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COMPETENCY 1C – LEARNING AND HUMAN DEVELOPMENT

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TABLE OF CONTENTS

Chapter

I. INTRODUCTION	1
Defining competency 1C.....	2
Why learning is important.....	3
II. LEARNING AND HUMAN DEVELOPMENT.....	5
Committing to learning	5
The six-conditions for adult learning	6
The action-observation-reflection model	7
The human development processes.....	9
III. CHANGE MANAGEMENT IN ACTION	12
My background	12
What do learning and human development mean to me?	12
Awareness of my weaknesses.....	13
Recognizing chances to do things differently.....	13
Promoting new action-oriented goals	14
The connection between knowledge base and the artifacts.....	15
What artifacts do I have generated?.....	15
What are the implications?	26
What are the challenges going forward?	27
What future opportunities am I going to pursue?	28
IV. CONCLUSION.....	29
APPENDIX A	30
REFERENCE LIST	31

CHAPTER I

INTRODUCTION

My life is a learning process and a combination of development progression where I can grow both personally and professionally and contribute to developing others. As long as I could remember, I have memories of different stages of learning and human advancement that helped me be a better person over the years. As a young child and a teenager, I remember that I was continuously seeking new knowledge and skills through the books that I used to read to perform better and give my friends help. During those ages, I learned arts in various ways, such as playing musical instruments (piano, guitar, violin, saxophone, bass, flute, record, and keyboard), drawing, new languages (English, Spanish, and Japanese), and canvas painting. Later, as a young adult, the challenges came from the responsibilities of my marriage and job at Citibank. In parallel, I started my career in business and as a solo pianist.

As an expectation of new job and life commitments, I focused more on specific job-related training and how to improve my piano performance. Working as a CEO for a car dealership during the years 1997 and 2002, I advanced in my leadership, taking other courses that upgraded my knowledge and skills and helped me develop and grow with my employees. Early in my career, I became a successful leader and a professional pianist. Thus, music and leadership are my passions. They give me the motivation to work with love and dedication. Since 2002, I have improved my learning process and human

development in a multicultural way, living, studying, and working in two different nations in North America: The United States and Canada.

This paper explores my experiences as a learner seeking more knowledge and a desire for constant development. It also examines the role they play in my personal and professional life, and both combined, in my leadership. Describing these processes, I will define this competency and review central themes of learning and human development and how they relate to me. I will also discuss, describe, and include examples of all these essential experiences through the artifacts representing many stages of my life.

Defining competency 1C

Competency 1C, learning, and human development is the process where leadership “fosters an understanding of the principles of learning and commitment towards to a continuous personal, interpersonal, group, and organizational learning (Handbook, 2014, p. 19). The ultimate objective is a constant acquirement of knowledge that can enhance the person and the organizational learning in the ways that facilitate accomplishing the goals.

One of my goals by the time I applied for the Ph.D. in Leadership at Andrews University was to develop and improve the knowledge that could take me to a higher professional level. As a learner, achiever, and strategist, I envisioned the program as an essential pillar for my personal and professional development. I can say that the program has helped me to acquire new and valuable knowledge that has contributed to my growth. I have used this competency to improve my leadership as a whole.

Why learning is important

My father was my first role model. He never received a college or university degree, but he is a self-educated person with proficiency in many disciplines. He seems to know a little about mathematics, social sciences, law, business, and philosophy. He is also a church leader, a soft-spoken, and a modest man. Whenever I can listen to his counsels to people, his advice is always practical, full of wisdom, and enriched with cumulative thoughts and illustrations coming from his life. At 76 years of age, he graduated from two theological seminars and was chosen to be the speaker for his class (see pictures in the artifacts). My mother taught me more about the complexity of learning and human development, focusing on respect to others and commitment to God. Unfortunately, she never had the opportunity to pursue school education. On the other hand, she prepared me for the reality that although the world can be a beautiful place, it can be equally cruel and unfair. The difference consists in how I approach and understand both aspects.

When I start a dialogue on learning, I think that “leaders are continually open to testing, learning, and changing, in both their own and expert lives, and they empower the improvement and development of others” (Daft, 2011, p. 22). In the same way of reasoning, as individuals, it is vital to have the self-awareness and discernment that improving ourselves is central to our growth. Whetten and Cameron (2011) assert that “we cannot improve ourselves or develop new capabilities unless and until we know what level of capability we currently possess” (p. 58). What they acknowledge on the capability is very accurate. However, the right acknowledgment that one is not sufficient

or educated enough is troublesome for some individuals to recognize. As a result, many people and leaders do not seek improvement in their learning capacities. My view is that self-knowledge is essential because it requires continuous learning and development as a human being an integrated part of personal and professional growth. Not only this but seeking continuous learning helps me to be more prepared facing new opportunities and push me to make better decisions when dealing with challenges and conflicts.

