Church	SDA Church believes in volunteers to accomplish its mission. I was one of them.	8. Church Manual 9. Letter to USCIS signed by the President of GNY Conference
PRESENT:		
F. Record/Flute Choir	Volunteer teaching record classes at Revival church	10. Picture 11. Bulletin
G. Music Conductor	Start and conduct a choir, band, or orchestra in the church, helping people to develop their talents	12. Video rehearsal /performance

H. Take a class: AP ADMS 3060 – Canadian Law and Ethics @ YorkU	IEP (Internationally Educated Professionals) Bridging Program	13. Course Syllabi 14. Course Assignments/ppt 15. Certificate
FUTURE:		
I. Read appropriate academic books and articles	Read books and or articles that deal with social responsibility	16. Proposed Reading List
J. Write a reflection paper	Reflection on the integration of the knowledge learned in this competency and the application in my practical project	17. Reflection paper

Proposed Reading List (may include other books and articles)

Bennis, W., Covey, S., Wheatley, M., & Bogle, J. (2002). *Focus on leadership: Servant leadership for the 21st century*. New York: John Wiley & Sons, Inc.

Chaskin, R. J., Brown, P., Venkatesh, S., & Vidal, A. (2001). *Building community capacity*. New York: A. de Gruyter.

Green, G. P., & Haines, A. (2008). *Asset building & community development* (2nd ed.). Los Angeles: Sage Publications.

Leonard, A. (2010). *The Story of Stuff: How Our Obsession with Stuff Is Trashing the Planet, Our Communities, and Our Health-and a Vision for Change*. Free Press

Lyman, L. L., & Villani, C. J. (2002). The complexity of poverty: A missing component of educational leadership programs. *Journal of School Leadership*, 12(3), 246-280.

Putman, R. D. (2007). *E pluribus unum* : Diversity and community in the twenty-first century the 2006 Johan Skytte Prize Lecture. *Scandinavian Political Studies*, 30(2), 137-174.

- Sider, R. (2005). *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity*. Thomas Nelson, Inc. Nashville. Tennessee
- Spears, L. C., & Lawrence, M. (2002). *Focus on leadership: Servant-leadership for the 21st century*. New York: NY
- Werther, W.B. and Chandler, D.B. (2011). *Strategic Corporate Social Responsibility: Stakeholders in a Global Environment*. Sage Publications.
- Willes, J. A., & Willes, J. H. (2008). *Fundamentals of Canadian Business Law* (2nd ed.). Toronto, ON: McGraw-Hill Ryerson
- Wilkinson, K.K (2010). *Climate's Salvation? Why and How American Evangelicals are Engaging with Climate Change. Environment*; Vol. 52 Issue 2, p47-57
- Yunus, M. (2007). *Banker to The Poor: Micro-Lending and the Battle Against World Poverty*.

Section 3: Leadership through organizations

This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets the direction in ways that facilitate the achievement of organizational goals.

3a. Resource development; human and financial

3b. Legal and policy issues

3c. Organizational behavior, development, and culture

3d. Implementing change

3e. Evaluation and assessment

3a. Resource development; human and financial

Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.

Vision Statement Summary

Understanding the styles, stages of human development, and the learning process are the keys to success in all leadership levels. I had the opportunity to reformulate a company in Brazil. As President of the company, among my duties, I had to allocate material, human and financial resources to implement organizational policies and

programs; establish financial, market, and administrative controls; formulate and approve promotional campaigns; and support overall human resources planning.

Proposal

To design and recommend implementing a program that identifies and develops essential competencies required for potential leaders in a few areas like music, business, and church.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PAST:		
A. Citibank	Annual budget preparation for South Region branches	1. Reports
B. Brazil National Seminars and Workshops	Participation in seminars and workshops about the national vehicle distribution	2. Certificate 3. Summary
C. Specialization in Finance	Specialization with a focus on Finance	4. ISPG/SPEI College Transcript 5. Certificate
D. MBA	Master degree with a focus on Finance and Leadership in Business	6. ISPG/SPEI College Transcript 7. Certificate
E. President of Montalve group	Duties as CEO/President of the company	8. Reference letter
F. Working as a paralegal for Real State Process	Worked in a law office preparing documentation for real state	9. Thank you, card
G. Coordinator	Coordinated - In His Presence - First Congress of Worship and Praise	10. Book 11. Flyer
PRESENT:		
H. Music School Director and professor	Teaching and developing music students	12. Poster 13. Bulletins 14. Newspaper

I. Take class: AP ADMS 3440 – Leadership and Management Skills @YorkU	IEP (Internationally Educated Professionals) Bridging Program	15. Course Syllabi 16. Course Assignments/ppt 17. Certificate
FUTURE:		
J. Read appropriate academic books and articles	Read course books regarding financial and HR management and development.	18. Proposed Reading List
K. Write a reflection paper	Reflection on the integration of the knowledge learned in this competency and the application in my practical project	19. Reflection paper

Proposed Reading List (may include other books and articles)

Catell, R. B., Moore, K., & Rifkin, G. (2004). *The CEO and the monk: One company's journey to profit and purpose*. Hoboken, NJ: Wiley.

