

Andrews University

School of Education

A REFLECTION PAPER FOR COMPETENCIES:

2B – Mentor/coach
5 – My Leadership Story

A Reflection Paper

Presented in Partial Fulfillment
of the Requirements for the degree
Doctor of Philosophy

By

Oswaldo Santos, Jr.

August 2020

TABLE OF CONTENTS

Chapter

1. INTRODUCTION	1
My Leadership History	1
Context	2
Official Description	2
Personal Description and Exploring	3
Background	4
Strengths	4
Values/Skills	6
My Leadership History as a Musician	7
My Leadership History as a Businessman	11
My Leadership History as a Church Leader	15
Summary	15
2. KNOWLEDGE BASE	17
Leadership	17
Leadership Competency Model	21
What is Disruptive Leadership?	23
Disruptive Leadership Model	27
Disruptive Leadership Archetypes	29
Disruptive Leadership Mindset	31
Strategic Leadership & Implementation	39
By Osvaldo Santos	40
Strategic Management Framework	41
Characteristics of a Successful Leadership Strategy	44
Coaching	44
The Elements of Coaching	45
The Power of Coaching	46
Benefits of coaching	46
Differences between Managing and Coaching	47
What Coaching isn't	47
Mentoring	47
Summary	48
3. MY LEADERSHIP HISTORY IN ACTION	50
The Connection between the Knowledge Base and the Artifacts	50
What Artifacts have been Generated?	51
Artifacts as a Musician	51

Artifacts as a Businessman	55
Artifacts as a Church Leader.....	59
Artifacts as Education applied to my Leadership.....	62
What are the Implications?	64
What are the Challenges Going Forward?.....	65
What Future Opportunities am I going to Pursue?	65
What does Effective Leadership mean to me?.....	66
Awareness of my weaknesses	66
Recognizing chances to do different	67
Making the Commitment.....	67
4. CONCLUSION.....	69
REFERENCE LIST	73

CHAPTER 1

INTRODUCTION

My Leadership History

As long as I can remember, I have always been drawn to a different kind of leadership. As a teenager, I remember playing with my friends and leading them in the games. As a youth-adult, I was challenged in many situations where my leadership skills were required: starting with the time I got married, followed by the time I got my first job, by the time I started my career in business, as well as a solo pianist. As an adult, between the years 1998 and 2002, working as a Chief Executive Officer (CEO) for a car dealership, I could lead the organization going through the most profound financial and economic depression in Brazil. During the crisis and looking for new opportunities for my professional and personal lives, in September 2002, I decided to move to North America. In New York, I lead a Brazilian church in Mount Vernon for eight years. I assumed the following roles: Assistant Pastor, first elder, music ministry director, and church leader. I lived for ten years in the US; after that, I moved to Canada for four years and then back to the US, where I lived for the last three years. I have a full experience of living in three different countries, Brazil, the US, and Canada, and I can say that I have had the opportunity to learn and grow as a person and a professional.

This reflection paper reflects my experiences as a leader showing several accomplishments in the leadership field, which also ties to mentor/coach skills. On the

other hand, having the opportunity to live in three countries allowed me to keep learning and grow my leadership skills. For this reason, I have decided to cover these two competencies: 2B – Mentor/coach, and 5 – Individually chosen option, combined for this paper. This paper explores some of my experiences as a leader going through my leadership. My reflection paper for these competencies is divided into four chapters. Chapter 1 discusses the official description followed by the personal narrative for the competencies added to my background. In Chapter 2, I explore the knowledge base for this paper. This chapter examines mentor and coach skills, followed by a good knowledge base for my most actual discovery for leadership – the disruptive leadership, model, and archetypes. I also discuss some strategic leadership and implementation and framework. In Chapter 3, I consider my practical experiences showing the artifacts that contributed to developing them, and the last chapter, Chapter 4, confers the conclusion and final remarks for this paper.