CHAPTER II

LEARNING AND HUMAN DEVELOPMENT

Committing to learning

I remember my father's words saying: "My son, education will give you the knowledge and skill, but that will not be enough. Study and learn as much as you can because it will help you make better choices in your life. Also, it can make the difference between your success and failure. God also is important. He will give you the faith, determination, and strength that will turn your dreams into reality. Finally, help your neighbor and be an example for those around you." These points are a continuous commitment to my learning.

Looking at our momentum, the rapid evolution in the business world, the challenges in the governing systems, and the marketplace, we see that the way people develop business today is rapidly transforming. They will do so dramatically different in the future. Perception changes such as technological, globalization, environmental, digital era, demographic change, among others, are causing fundamental changes that are provoking a dramatic impact in both the organizations and the people. If on one side, they are displaying many new opportunities; on the other hand, they bring challenges for everyone. After this brief consideration, I believe that learning is a commitment that

helps me deal differently in the present, preparing me for the future. On top of that, I have to have the skills and awareness needed to connect people to do the same.

According to Kaplan (2015), “a leader needs to learn how to get to conviction on key matters, i.e., how can you do this? By developing the ability to ask questions, seek advice, and accept that you do not need to have all the answers” (p.57). Being open to learning is a vital positioning that rules my life. Even though it can go to a stages-of-life challenge, I have to stay open to learn and to pursue my goals. Furthermore, acquiring new ways of learning, including school education, workshops and training, and sharing these learnings with my team, are important tools that make an inner recycle and help them grow in their aspirations. The learning also makes me aware of the knowledge and alert around the new theories, dimensions, and ways to be more efficient, productive, and successful. Indeed, “if you do not make a conscious effort to stay in the learning mode actively, you slowly begin to get out of the habit” (Kaplan, 2015, p. 65).

The six-conditions for adult learning

Herman (1994) cited that six conditions must exist that propitiate the right environment for adult learning (Smith, 1982). According to Smith, first, “the adult must feel a need to learn and have some input into the identification of that need” (p. 594). Second, “the content of the learning must have a perceived relationship to experience, so what is now referred to is utilized as an asset for new education” (p. 594). Third, “learning is related to the individual adult’s developmental stage” (p. 594). Fourth, “the autonomy in training needs to relate to the independence the learner will experience on the job” (p. 595). Fifth, “it is important to have attention to the learning climate which

can reduce anxiety and encourage risk-taking” (p. 595), and the sixth that reads that “diversity of individuals and learning styles need to be addressed directly by the training activities” (p.595).

As my life experiences show, I have had the opportunity to develop my leadership in three areas: music, business, and church. These reveal these areas through my developmental stages over the years. Regardless of the area, I was working in, I am always committed to learning. Hence, these six conditions apply to me once I identify as a connection between my past, present, and intended future.

The action-observation-reflection model

My opinion is that all learning processes and human development should lead to the desired end-result. Rapid environmental changes are causing fundamental transformations that bring a dramatic impact on organizations at the same time that present a variety of new opportunities, challenges, and threats to leaders and their leadership. These processes lift me to new ways of thinking.

It is worth the time to summarize a significant way to learn Kolb’s spiral of learning, followed by a brief discussion. According to Kolb, as cited in Hughes, Ginnett, and Curphy (2012, p. 47), “people gain more from their experiences when they invest energy thinking and contemplating them.” In my opinion, when I think and ponder on the energy I spend, it comes to the action-observation-reflection (A-O-R) model. In this A-O-R spiral, I can enhance my experience in three steps: through my actions (what did I do?), through my observations (what happened as a result(s) and impact on others?), and through my reflections on the two last steps in how do you look and feel about them now

(Hughes et al., 2012) (see Appendix A). My learning cycle is a spiral where I fit my needs seeking more learning and personal growth continuously.

So, according to my experiences with the (A-O-R) model, I am better prepared to deal with my personal and professional life. Most important of that is my awareness of the perception of how these three steps, action, observation, and reflection, happen in my life. For example, I moved to Toronto a few years ago. Even though Canada is very close to the United States, the experience there is different in my aspects. In Canada, a vast land is unpopulated, and few central areas concentrate most of the population, such as Toronto, Vancouver, and Quebec. Multiculturalism is enormous in these areas. As an immigrant, working, studying, and living in this country automatically makes me enter the A-O-R cycle once I have to learn and reflect on how to live and deal with the new country's new challenges.

Concluding, this model connects to my way of thinking and learning. Whenever I need more training, more knowledge, and more affluence in something related to my personal, job duties, or expertise, I enter into this spiral. It takes me to reflect on them (A-O-R) and shows me that I need to be open always to seek and reach more knowledge. Few more examples: 1. when I was working for banks, I took much training to support me in a high-performance execution of my duties. My boss at that time, the bank president, Robert Sus, always allowed me not only to learn but to teach our branch teams, and 2. moving to work in a car dealership, I took many courses, training, and certificates that developed not only my skills but also how to form a successful team. Since my first seminars in Brazil in 1989 on "New Business" and "Leadership," I look for training that could help me to grow and perform better as a leader. The next chapter's artifacts will

reveal, explore, and show the connections between my personal and professional life to learning and human development.