Dressler, G. (2004). *Human resources management* (10th ed.). Upper Saddle River, NJ: Prentice-Hall.

Ferres, N. (2011). *People Development. An Inside View to Developing Individuals, Leaders and Organisations*. Tilde Press

Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown.

Hughes, M., & Terrel, J. B. (2012). *Emotional intelligence in action: Training and coaching activities for leaders, managers and teams* (2nd ed.). San Francisco, CA: Pfeiffer.

- Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2012). *Leadership: Enhancing the lessons of experience*. New York, NY: McGraw-Hill.
- Leonard, N. H., Beauvais, L. L., & Scholl, R. W. (1995). A self-concept-based model of work motivation. *Academy of Management Journal*, 322-326.
- Muna, F. and Zennie (2011). *Developing Multi-cultural Leaders. The Journey to Leadership Success*. Palgrave-Mcmillan
- Reddington, M., Withers, M., & Williamson, M. (2005). *Transforming HR: Creating value through people*. Burlington, MA: Butterworth-Heinemann.
- Schoenebeck, K. P. (2004). *Interpreting and analyzing financial statements* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Whetten, D. A., & Cameron, K. S. (2011). *Developing management skills* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Wickham, L., & Wilcock, J. (2012). *Management consulting: Delivering an effective project* (4th ed.). Harlow, UK: Pearson Education Limited.
- Williams, C., Kondra, A. Z., & Vibert, C. (2008). *Management* (2nd ed.). Toronto, Canada: Nelson, a division of Thomson Canada Limited.

3b. Legal and Policy Issues

Leadership applies and understands the scope of a legal and policy structure appropriate for their field.

Vision Statement Summary

There is a famous phrase that says: “The laws are made not to be fulfilled.” However, our life is aligned with the infinity of policies. Companies and organizations follow guidelines. The Bible shows legal and systems for a better and healthy life. As a President, I had to establish the company’s vision, mission, and strategic direction as conveyed through policies and concrete objectives, which were met through the effective management of human, financial and material resources. As SDA church leader as well as members, we follow the Bible and church manual. As a school music director and piano professor, I have had the opportunity to draft policies, develop handbooks, and work closely with the staff and students on program issues.

Proposal

A better understanding of the policy and legal framework of the business environment. Establish, if needed, and apply new legal and policy according to theories learned. Provide a systematic understanding of the global business environment’s fundamental aspects that influence business decisions and behavior. Corporate managers must understand the structural economic factors that determine locational advantages, how government policies promote and restrain the integration of national economies

within the global economy, and the impact of volatility in the global macroeconomic environment on international business strategy. Understand the analytical tools and concepts of international economics and risk and case studies and examples that will be used to relate these concepts to actual business problems.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PAST:		
A. Public and Private Law I and II, Administrative Law, Tax Regulation I and II	Bachelor's degree in Business Administration program	1. FAE Transcript 2. Certificate
B. Economic Policies and Tendencies	Course in MBA program on how and ways to diagnose an organization	3. SPEI/ISPG College Transcript 4. Certificate
C. SDA Church Assistant Pastor	Legal signature for the church	5. Lease Agreement
D. SDA Church Assistant Pastor	Participation in church board committees	6. Nomination committee
PRESENT:		
E. Music Schools Director	As a director, I develop Student's Policy and Professor's Policy	7. Copies of policies 8. Job description
F. Take a class: AP ADMS 3060 – Canadian Law and Ethics @ YorkU	IEP (Internationally Educated Professionals) Bridging Program	9. Course Syllabi 10. Course Assignments/ppt 11. Certificate
G. Take a class: AP ADMS 3960 – International Business @ YorkU	IEP (Internationally Educated Professionals) Bridging Program	12. Course Syllabi 13. Course Assignments/ppt 14. Certificate
FUTURE:		
H. Read appropriate academic books and articles	Select and read books and articles that deal with policy and legal issues in the context of my work	15. Proposed Reading List
I. write a reflection paper	Reflection on the integration of the knowledge learned in this competency and the	16. Reflection paper

Proposed Reading List (may include other books and articles)

Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2014). *International Business Environments and Operations* (15th ed.). Toronto, ON: Pearson Prentice Hall.

Doyle, L. H. (2002). Leadership and special education: A study of power shifts. *Journal of School Leadership*, 12(1), 23-56.

Fuller, B. (2003). Education policy under cultural pluralism. *Educational Researcher*, 32(9), 15-24.

Mawdsley, R. D., & National Organization on Legal Problems of Education. (1995). *Legal problems of religious and private schools* (3rd ed.). Topeka, KS: NOLPE.

Monsma, S. V. (2007). *Healing for a broken world: Christian perspectives on public policy*. Wheaton, IL: Crossway Books.