Context

Official Description

The Andrews University Leadership Department requires the students to apply “the integration of a knowledge base with practical experiences” (*Leadership Handbook*, 2014, p. 58) through a set of competencies. Graduate work in leadership requires “the development of research values, knowledge, and skills, and the integration of those abilities into leadership” (*Leadership Handbook*, 2011-12, p. 69). Competency 2B, Mentor/coach, is defined as the process where “leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives” (*Leadership Handbook*,

2011-12, p. 36). The final objective is to establish a new personal and professional direction that involves an efficient strategy to facilitate individual and organizational goals. The second competency I will explore in this paper belongs to group five and is the Individually chosen option. Through this competency, I am going to explore my leadership history. I have used these competencies to improve my leadership as a whole. In the end, the right development of these competencies certainly brought success and satisfaction to my leadership and the organizations.

Personal Description and Exploring

Competency 2b – mentor/coach, it is essential to understand the steps involved when mentoring and coaching people. It also is necessary to acquire knowledge that can contribute to a better understanding of both areas and, most importantly, how to use this knowledge in my field. As President of Brazil's company, I had to allocate material, human and financial resources to implement organizational policies and programs and support overall human resources planning. Mentor and coach were essential skills and part of my success when talking, instructing, and directing my followers. I used to be the mentor directly for the department directors and a coach to improve performance. Later, working as the Assistant Pastor for the Brazilian church in Mount Vernon, NY, I had to use my knowledge to lead the church in evangelistic campaigns, represent the church in the community, and be the coach and mentor to many members and other department leaders. As a music teacher, my time is directed to mentor and coach my students, helping them develop their musical talent. For competency 5 – individually chosen option, I will explore the disruptive leadership's knowledge base and tie it to mentor and coach skills.

Background

Originally from Brazil, I have had the privilege to develop my experiences in three distinct areas: music, business, and church leader. All of these areas required strong leadership as well as coaching and mentorship for my followers. I remember that, I have always been drawn to individuals who were kind and carried themselves with an excellent leadership example. As a teenager, I remember my father and I participating in professional and social meetings. Through those meetings, I could observe that even dealing with some kind of conflict, the decisions he suggested reached a kinder and gentler approach. Many of his decision showed me how to lead. During my formative years, other leadership influences from my life came from my parents and church. To this end, I sought the wise counsel of those older than me, followed by reading good books, experienced bosses I have worked with, and through my religion.

However, facing conflicts, I could see that these resources left me asking more questions, and many times, wanting more answers. The only school seemed to temporarily fill the inner hunger to find answers, which led me to be a musician, church leader, and businessman. To this day, something still seems to be missing. Thus, my quest led me to Andrews University, where the promise of seeking knowledge, affirming faith and changing the world align with my leadership purpose to keep getting experience and grow in my leadership skills.

Strengths

Many of my strengths are evident in various aspects of my temperament, thinking style, and learning style, which have been dominant in my approach to learning, making decisions, working, or interacting with people. I took a few tests 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 is Musical (M=18), then 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.
6. My Top Five Themes Strengths are Strategic, Learner, Includer, Achiever, and Significance.

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 helped me in my vision to seek knowledge, affirm faith, and change the world through the Andrews University Ph.D. in Leadership program: 1. God is all; 2. God plans 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. Deep 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.

My Leadership History as a Musician

At an early age, my parents enrolled me in piano classes. They had no idea how the music world would impact my life. Undoubtedly, music is culture, satisfaction, love, history, perception, and lifestyle, but for me, it was more than that; it became my 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, perseverance, persistence, and determination. Since an early age, music has influenced my behavior. At 11 years old, 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 (SDA) church services, church choirs, and vocal groups. As my pictures show, I also played in recitals:



Pianist Career: The Dream



To build a career as a pianist was my goal, and 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 (SDA) churches. My dream of becoming a professional pianist was beginning to come true. I thoroughly enjoyed traveling and playing different public and cities in Brazil.