The human development processes

During all my life, I try to perform well so I can reach the best result. As Vice President for Citibank in Brazil, I went from a trainee position to a Vice President in six years. All my job was directed to know more about the bank in Brazil and develop strategies to grow in the market. As CEO for Montalve, I came to the business as a Sales Manager, going up to the company's presidency, experiencing other departments such as financial, parts and services, administrative, and general manager. Further, by the time I moved to North America, even though my original plans were to pursue my doctorate, I had to work in different areas such as house cleaning, mail factory, a paralegal in a law office, and music teacher. I have learned that human development is a planned change specified in the personal and organizational context. To progress human growth, I need to plan in ways to make sure that I award all the engagements toward that development at the end. So, in my experience, I focused very carefully on developing others, according to Hughes et al. (2012). They are: 1. setting goals, 2. providing constructive feedback, 3. team building for work teams, 4. high-performance building teams, 5. delegating, and 6. coaching. I briefly present the summary below.

Human development skills	Priority:	Focuses on:
1.Setting goals	The first thing to be done	<ul style="list-style-type: none"> • Specific-observable • Attainable-challenging • Based on top-to-bottom commitment
2.Feedback	Essential to a subordinate's performance (positive or negative)	<ul style="list-style-type: none"> • When, where, and how to give it • They are: specific, descriptive, direct, and helpful
3.Team building for work teams	Team building workshops to understand how the goal is not achieved	<ul style="list-style-type: none"> • Team members development through individual, interpersonal, group and organization interventions
4.Building high-performance teams: The Rocket Model	Prescriptive and diagnostic model of team building	<ul style="list-style-type: none"> • What steps to take • When to take them
5.Delegating	Give empowerment and responsibilities	<ul style="list-style-type: none"> • Freedom • Opportunities • Increase accomplishments
6.Coaching	Direct or facilitate the follower to improve skills and achieve a specific goal	<ul style="list-style-type: none"> • Empowering • Facilitating • Developing • Supporting: removing obstacles

This table means to me that: 1. I have to look at several human development skills that start with setting goals, providing constructive feedback, team building for work teams, building high-performance teams, delegating and coaching, and 2. all these steps are followed by priorities and focus on specific areas to be improved. I remember the time I was the CEO of Montalve, a car dealership in Brazil. In re-engineering the company, I was awarded as one of the best car dealerships in sales and productivity in all

Parana state, and I featured it as a model dealership in the country. As a team, we set the goals. I empowered the groups to work according to our vision. I delegated the work and coached every employee of the company. On top of that, in our implemented Lewin's three-stage of change mixed with Kotter's eight-stage change process into one comprehensive model of Change Implementation Process as suggested by Lussier and Achua (2013, p. 414), I/we gave them the real feedback throughout the process. The implemented the method successfully.

CHAPTER III

CHANGE MANAGEMENT IN ACTION

My background

I have worked in various areas such as vice-president for commercial banks and entrepreneurs in Brazil, assistant pastor for Seventh-day Adventist (SDA) churches, musicians, music directors, choir, and vocal group conductor for SDA churches, and as music school director and music teacher. These three different fields, business, music, and church, combined and aligned, have contributed to my personal and professional development. I use to learn new things every day, and most important of that is that I can apply them directly to my daily obligations. Following Kolb's spiral of experiences based on the action-observation-reflection (A-O-R) model and the skills for developing others suggested by (Hughes et al., 2012), I have learned that regardless of as much as I learn, the little I know about many things. This process works as fuel inside myself and makes me seek more learning to do better and better in all aspects of my personal and professional life.

What do learning and human development mean to me?

They mean (a) awareness of my weaknesses, (b) recognizing chances to do different, and (c) promoting new actions goals oriented.

Awareness of my weaknesses

Bennis, Sample, and Asghar (2015, p. 33) affirm that “good leaders begin by managing themselves, being aware of their motivations and values, skills, and limits.” Regardless of my strengths, I have to be aware of my weakness and eventually have to overcome difficulties and a failure in my journey as a leader. Kaplan (2015, p. 56) states that “I have come to trust that individuals neglect to achieve their potential and lead since they disregard to build their capacities to comprehend their situations unmistakably and, considerably more imperatively, to comprehend themselves.” So, recognizing that I have weaknesses is crucial because I can focus on the strengths and deliver to myself and others the required effort toward the designed tasks. Not less important is my self-knowledge helping to understand my own particular underestimated worries that are usually taken for granted assumptions, trigger focuses, strengths, and weaknesses.