Rawls, J. (1999). *A theory of justice* (Rev. ed.). Cambridge, MA: Belknap Press of Harvard University Press.

Reed, C. J., & Kochan, F. K. (2001). Educating leaders for proactive involvement in policy development. *Journal of School Leadership*, 11(4), 264-278.

Willes, J. A., & Willes, J. H. (2008). *Fundamentals of Canadian Business Law* (2nd ed.). Toronto, ON: McGraw-Hill Ryerson

3c. Organizational behavior, development, and culture

Leadership understands personal, group, and inter-group behaviors and how they impact organizational history, needs, and goals.

Vision Statement Summary

Working as a President of Montalve, to reach success, I provoked changes in their organizational behavior. Focused on vision and goals, I asked, shared, and demonstrated how the employee's conduct would affect for good or bad the results. When the behavior is changed, development and culture receive a tremendous impact. According to my responsibilities, as First Elder and Assistant Pastor, my duties were similar to the senior pastor as I had to lead all the church departments.

First Elder Essential Responsibilities

Under the pastor and in the absence of the pastor, the local elder is the church's spiritual leader and is responsible for fostering all departments and activities (SDA Church Manual, p. 74). The elder should work very closely with the church treasurer and see that all-conference/mission field funds are remitted promptly. (SDA. Church Manual, p. 74)

Proposal

Review and understand the personal, group, and inter-group behaviors of SDA church and music school and how they influence organizational culture as we work

together on to reach the goals. Develop my understanding of how groups and teams in organizations operate. Help me to become adept at diagnosing and analyzing group processes.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PAST:		
A. Organizational Diagnosis	Course in MBA program on how and ways to diagnose an organization	1. SPEI/ISPG College Transcript 2. Certificate
B. Citibank	1. Officer's Performance Review – evaluation of my work 2. I planned the Distribution Strategy – targeting the potential customers	3. Copies 4. Sample of reports and spreadsheets 5. Citibank's newspaper
C. President of Montalve	A complete transformation in its developing, behavior and culture	6. Reference letter 7. Sample of reports and spreadsheets
D. SDA Church Assistant Pastor and First Elder	Participation in committees' meetings to planning the church's strategies.	8. Copy of Nomination Committee
PRESENT:		
E. Music School Director	Created at least three job descriptions for various administrative and staff positions within the school.	9. Copies of job descriptions.
F. Take class LEAD 638: Issues in Leadership Theory @AndrewsU	Study of leadership theory	10. Course assignment
G. Take class LEAD 756 – Advanced Studies @AndrewsU	Advanced Studies – topic: Emotional Intelligence as a Predictor of Successful Teams	11. Course assignment
H. Take a class: AP ADMS 4495 – Managing Teams @ YorkU	IEP (Internationally Educated Professionals) Bridging Program	12. Course Syllabi 13. Course Assignments/ppt 14. Certificate

I. Six Seconds company	Participation in webinars on a variety of topics	15. Registration 16. Samples
J. ILA – International Leadership Association	Participation in webinars on a variety of topics	17. Registration 18. Samples
K. Gallup	Participation in webinars on a variety of topics	19. Registration 20. Samples
FUTURE:		
L. Read appropriate academic books and articles	Select and read books and articles that deal with this competency	21. Proposed Reading List
M. Write a reflection paper	Reflection on the integration of the knowledge learned in this competency and the application in my practical project	22. Reflection paper

Proposed Reading List (may include other books and articles)

Cameron, E., & Green, M. (2004). *Making sense of change management: A complete guide to the models, tools and techniques of organizational development*. London: Kogan Page.

Chowdhury, S. (2000). *Management 21C*. Harlow, UK: Pearson Education Limited.

Czarniawska, B. (1997). *Narrating the Organization: Dramas of Institutional Identity (New Practices of Inquiry)*. The University of Chicago Press.

Daft, R. L. (2011). *The leadership experience* (5th ed.). Mason, OH: South-Western Cengage Learning.

Dimock, H. G., & Kass, R. (2007). *How to observe your group* (4th ed.). Concord, ON: Captus Press Inc.

Dimock, H. G., & Kass, R. (2011). *Making workgroups effective* (4th ed.). Concord, ON: Captus Press.

Hofstede, G. H., & Hofstede, G. J. (2005). *Cultures and organizations: Software of the mind* (Rev. and expanded 2nd ed.). New York: McGraw-Hill.

Hughes, M., & Terrel, J. B. (2012). *Emotional intelligence in action: Training and coaching activities for leaders, managers and teams* (2nd ed.). San Francisco, CA: Pfeiffer.

Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2012). *Leadership: Enhancing the lessons of experience*. New York, NY: McGraw-Hill.

Lussier, R. N., & Achua, C. F. (2013). *Leadership: Theory, application & skill development* (5th ed.). Mason, OH: South-Western, Cengage Learning.

Jones, G. R. (2006). *Organizational theory, design and change* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

Meisiek, S., & Barry, D. (2007). Through the looking glass of organizational theatre: Analogically mediated inquiry in organizations. *Organization Studies*, 28, 1805-1827.