Pianist Career: The Nightmare

Nevertheless, the dream of becoming a renowned pianist was short-lived. As a consequence of intensive practice, a few years later, my arms movements were compromised. I looked for doctors, and my final diagnosis was called “Thoracic Outlet Syndrome” (TOS). This TOS causes compression among the spine vertebrae, and in my case, was between the third and fifth vertebrae. I had surgeries in both arms, and took me three years for a total recovery. 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 when God impressed me that I had to reinvent myself and focus on a new future. 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. I served as music director and musical producer in gospel music. I conducted choirs and vocal groups in many SDA churches in Brazil, the US, Canada, and a music teacher.

Moving Forward

Years later, I moved to the US. My career as a musician continued but in other ways. From November 2003 until the present, I have held the music school director and music teacher's position. The school offers classes on classical piano, piano by chords, vocal technique, acoustic and electric guitar, flute, drums, bass guitar, saxophone alto and tenor, and music theory, in both Portuguese and English languages. While living in Canada, I worked as the director of Christ for the Nations Music School & Arts Center, located in Toronto, Ontario, Canada. The music school was and was one of the departments that actively functions under the Brazilian Assembly of God church.

Back in the US in 2017, I am the founder, director, and music teacher for Avivar Music Learning Center, in Danbury, CT. This area gives me the chance to teach music and coach, mentor, train people and teams, and extend my knowledge to lead people and promote, manage, and develop my business. Working as a music school director and teacher, my leadership has to be effective. For example, the school has private and public music schools that are competitors in the neighborhood. So, I have to work ethically, pursue the goals, and attract new students. As a director and teacher, I have to employ my leadership position consciously about the consequences of not working ethically. I also have to be aware of the other teachers' actions and professionalism to ensure they are working accordingly. As leaders, we need to defeat restrictions, adapt to weariness, oppose diversions, and create strategies and techniques to achieve the objectives.

As a church music ministry director and pianist, I assumed creating and preparing, directing, coordinating, and producing musicals and music programs for the Seventh-day Adventist (SDA) church and communities in those three countries. My main reason was

to show Jesus and preach the gospel to them through the songs we sang. It is important to make the relationship that a pastor can preach for 30, 45, or 60 minutes and may not take the people to make a real decision to Jesus. On the other hand, by merely listening to a song and paying attention to the melody and lyrics, the holy spirit has the power to penetrate in the people's hearts and transform their lives through Jesus. My understanding and vision are that through the gospel songs, we can talk, sing and share many aspects that not only reflect Jesus Himself but through the songs, we can change lives and let them know more about Jesus and His ministry.

As a music school director, my duties included 1. Founded, planned, organized, and established a multi-ethnic music school, 2. Designed and implemented marketing objectives, promotional plans for generating resources and revenues, and evaluated communications strategies, 3. Oversaw the school's professional leadership and management, ensuring high teaching and learning processes, 4. Launched and consolidate actions to efficiently and effectively work with the funds and 5. Developed and generated successful relations with instructors, teachers, departments, and professional associations. I am impressed by how God brought me to the United States and, amazingly, to work with music, which has been my income source throughout the years.

My Leadership History as a Businessman

While recovering from the surgeries and taking business administration classes at a Catholic university, I got a job at Citicorp, a multinational bank in Brazil. I had reinvented myself and redirected my career in a different area. I focused on my BA in Administration. 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 Southern Region. As the President's assistant and manager of the MIS, I had enormous responsibility because I managed nine of 21 bank branches. I also actively participated in conferences at the headquarters office in Rio de Janeiro and Sao Paulo. We discussed new ideas in those conferences regarding new strategies, technology, marketing, quality, human resources, and sales to make Citibank the most reliable bank in Brazil. I developed the target distribution for the Southern Region, which was extended to all 21 branches. I also acquired experiences working as a sales manager for personal bank and business accounts.