Recognizing chances to do things differently

Good leaders start by “overseeing themselves-monitoring their inspirations, and qualities, aptitudes, and limits” (Bennis et al., 2015, p. 33). However, I cannot forget that I may fail throughout my journey. Bennis et al. (2015, p. 9) declare that “a leader’s ambitions, community’s standards for what is acceptable, and private ethical beliefs all collide, constantly. So, failure is inevitable on the leader’s journey.” So, in my experience as a leader, I also have to recognize the chances to do things differently. I have found situations that learning and human development is a process that keep companies alive, helping them to move forward and reach success. However, they have to promote and motivate their employees to a continuous learning process.

Promoting new action-oriented goals

Bennis et al. (2015, p. 6) declare that “not every great person is a leader, and not every leader is a great person. Talent, skill, intelligence, or merit is not enough. To any mysterious, we must add the capacity to overcome failure, which is foundational to leadership.” We could say that sometimes failure is the opposite of good leadership. Throughout the years, history has encountered many documented leaders as a good leader, even with their losses. Their leadership was treasured, i.e., Abraham Lincoln and Lee Iacocca, only to name a few. In my experience as a leader, to sponsor real progress, we need to be open to learning, and we need action-oriented goals. According to Stein and Book (2011, pp. 79-80), they have to be “specific, manageable steps that lead to the desired result which should always be stated in positive terms-rewards, not denials.” These goals should involve my perspectives and perception of progress and growth.

Additionally, in every conversation I have with people, all books and articles that I read, everything I write, and every course I enroll in, present an opportunity to recalibrate my personal and professional thinking about learning and human development. Thinking about the future, I have to be aware that “a single, centralized strategy and operating model will no longer be adequate for multinational organizations” (Vielmetter & Sell, 2014, p. 13). I need to do something else to grow stable and be prepared to face moments of uncertainty.

In the end, the leader must be fluent in both simplicity and complexity. In day-to-day business, “he or she will use the latter to make the most important decisions and the former to communicate them to those he or she leads” (Bennis et al., 2015, p. 21). In

doing that, combining how well prepared is the company and its teams, the company will grow and develop consistently.

The connection between the knowledge base and the artifacts

Following Kolb's spiral of experiences based on the action-observation-reflection (A-O-R) model and the skills for developing others suggested by (Hughes et al., 2012), I have learned that regardless of as much as I learn, the little I know on many things. Every certificate or degree of training has a meaning for existence, and I can connect them to my experiences and growth. The artifacts related to music have the goal to develop myself as a musician and teach and develop other musicians and students in their music learning stages. The people watching the recitals and musicals also learned something about the Bible and Jesus' life. They also discovered that music has not the frontier of age, skin color, sex, or religious principle. Music exists for all.

In conclusion, I see the connection because this knowledge base makes me think of my past and give me the tools to present and visualize my future needs. The skills for developing others show me that my training is vital, but I also have to focus on other people's progress. These learning processes work as fuel inside myself and make me seek more learning so that I can do better and better in all aspects of my personal and professional life.

What artifacts do I have generated?

To grow more in my learning experience and commitment to an ongoing personal, interpersonal, group, and organizational, I have worked with others and collaboratively developed and executed several projects and strategies. These artifacts are

a combination of my educational, academic, personal, and professional experiences. I achieved them through different roles I was assigned to three other countries: Brazil, the US, and Canada. They are 1. projects related to my academic, educational, personal, and professional experiences, 2. Projects related to my development as a musician, teacher, music leader, music school director, and 3. projects related to my experience as a church leader and music minister. A brief description follows of how these projects contributed to my continuous learning.

As my introduction to presenting these artifacts, I want to share my role model, my father. He is always seeking new knowledge and improving his school education, taking new courses. At 76 years old, he graduated in two theological courses in Brazil which one of them was an extension from Andrews University.

(A) In 2011 as a preparation for the roundtable conference at Andrews, I took the strengths finder questionnaire. The results show that my five strengths are: learner, includer, achiever, strategic, and significance. I remember that the desire for learning is something that comes since I was a little child.

See the following artifact(s): A: Strengthsfinder in English and Portuguese.

(B) I worked for Citibank, NA, in Brazil. I was a Region Manager responsible for nine out of 19 branches of the bank. The offices' locations were: Curitiba, Porto Alegre, Moinhos de Vento, Blumenau, Londrina, Campinas, São Jose do Rio Preto, Ribeirão Preto e Campo Grande. To be familiarized with the bank and its product, I took many training that helped me learn, but I also committed to giving my staff the individual instruction.

Followed by Citibank, I also worked for Banorte Bank. In this regional bank, I was responsible for attending large corporations and business accounts. Through this role, I participated in several pieces of training and seminars.

See the following artifact(s): B:1. Citibank-Global Consumer Banking (GCB) Training Center – certificates, and B:2. Invitation letters to participate in training.

(C) Between the years 1989 and 2003, I achieved 19 certificates. Evidence that I was taking my knowledge and experiences for granted, but according to my duties as a banker, manager, leader, CEO, and entrepreneur, I was always bringing new training and improving myself. These certificates show the desire to approach old things and how to be better as a leader and human developer, with new techniques and information.