Robbins, S., & Judge, T. A. (2006). *Organizational behavior* (12th ed.). Upper Saddle River, NJ: Prentice-Hall.

Thompson, L. L. (2014). *Making the team: A guide for managers* (5th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.

Whetten, D. A., & Cameron, K. S. (2011). *Developing management skills* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Williams, C., Kondra, A. Z., & Vibert, C. (2008). *Management* (2nd ed.). Toronto, Canada: Nelson, a division of Thomson Canada Limited.

3d. Implementing change

Leadership involves working with others to collaboratively shape the vision and strategy for change and be capable of facilitating the change process.

Vision Statement Summary

As a leader in three specific areas, I have to develop and implement changes to success. To get there, understanding necessities and implementing changes with creativity are essential tools to get there.

Proposal

To understand how change works. Developing and implementing a systematic plan for effectively implementing change focuses primarily on strengthening organizational leaders' change competencies. To understand the several ways to see organizations so that organizational, managerial, and personal development interventions can be effectively developed and operationalized. Develop the ability to analyze, diagnose, develop strategic interventions and implementation approaches to organizational problems

Past, Current, and Future Actions	Description	Portfolio Artifacts
PAST:		
A. Approaching and Solving Problem	Course in MBA program on how and ways to solve problems	1. SPEI/ISPG Transcript 2. Certificate
B. Citibank	1. Development and implementation	3. Citibank's Newsletter 4. Copy of the presentation

	of a pilot program for Customers – Called Distribution Strategy 2. Presentation of the proposed changes to be implemented in the Citibank branches	
C. President of Montalve	1. Assumed primary responsibility for design and growth of a new organization 2. Meetings focusing on the development of the company	5. Reference letter 6. Copy of the meeting
PRESENT:		
D. Take class LEAD 756 – Advanced Studies @ AndrewsU	Advanced Studies – topic: Organizational Development and Change Project	7. Course assignment
E. Take a class: AP ADMS 4460 – Organizational Development @ YorkU	IEP (Internationally Educated Professionals) Bridging Program	8. Course Syllabi 9. Course Assignments/ppt 10. Certificate
FUTURE:		
F. Present a workshop for a company	Workshops for a business company on the topics related to leadership and change	11. Pictures 12. PPT presentation
G. Read appropriate academic books and articles	Select and read books and articles that deal with organizational development and change	13. Proposed Reading List
H. Write reflection paper	Reflection on the integration of the knowledge learned in this competency and the application in my practical project	14. Reflection paper

Proposed Reading List (may include other books and articles):

Choi, M., & Ruona, W. E. A. (2011). Individual readiness for organizational change and its implications for human resource and organization development. *Human Resource Development Review, 10*(1), 46.

- Cummings, T. G., & Worley, C. G. (2005). *Organizational development and change* (8th ed.). Mason, OH: South-Western.
- Daft, R. L. (2011). *The leadership experience* (5th ed.). Mason, OH: South-Western Cengage Learning.
- Erwin, D. G., & Garman, A. N. (2010). Resistance to organizational change: linking research and practice. *Leadership & Organization Development Journal*, 31(1), 39-56.
- Ford, J. D., & Ford, L. W. (1994). Logics of identity, contradiction, and attraction in change. *Academy of Management. The Academy of Management Review*, 19(4), 756.
- Ford, M. W. (2009). Size, structure and change implementation. *Management Research News*, 32(4), 303-320.
- Higgs, M., & Rowland, D. (2011). What does it take to implement change successfully? A study of the behaviors of successful change leaders. *The Journal of Applied Behavioral Science*, 47(3), 309-335.
- Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2012). *Leadership: Enhancing the lessons of experience*. New York, NY: McGraw-Hill.
- Higgs, M., & Rowland, D. (2011). What does it take to implement change successfully? A study of the behaviors of successful change leaders. *The Journal of Applied Behavioral Science*, 47(3), 309-335.
- Karp, T., & Thomas, I. T. H. (2009). Reality revisited: Leading people in chaotic change. *The Journal of Management Development*, 28(2), 81-93.

- Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.
- Kotter, J. P., & Rathgeber, H. (2005). *Our iceberg is melting: Changing and succeeding under any conditions*. New York, NY: St. Martin's Press.
- Maurer, R. (2009). What's happening these days with change? *The Journal for Quality and Participation*, 32(2).
- Medley, B. C., & Akan, O. H. (2008). Creating positive change in community organizations: A case for rediscovering Lewin. *Nonprofit Management and Leadership*, 18(4), 485.
- Mueller, J. R. (2009). Maxims of maximizing organizational change effectiveness. *The Business Review, Cambridge*, 14(1), 70-75.
- Romme, A. G. L. (2011). Organizational Development Interventions: An Artifaction Perspective. *The Journal of Applied Behavioral Science*, 47(1), 8-32.
- Seligman, M. E. P. (2006). *Learned optimism: How to change your mind and your life*. New York, NY: Vintage Books.
- Thompson, L. L. (2014). *Making the team: A guide for managers* (5th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.
- Wickham, L., & Wilcock, J. (2012). *Management consulting: Delivering an effective project* (4th ed.). Harlow, UK: Pearson Education Limited.