As my mother language is Portuguese from Brazil, I also took English classes to improve my language fluency.

See the following artifact(s): C:1-19 several certificates.

(D) In my academic development and preparation for my professional journey, I took a bachelor's degree in Business Administration, specialization in Finances, an MBA Executive in business.

I also took two courses at Dale Carnegie & Associates, Inc. Dale Carnegie is a worldwide company that focuses its training on learning, human development, leadership, and how to deal, motivates, and reach better relationships. The first was "Effective speaking and human relations." In the second course, the "Dale Carnegie Course," I worked as an associate assistant. I was assigned to train people to develop their abilities to see things from different perspectives in their personal and professional

life. They also learned to confront, analyze, reflect, and redirect their attitudes, actions, and viewpoints.

See the following artifact(s): D:1. BA Degree and SPEI/ISPG (Specialization in Finance, MBA Executive, and York University): scholar reports, certificates and transcripts, and D:2. Dale Carnegie certificates, and ARDA letter.

(E) One of the most relevant experiences I have acquired through the years is working as a musician and playing as a leader with a musical vision to create and produce many music projects. I have formed, developed, trained, conducted, performed, directed, and lead many vocal groups and choirs in Brazil, the US, and Canada. It is not necessary to comment that I have had the opportunity to work on a multicultural level with all the singers, choirs, and vocal groups along the way. Working with these musicians with different backgrounds and coming from other countries, I have had the opportunity to lead, educate and train their voices to reach their best potential to sing in that choir and the vocal group as a soloist and as part of the group/choir team. Like an orchestra, the choir and vocal group has to sound very well, so is the importance of an excellent music conductor and his leadership. During these years, all projects were significant because I could learn and develop myself and others. I also would like to highlight the two recorded CDs productions in Brazil with the Doxa group & orchestra. My last work in a Jamaican environment as a choir director and conductor for the Majestic Choir at Seventh-day Adventist church in Toronto, Canada. These experiences were tremendous not only by my responsibility to make good music and good sound as a vocal and choir director, but my learning process enhanced once I worked in some different cultures.

See the following artifact(s):

E: 1. Doxa Group & Orchestra - Brazil: releasing the first album “Motivo da Canção” (CD, invitation/program, and video). Producer and Director: Osvaldo Junior.

E: 2. Doxa Group - Brazil: releasing the second album “Ser De Jesus É Bom Demais” (CD and invitation/program). Producer and Director: Osvaldo Junior.

E: 3. Doxa Group in Concert-Canada: preaching the gospel and singing for the community’s guests at the Portuguese SDA church in Toronto. Choir and Vocal Group Director: Osvaldo Junior.

E: 4. Doxa Group: preaching the gospel and singing for the guests of the community at Heart Lake SDA Church in Brampton, ON, Canada. Vocal group director and preacher: Osvaldo Junior.

E: 5. 2003, Danbury, CT – Christmas Musical: Christ is the Light (Cristo A Luz) at SDA church (invitation, picture, and video). Choir & vocal group conductor, director, and pianist: Osvaldo Junior.

E: 6. 2004, Mount Vernon, NY – Christmas Musical: Adore (Adorai) at SDA church (invitation, pictures, and videos). Choir conductor, and director: Osvaldo Junior.

E: 7. 2013, Toronto, Canada, Brazilian SDA Church – Easter Musical: Behold the Lamb (newspaper ad, invitation, pictures, and video). Vocal group conductor, and director: Osvaldo Junior.

E: 8. 2013, Toronto, Canada, Portuguese SDA church – Christmas Musical: The Night Before Christmas (invitation, pictures, thank you card and videos). Choir & vocal group director: Osvaldo Junior.

E: 9. 2014, Toronto, Canada, Portuguese SDA church, singing for Easter church program and Easter Music Program: Because He Lives (bulletin, invitation, pictures, and videos). Choir & vocal group conductor, director, and pianist: Osvaldo Junior.

E: 10. Woodbridge choir at Woodbridge SDA church in Woodbridge, Ontario, Canada (invitation, pictures). Choir conductor & director: Osvaldo Junior.

E: 11. Just for Him Vocal Band from Toronto West SDA church in Toronto, Canada (picture). Vocal group director: Osvaldo Junior.

E: 12.1,2,3,4, &5. Under my leadership: Routine plus Majestic Choir performances from Toronto West SDA church in Toronto, Canada. Choir conductor/director: Osvaldo Junior.

E: 12.6 Majestic Choir from Toronto West SDA church in Toronto, Canada is singing in at “Available,” an evangelistic series in Toronto, and singing at “Hope 2016 – The Journey.” Choir conductor/director: Osvaldo Junior.

E: 12.7 Majestic Choir: in a unique program at Toronto West SDA church in Toronto, Canada. Choir conductor/director: Osvaldo Junior, and

E: 12.8 Majestic Choir: signs of love and appreciation.

(F) I worked as an assistant pastor and first elder for Seventh-day Adventist (SDA) Brazilian church. It was one of the most relevant experiences I achieved in my life. In this role, I had the opportunity to lead a vibrant Brazilian community in Mount Vernon, NY. When we lead the church, we lead people; we train people, promoting human development. Among the several duties I had, I helped the church develop, implement, and lead the nominating committee, church board meetings, religious activities,

workshops, training, and conferences. I also taught Sabbath school lessons to the church to better understand the culture, values, principles, and worldviews. The SDA church manual states that “Elders must be recognized by the church as strong spiritual leaders and must have good reputations both in the church and community... additionally, by statute and case must look to lead the congregation into a more profound and more full Christian experience” (Adventists, 2015, p. 73).

Furthermore, I also took a Nonprofit Leadership Certification Program (NLCP), promoted by Adventist Community Services by North America Division, designed to equip pastors and church members with strategies and professional skills to lead successfully. This training focuses on three primary learning outcomes: 1. Managerial skills to better accomplish administrative responsibilities of nonprofit management, 2. Leadership skills to improve participants’ abilities to affect individual and community change, and 3. Biblical concepts of holistic ministry to equip leaders for service in dynamic environments.

See the following artifact(s): F:1. Elder’s certificate, F:2. Sabbath school training certificate, and F:3. Nonprofit leadership certificate

(G) I began taking piano classes when I was six years of age. Admittedly, music is culture, satisfaction, love, history, perception, and lifestyle, but for me, it was more than that; it became a passion. Music powerfully touches and moves me, unlike other forms of communication. The desire to play an instrument is not enough; it requires self-discipline, learning, perseverance, persistence, and determination. Music influences my behavior. As a musician, I have been learning, studying, directing, and playing the piano for more than

40 years. I do remember my first piano classes and recitals. I became a professional pianist in Brazil, but my career was abbreviated. I believe that God had different plans, and I praise Him because He has separated me from His music work in other countries and churches.

In the US and Canada, I have had the opportunity to learn, lead, teach, direct, and promote human development through many music schools. Since 2003 working for All Nations Music School until the most recent music school project at Avivar Music Learning Center, I have been learning, teaching, and developing students and their talents as musicians and singers.

While working at All Nations Music School, I developed a unique project with the student/singer Tamara Carvalho. I had the privilege to teach her piano and vocal lessons. Under my instruction and guidance, she recorded her first album CD called “Força da Promessa.” She was a very talented young woman that had her ministry dedicated to the Lord.

Working at the Philadelphia School of Music & Arts in Danbury, CT, another unique project was done with the student/singer Catia Carneiro Lomar. I had the privilege to teach vocal lessons to Catia for 16 months, and during that time, under my vocal instruction, she recorded her first album CD called “Vitoria.” I will be exploring a lot more on these two last examples on competency 2B, where it describes the coaching and mentoring process

See the following artifact(s):

G: 1. Pictures I took from my piano performances.

G: 2. All Nations School of Music in Danbury, CT - Project and activities (project presentation, banner, training/workshop, registration, and newspaper ad).

G: 2.1 Tamara Carvalho: Forca da Promessa - CD releasing (newspaper ad, registration, and attendance report).

G: 3. Philadelphia School of Music in Naugatuck, CT – Project and activities (project presentation, grand opening invitation, banners, and registration).

G: 4. EMAF - Philadelphia School of Music & Arts in Danbury, CT – Project, and activities (project presentation, grand opening invitation, banners, registration, Spring Recital, and various events and workshops), former EMAD (School of Music & Arts of Danbury).

G: 4.3 Catia Lomar: Vitoria - CD releasing (see minutes 37:49-47:45 in the video above, registration, and attendance report).

G: 5.,5.1, & 5.2: Avivar Music & Arts Center in Danbury, CT – Project, and activities (project and church presentation), flyers, and newsletters.

G: 5.3, 5.4 & 5.5: 2011, Avivar Music & Arts Center: Spring Recital (Recital de Primavera) - flyers, invitation, video, and pictures.

G: 5.6 2012, Avivar Music & Arts Center: Spring Recital (Recital de Primavera).

G: 5.7, 2012, Avivar Music & Arts Center: Recorder project.

G: 6., 6.1, 6.2, 6.3 & 6.4: 2012, Christ For the Nations Music & Arts Center in Toronto, ON, Canada – Project and activities (presentation, workshop, newspaper ad, registration, flyers, Spring recital videos, and pictures).

G: 7. Several students in their piano class and vocal performances.

G: 8.,8.1, 8.2 & 8.3: 2017, Avivar Music Learning Center in Danbury, CT – Project and activities (banner, registration and events, Spring Recital, audio/video, and pictures). To advance in my academic education, I enrolled at Andrews University in the US and York University in Toronto, Canada. At Andrews University, I am still working and planning to finish it in the 2017-19 school year. At York University, I completed a two-year program in the summer of 2015. The Canadian government offers this course to all qualified newcomers professionals to the country. This course worked in two ways: 1. To understand the Canadian landscape regarding laws, business, market, and culture, and 2. It worked as a “recycle” to improve my knowledge in the business and management fields.