3e. Evaluation and assessment

Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

Vision Summary

To develop knowledge and skills in reading reports is a critical tool for leadership in a business area. Working as a Management Information System-South Region for Citibank, I worked closely with the bank's President and financial staff, providing information about the branches of my region's daily results. I also developed a report in which I could obtain and analyze the daily revenue of my area. Furthermore, this report was implemented in all four regions of the bank in Brazil. Working as President for Montalve, my first job was to create, reformulate, and shape the reports to have the entire company under my eyes on papers.

Proposal

Review the theories related to evaluation and assessment tools. Evaluate and assess systems' effectiveness within work areas of responsibility and personal areas of growth. Demonstrate the use of those theories in my place of work.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PAST:		
A. Organizational Diagnosis	Course in MBA program on how and ways to diagnose an organization	1. ISPG/SPEI College Transcripts 2. Certificate

B. Citibank - MIS/Controller	1. Reports about the historic, plus daily, monthly, and annual reports of the bank. Tools for better management 2. Presentation of evaluation about the branches of South Region	3. Sample of the reports and spreadsheets 4. Copy of the presentation
C. President of Montalve	Reports about the daily life of the dealer, plus historic	5. Sample of the reports and spreadsheets
FUTURE:		
D. Read appropriate academic books and articles	Read books related to the topic of evaluations and assessments.	6. Proposed Reading List
E. Write a reflection paper	Reflection on the integration of the knowledge learned in this competency and the application in my practical project	7. Reflection paper

Proposed Reading List (may include other books and articles):

Barker, C. L., & Searchwell, C. J. (2004). *Writing meaningful evaluations for non-instructional staff—right now!!* Thousand Oaks, CA: Corwin Press.

Blamey, A., & Mackenzie, M. (2007). Theories of change and realistic evaluation: Peas in a pod or apples and oranges? *Evaluation*, 13(4), 439-455.

Brunsson, N., & Jacobsson, B. (2000). *A world of standards*. New York: Oxford University Press.

Fletcher, S. (2000). *Competence-based assessment techniques* (2nd Rev. ed.). London: Kogan Page.

McNeil, K. A., Newman, I., & Steinhauser, J. (2005). *How to be involved in program evaluation: What every administrator needs to know*. Lanham, MD: Scarecrow Education.

O'Neill, O. (2007). Normativity and practical judgment. *Journal of Moral Philosophy*, 4(3), 393-405.

Posavac, E. J., & Carey, R. G. (2003). *Program evaluation: Methods and case studies* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Rath, T., & Conchie, B. (2008). *Strengths based leadership*. New York, NY: Gallup Press.

Worthen, B. R., Sanders, J. R., & Fitzpatrick, J. L. (2004). *Program evaluation: Alternative approaches and practical guidelines* (3rd ed.). Boston: Allyn and Bacon

Section 4: Leadership and research

This cluster of competencies focuses on the need to use data to communicate, persuade, make decisions, and contribute to leadership knowledge. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects.

4a. Reading and evaluation research

4b. Conducting research

4c. Reporting and implementing research

Dissertation question? Emotional intelligence as a predictor of successful leadership

Population? Successful leaders and entrepreneurs

Who will benefit from the research? Students, scholars, and leaders in general

Research Courses? Statistics EDRM 611, Issues in Research LEAD 637, Qualitative Research EDRM 605

4a. Reading and evaluating research

Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources and relates research to the body of knowledge in their professional field.

Vision Statement Summary

No reputable Ph.D. would be complete without research skills. The question isn't whether you're smart enough, even if you don't understand all the words: reading research papers isn't a talent, it's a skill. It's a skill that lots of people never learn. Research papers get more comfortable to read with practice, but it doesn't come without work. In my personal experiences working as a business man, leader, and manager in various areas, I've been dealing with the research papers. As they reflect on how the experiments' results are presented, we must know how to comprehend and evaluate these primary sources.

Proposal

To show me, I am a competent researcher. Use both paper and electronic resources to find useful articles, read them critically, and ask important questions concerning my project's important aspects. To refine competencies in reading and evaluating research and apply these competencies in analyzing a current leadership issue. Research skills will be demonstrated through research projects, one of which will be the precursor to the dissertation.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PRESENT:		
A. Take a class - LEAD 637 @AndrewsU	Issues in Leadership Research	1. Course assignment 2. Course project
B. Take a class - EDRM 605 @AndrewsU	Qualitative research	3. Course assignment 4. Research Paper
C. Take a class - Lead 535 @AndrewsU	Principles of Academic Writing	5. Course assignment 6. Course Project
D. Take a class - Lead 638 @AndrewsU	Issues in Leadership Theory	7. Course assignment 8. Course Project
FUTURE:		
E. Take LEAD 880 @AndrewsU	Literature review and dissertation proposal development	9. Submitted proposal
F. Take Lead 899 @AndrewsU	Doctoral Dissertation	10. Dissertation
G. Read appropriate academic books and articles	Select and read books and articles that deal with the topic above.	11. Proposed Reading List
H. Write reflection paper	Reflection on the integration of the knowledge learned in this competency and the application in my practical project	12. Reflection paper

Proposed Reading List (may include other books and articles):

Behrens, L. & Rosen, L. J. (2010). *A sequence for academic writing* (4th ed.). New York, NY: Longman.