See the following artifact(s): H:1. AU acceptance letter, and H:2, 3 & 4. York registration process, certificate, and graduation.

(H) I took three courses at York University in Toronto, Canada. These courses improved my knowledge and gave me the learning need to develop my skills and my colleagues’ skills.

1. AP/HRM 3440: Leadership and Management skills. This course explored the importance of managerial and interpersonal skills. The course aimed to develop and critique the skills under four main headings: personal skills, interpersonal skills, group skills, and specific communication skills. Through self-awareness, case analysis, experiential learning, role-play, and improvisation, students, experienced the importance of managing personal stress, managing conflict, building effective teams, and many other managerial and interpersonal skills processes.

2. AP/HRM 4495: Managing effective groups and teams. This course gave me the learning tools in how to: (1) develop my understanding of how groups and teams in organizations operate, (2) help me become adept in diagnosing and analyzing group processes, and (3) provide opportunities for building my hands-on skills in intervening in groups in a productive manner.

3. AP/ADMS 4950: Principles of consulting. This course was a case-based course intended to provide students with an introduction to consulting, the consulting field, and an understanding of the critical skills and essential strategies required. Students experience consulting engagement working with a consulting team on a real project with an actual client. This course included components such as 1. the identification of client needs and project requirements, 2. the specification of project objectives and its timeline, 3. conducting research, establish the ways, and data analysis, 4. A final presentation of research showing the findings and presenting the recommendations, 5. design of new programs, strategies, and solutions, and 6. implementing the project as a whole.

See the following artifact(s):

I: 1. & 1.2. York University AP/HRM 3440 (Leadership and Management Skills) course outline and course assignment,

I: 2. & 2.1. York University AP/HRM 4495 (Managing Effective Groups and Teams) course outline and assignment, and

I: 3. & 3.1. York University AP/ADMS 4950 (Principles of Consulting) course outline and course assignment.

(I) As a material for learners and human development in music, I have written a “Piano chord book: A practical approach.” This book has the intention to teach students how to play piano by chords.

See the following artifact(s): J: Piano chord book.

(J) I participate in learning and human development as a music teacher for my step-son (Richard) and daughter (Hillary). I have been teaching music since an early age. They play several musical instruments such as piano, alto sax, flute, ukulele, and violin. They have participated in recitals and school events around the town. As parents, my wife and I, we had the privilege and gratitude to see our son deciding for baptism last year. Now, Richard is an SDA member.

See the following artifact(s): K:1. Pictures and videos

(K) Development of my website: searching, creating, innovating, building it from scratch, step-by-step.

See the following artifact(s): L: Website

What are the implications?

Personally, this competency helped me acquire knowledge showing the importance of work not only with my sense of open to learning but also in promoting human and organizational development. According to McKee, Boyatzis, and Johnston (2008, p. 7), “people learn and develop when what they want to change matters deeply and will affect them both personally and professionally.” Every single change is a process

that, in the end, has an intrinsic desire for something different to happen, and for this reason, it moves us to do things that will create an impact in our lives.

The main implications I visualize are 1. Leaders must work in a tuning channel with their employees looking to reach the best part for both the organization and the employees, and 2. “Leaders will require highly developed contextual awareness and conceptual thinking to identify and implement the right structures for their organizations” (Vielmetter & Sell, 2014, p. 32). The latter is so right because the technologies on the market today bring a new way to think and be aware of the changes and innovations that the market requests the leader to do. Learning and human development is a process, and if you do not follow these requirements, you and the company tend to die over the years.

What are the challenges going forward?

The challenge going forward will be not slipping back into self-defeating thinking about the past. I must keep reminding myself that there is an old and a new story. We cannot change the old story in our lives, but we have control over the ones that arise every day. “Leaders will play a pivotal role in overcoming divisions between generations and cultures, and ensuring that they all work productively together” (Vielmetter & Sell, 2014, p. 115). Kaplan (2015, p. 58) states that “once you believe that you are done learning to be a leader, it becomes a self-fulfilling prophecy: you are done developing.” So, seeking to learn and preoccupied with human development is an art that involves the discoveries of the fundamental truths in life by passing through the hardship of the moment.

What future opportunities am I going to pursue?

This reflection paper moved me to a new awareness of my learning in organizational and development change. It also helped me process and deal with the innate role-play of the leaders. Vielmetter and Sell (2014, pp. 54-55) assert that “leaders will need to be the agent of change. They will need to innovate it, implement it, find partners to help them, and communicate it to their workforces. They will need to clarify not only the practicalities (structures, roles, responsibilities, tasks, and targets) but also the greater good behind the transformation.” On the other hand, “leaders will need to be curious about and open to employees’ and customers’ pluralistic drivers, to understand what motivates people and be able to attract, engage and retain them” (Vielmetter & Sell, 2014, p. 75). On top of that, learning and developing have to be crucial in my life. They will provide me the best ways to promote better decisions for myself and my friends, family, and colleagues.