Bloomberg, L. D., & Volpe, M. (2012). *Completing your qualitative dissertation: A road map from beginning to end* (2nd ed.). California, CA: Sage Publications, Inc.

Creswell, J. W. (2008). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, Calif: Sage Publications.

- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3 ed.). Thousand Oaks, CA: SAGE.
- Galvan, J. L. (2013). *Writing literature reviews: A guide for students of the social and behavioral sciences* (5th ed.). Glendale, CA: Pycszak Publishing.
- Hart, C. (2003). *Doing a literature review: Releasing the social science research imagination* (repr. ed.). New York, NY: Sage.
- Kierman, V. (2005). *Writing your dissertation with Microsoft Word*. Alexandria, VA: Mattily Publishing.
- Luttrell, W. (2010). *Qualitative educational research: Readings in reflexive methodology and transformative practice*. New York, NY: Routledge.
- Patten, M. L. (2004). *Understanding research methods: An overview of the essentials* (4th ed.). Glendale, CA: Pycszak Publishing.
- Paul, J. (2004). *Introduction to the Philosophies of Research and Criticism in Education and the Social Sciences*.
- Pycszak, F. (2013). *Evaluating research in academic journals: A practical guide to realistic evaluation* (5th ed.). Los Angeles: Pycszak Publishing.
- Rudestam, K. E., & Newton, R. R. (2001). *Surviving your dissertation: A comprehensive guide to content and process*. New York, NY: Sage.
- Shaffer, D. W., & Serlin, R. C. (2004). What good are statistics that don't generalize? *Educational Researcher*, 33(9), 14-25.

Thomas, R. M. (2003). *Blending qualitative & quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press.

4b. Conducting research

Leadership understands the logic and processes of scientific inquiry, explains significant research methodologies, formulates empirically-driven research problems, selects appropriate research designs, explains standards for data collection, and conducts primary data collection and analysis.

Vision Statement Summary

As a future expert in Reading and Evaluating Research, see 4a, now is time to conduct research. Primary research involves collecting data about a given subject directly from the real world. This section includes information on what primary research is, how to get started, ethics involved with prior research, and different research types. It contains details about interviews, surveys, observations, and analysis. While researching a topic, I also will read different types of sources: tertiary sources, secondary sources, and primary sources to complete the issues of my research.

Proposal

Demonstrate skills in conducting quantitative research methods to identify a problem, formulate a potential solution to that problem, test the solution, report, and defend this critical inquiry results. Review the practices of applied statistics; conduct and assemble the research. Complete the dissertation.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PRESENT:		
A. Take a class - EDRM 605 @AndrewsU	Qualitative research	1. Course assignment 2. Research Paper
FUTURE:		
B. Take EDRM 611 @AndrewsU	Applied Statistic	3. Class Assignments
C. Take LEAD 880 @AndrewsU	Literature review and dissertation proposal development	4. Dissertation Proposal
D. Take Lead 899 @AndrewsU	Doctoral Dissertation	5. Dissertation
E. Read appropriate academic books and articles	Select and read books and articles that deal with this competency	6. Proposed Reading List
F. Write a reflection paper	Reflection on the integration of the knowledge learned in this competency and the application in my practical project	7. Reflection paper

Proposed Reading List (may include other books and articles):

Behrens, L. & Rosen, L. J. (2010). *A sequence for academic writing* (4th ed.). New York, NY: Longman.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.). Chicago, IL: The University of Chicago Press.

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3 ed.). Thousand Oaks, CA: SAGE.

Gay, L.R., Mills, G.E., & Airasian, P. (2008). *Educational research: Competencies for analysis and applications* (9th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Glatthorn, A. A., & Joyner, R. L. (2005). *Writing the winning thesis or dissertation: A*

step-by-step guide. Thousand Oaks, CA: Corwin Press.

Gubrium, J. F., & Holstein, J. A. (2002). *Handbook of interview research: Context & method*. Thousand Oaks, CA: Sage Publications.

McMillan, J. H., & Schumacher, S. (2006). *Research in education: Evidence-based inquiry* (6th ed.). Boston: Pearson/Allyn and Bacon.

Meloy, J. M. (2002). *Writing the qualitative dissertation: Understanding by doing* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Morgan, G. A., Leech, N. L., Gloeckner, G. W. & Barrett, K. C. (2013). *IBM SPSS for Introductory statistics: Use and interpretation* (5th Edition). New York, NY: Routledge

Newman, I. (2006). *Conceptual statistics for beginners* (3rd ed.). Lanham, MD: University Press of America.

Pyrzczak, F. (2013). *Evaluating research in academic journals: A practical guide to realistic evaluation* (5th ed.). Los Angeles: Pyrczak Publishing.

Salkind, N. J. (2008). *Statistics for people who (think they) hate statistics* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Thomas, R. M. (2003). *Blending qualitative & quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press.

4c. Reporting and implementing research

Leadership adequately communicates research findings and implements the results in the workplace.

Vision Statement Summary

See 4a and 4b. As an expert researcher, I should watch closely to make sure that the project is implemented and published correctly.

Proposal

To document and present research findings in a manner that is comprehensive, accurate, and practical for leaders. Disseminate the dissertation results in appropriate peer-reviewed journals.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PRESENT:		
A. Take a class - EDM 605 @AndrewsU	Qualitative research	1. Course assignment 2. Research Paper
FUTURE:		
B. Take EDM 611 @AndrewsU	Applied Statistic	3. Class Assignments
C. LEAD 899 @AndrewsU	Doctoral Dissertation	4. Dissertation
D. Read appropriate academic books and articles	Select and read books and articles that fulfill with this competency	5. Proposed Reading List
E. Write a reflection paper	Reflection on the integration of the knowledge learned in this competency and the application in my practical project	6. Reflection paper

Proposed Reading List (may include other books and articles):

- Behrens, L. & Rosen, L. J. (2010). *A sequence for academic writing* (4th ed.). New York, NY: Longman.
- Biddle, C. (2010). *Evidence Trumps Belief*. Park Ridge, IL: AANA Publishing.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.). Chicago, IL: The University of Chicago Press.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3 ed.). Thousand Oaks, CA: SAGE.
- Gay, L.R., Mills, G.E., & Airasian, P. (2008). *Educational research: Competencies for analysis and applications* (9th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Glatthorn, A. A., & Joyner, R. L. (2005). *Writing the winning thesis or dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin Press.
- Hart, C. (2003). *Doing a literature review: Releasing the social science research imagination* (repr. ed.). New York, NY: Sage.
- Pyrzczak, F. (2013). *Evaluating research in academic journals: A practical guide to realistic evaluation* (5th ed.). Los Angeles: Pyrczak Publishing.
- Rudestam, K. E., & Newton, R. R. (2001). *Surviving your dissertation: A comprehensive guide to content and process*. New York, NY: Sage.
- Thomas, R. M. (2003). *Blending qualitative & quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Zientek, L. R., Capraro, M. M., & Capraro, R. M. (2008). *Reporting practices in quantitative teacher education research: One look at the evidence cited in the AERA panel report*. *Educational Researcher*, 37(4), 208-216.

Section 5: Individually Chosen Option

This final section deals with an individual competency of personal and professional interest.

5. Leadership through Efficiency and Effectiveness - Self-Actualization: Leadership Development

Vision Statement Summary

Having acquired experiences working as a church leader, businessman, and musician, my expectations for the PhD program completion are that I will be a more qualified leader and an “expert” professional in various leadership areas. So, in promoting my leadership development, as a professional and leader, it will combine and contribute to influence and train other people applying my values/skills, strengths, international experience, and vast knowledge acquired through the program. I want to use all my ability to help and serve people, companies, and businesses as best as possible.

Proposal

Use and apply the right tools to show my skills, multi-cultural knowledge, and expertise as a leader to train, influence, and conduct people and companies to achieve better results. Apply the experience, theories, strengths, and concerns of how they can learn and grow in their habitats. Understanding of the critical competencies and strategies, process, and engagement required for consulting.

Past, Current, and Future Actions	Description	Portfolio Artifacts
PRESENT:		
A. Be a member of a Leadership Association	Affiliation in a leadership association	1. Notes
B. Take a class LEAD 756 – Advanced Studies @AndrewsU	Project on the topic: Emotional Intelligence as a Predictor of Successful Teams	2. Course assignment
C. Take a class: AP ADMS 4950 – Principles of Consulting @ YorkU	IEP (Internationally Educated Professionals) Bridging Program	3. Course Syllabi 4. Course Assignments/ppt 5. Certificate
D. Six Seconds company	Participation in webinars on a variety of topics	6. Registration 7. Samples
E. ILA	Participation in webinars on a variety of topics	8. Registration 9. Samples
F. Gallup	Participation in webinars on a variety of topics	10. Registration 11. Samples
FUTURE:		
G. Present a workshop for a company	Workshops for a business company on the topics related to leadership and change	12. Pictures 13. PPT presentation
H. Read appropriate academic books and articles	Select and read books and articles that fulfill with this competency	14. Proposed Reading List
J. Reflection Paper	The paper which will connect the knowledge base and theories learned to projects	15. Reflection Paper

Proposed Reading List (may include other books and articles):

Alvesson, M., & Sveningsson, S. (2003). *Managers doing leadership: The extraordinarization of the mundane*. *Human Relations*, 56(12), 1435-1459.