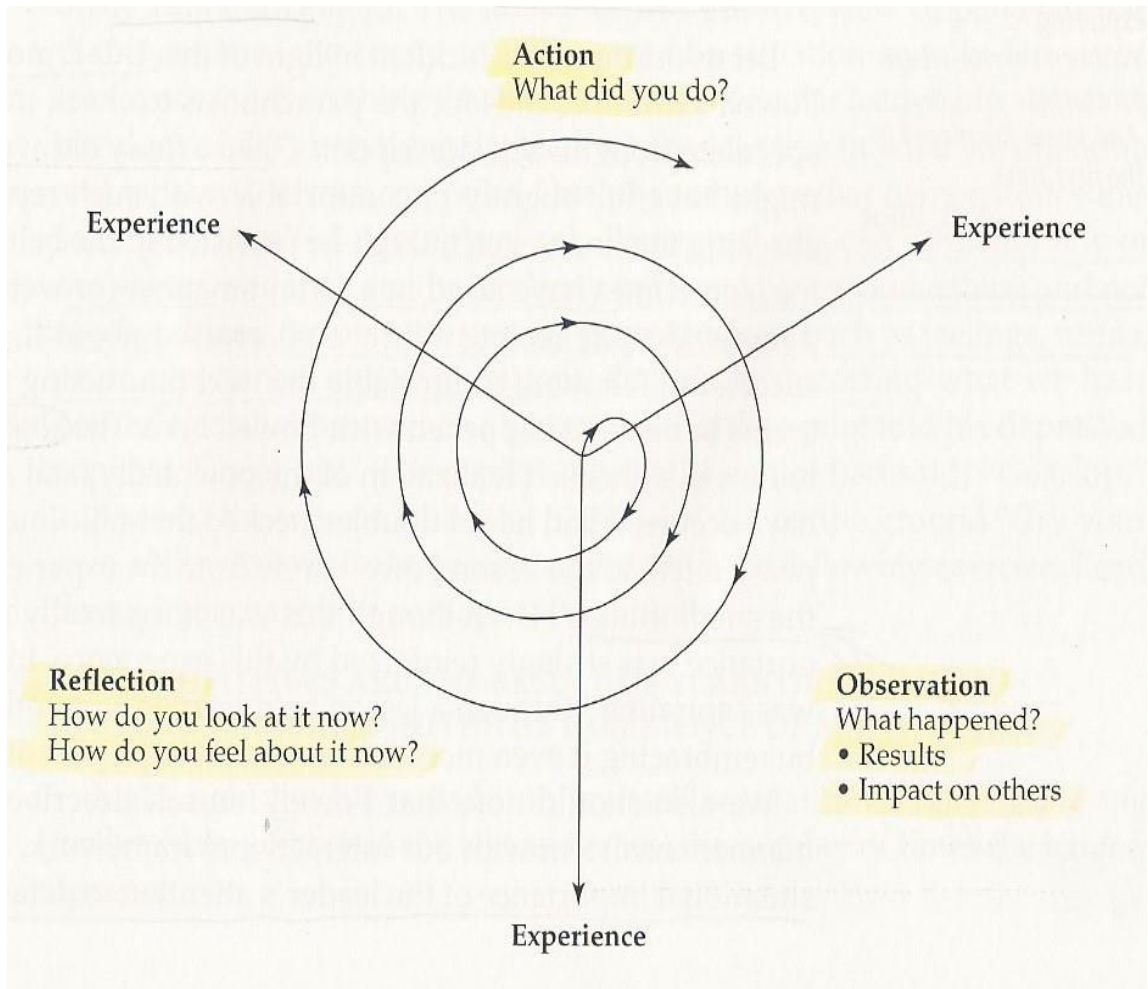
CHAPTER IV

CONCLUSION

My experience as a learner and developing as a human being shows that it is all about building up myself and the people to do better in our life proposals. Undoubtedly, shaping ones to consciously guide them to always achieving new learning, skills, and knowledge is a lifelong process. We can hope to accomplish this by applying diligent effort each day to become a better person and leader. Yes, we might make mistakes; however, that should not deter us from moving ahead. A critical component is knowing that learning and human development is a journey with no endpoint.

In closing, I believe that the leader's role is very much like that of an orchestra's conductor. It is the leader's responsibility to understand his and their vision entirely. Through this understanding, the leader brings forth the appropriate strategies that will enrich the organization's melodies of responsiveness to the concept. Thompson (2014) declares that "great leaders are always learning" (p. 20). Kaplan (2015, p. 58) affirms that "building your capacity to learn and adapt should never end; it should be a lifelong discipline." It was an incredible opportunity to study, learn, and enhance my insight all through this competency. Life is a learning process that I have to seek continuously.

APPENDIX A



Source: Hughes et al. (2012, p. 47)

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