Anderson, S. (2009). *How to Kill Adventist Education: (And How to Give It a Fighting Chance!)* – Review and Herald Publishing Association

- Covey, S. R. (2006). *The 8th habit: From effectiveness to greatness*. Philadelphia: Running Press.
- Cloud, H. (2013). *Boundaries for leaders*. New York, NY: HarperCollins Publishers.
- Edwers, B.N. (2008) *The Power of Determination*. Published by: Christian Services Network
- Goleman, D. (2013). *Focus: The hidden driver of excellence*. London, UK: Bloomsbury Publishing.
- Issacson, W. (2011). *Steve Jobs*. Simon & Schuster; First Edition
- Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux, New York
- Kydd, L., Anderson, L., & Newton, W. (2003). *Leading people and teams in education*. Thousand Oaks, CA: Open University in association with Paul Chapman Publishing.
- Lewis, M. (2011). *Boomerang – Travels in the New Third World*. W. W. Norton & Company.
- O'Reilly, B. and Dugard, M. (2011). *Killing Lincoln: The Shocking Assassination that Changed America Forever*. Kindle Edition
- Paulsen, J. (2011). *Where Are We Going?* Pacific Press Publishing Association.
- Tutsch, Cindy (2008). *Ellen White On Leadership*. Pacific Press Publishing Association.

Vielmetter, G., & Sell, Y. (2014). *Leadership 2030: The six megatrends you need to understand to lead your company into the future*. New York: NY: Amacom.

Wickham, L., & Wilcock, J. (2012). *Management consulting: Delivering an effective project* (4th ed.). Harlow, UK: Pearson Education Limited.



LEADERSHIP & LEARNING PLAN

PART III:

DOCTORAL COURSE PLAN

Part III: The Credit Checklist/Doctoral Course Plan

TERM	COURSE	TOPIC	COURSE CREDITS	CUMULATIVE CREDITS
TOTAL DOCTORAL CREDITS				90
TRANSFER	GRADUATE CREDITS	MBA, Specialization	42 see below	48
SUMMER 09	LEAD 630	Leadership Orientation	4	44
FALL 11	LEAD 635	Leadership & Learning Plan	4	40
SPRING 12	LEAD 638	Issues in Leadership Theory	2	38
SPRING 13	LEAD 535	Principles of Academic Writing	2	36
SPRING 13	LEAD 756	Advanced Studies	3	33
SUMMER 13	LEAD 775	Advanced Portfolio	2	31
FALL 13	EDRM 605	Qualitative Research Methods	3	28
FALL 13	LEAD 637	Issues in Research	2	26
SPRING 14	LEAD 880	Dissertation Proposal Development	2	24
SUMMER 14	LEAD 756	Advanced Studies	5	19

FALL 14	EDRM 611	Research Methods & Stat.	3	16
FALL 14	LEAD 899	Doctoral Dissertation	3	13
SPRING 15	LEAD 636	Issues in Leadership Foundations	2	11
SPRING 15	LEAD 899	Doctoral Dissertation	2	9
FALL 15	LEAD 899	Doctoral Dissertation	2	7
SPRING 16	LEAD 899	Doctoral Dissertation	2	5
SUMMER 16	LEAD 899	Doctoral Dissertation	1	4
FALL 16	LEAD 899	Doctoral Dissertation	1	3
SPRING 17	LEAD 899	Doctoral Dissertation	1	2
SUMMER 17	LEAD 899	Doctoral Dissertation	1	1
FALL 17	LEAD 899	Doctoral Dissertation	1	0

Transfer Credits from SPEI College & ISPG**Course: Specialization in Finance**

Classes:	US Cr. Sem.	Grade
Economic Policy	1.2	A
Administration and Organization	2.3	A
Financial Administration	3.5	B
Cost Administration	2.3	B
Balance Sheet Correction	1.2	A
Financial Dynamics	1.2	A
Business Budget	2.3	A
Investment Decision	2.3	A
Credit Analysis	2.3	A
Administration of Working Capital	2.3	A
Capital Markets	1.2	B
Financial Planning	3.5	B
Total Transfer Credits	25.6	

Course: MBA

Classes:	US Cr. Sem.	Grade
Approaching and Solving Problem	1	A
Financial Mathematics	3	A
Economic Policies and Tendencies	2.5	A
Financial Analysis and Working Capital	4	B
Financial and Capital Market	3	B

Mega Tendencies	1	B
Organizational Diagnosis	1	A
Financial Management in Advanced Manufacture	2	A
International Bank Operations and Foreign Trade	4	B
Seminars	2.5	B
Financial Planning	1	A
Risk Administration	1	B
Projects of Investments	4	B
Total Transfer Credits	30	