Among my duties, I had: 1. Responsible for the clients' portfolio and planning, 2. Sales strategies development and follow up X results, 3. Management of the expenses and incomes versus the cost of operation, 4. Comparative analysis of works between our region and the others in Brazil. 5. I developed the Southern Region's distribution strategy and then to all the branches according to the goals set by Brazil's National Bank. 6. I created a report that measured daily sales and expenses across all bank branches nationwide. 7. I implemented a system to link customer addresses with income to target marketing efforts at income levels, leading to increased assets and profitability across the bank operations. During my time working for Citibank, I pursued my Bachelor's degree in Business Administration, followed by a Specialization in Finance, and two years later, I graduated with a Master's in Business Administration (MBA).

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). After one year, I was reassigned to be a warehouse manager (another company's office, 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 Chief Executive Officer (CEO), a Volkswagen car dealership in Parana, Brazil.

As the CEO, 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 it to its strategies and goals. I revised the company's internal systems and 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. Working as a businessman, good leadership, ethics, values, coach/mentor, and integrity were principles that I had to command, apply, and demand to maintain the business credibility not only to the company's employees but also to shareholders. I left the company to come to the United States to pursue my Ph.D. in Leadership at Andrews University. My goal was to seek knowledge and to obtain further education at the same time to grow personally and professionally.

My roles as Chief Executive Officer (CEO) were: 1. Coordinated a proactive working relationship with chief executive officers, corporations, bankers, investors, business partners, and other personnel critical to corporate growth, expansion, and profitability, 2. Executed a total restructuring and realignment of strategic planning, operations, sales & marketing, finance, administration, technology, and HR, 3. Chaired employee productivity over 20% by applying the company's concepts and organizational restructuring, 4. Headed, planned, implemented, and managed corporate infrastructures

and business plans to maximize performance, quality, efficiency, and bottom-line profits, 5. Mentored and coached team to successfully identify new opportunities for growing earnings by expanding sales functionality across diversified products and services, and 6. Consolidated trust and cemented loyal customer partnerships through professionalism and integrity

My selected achievements were:

1. Awarded the best car dealership in all Parana states and featured a dealership model based on all Brazil territories' performance.
2. Succeeded as best leadership locally and regionally for many consecutive years.
3. Boosted sales from \$7M to over \$21M in 4 years by restructuring market strategies and improving customer service, overcoming competition to become the market leader.
4. Enhanced revenues 41% by executing a series of business development initiatives that expanded annual sales, opened new markets and built new distribution channels.
5. Reduced operating costs by 15% through strategic analysis of processes, procedures, and computer systems.
6. Headed tactical direction to senior management by recommending and coordinating the purchase and sale of development/investment properties to optimize profit.
7. Conceptualized and orchestrated marketing campaigns that effectively reinforced brand identity and increased sales.
8. Redesigned workforce costs by analyzing all department employees' job duties and implementing principles to remove non-value-added activities.
9. Recruited, shaped, trained, motivated, coached, and supervised an A-caliber team of sales consultants, increasing personal and team sales, and
10. I successfully developed and executed programs to accelerate the development of high potential leaders.

My Leadership History as a Church Leader

My third area was developed as the Assistant Pastor and church leader. From April 2004 to June 2012, I held the position as the 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 (GNYC) of the Seventh-day Adventist (SDA) Church. As the Assistant Pastor, I faced many situations where people came to the church for various reasons. Some people used to go to church only to get some food or personal needs showing they have or want no commitment to the church, the pastor, or its members. On the other hand, many people used to come to church looking for something they could feel satisfied and comfortable. Others still came only to get some spiritual needs and seek prayers that could give them some relief. In any one of those circumstances, in my position, I was able to help them when they were there looking for something that could make a difference in their lives.

On many occasions, I could show the people in need our values and spirituality as a Brazilian church community. Among my duties, I had: 1. I was recruited to lead the church choir, 2. Later appointed First Elder and the Assistant Pastor with counseling roles for personal and cultural challenges, 3. I developed and hosted multiple, complex holiday music programs, and 4. Church outreach spokesperson and charity program manager to the surrounding community.

Summary

Leadership is always a challenge. For me, it became a passion, and I have been studying this topic for the last 20 years. I have acquired music, church, and business experiences, living, and studying in three different countries, Brazil, the USA, and

Canada. The skills tied to the duties are uncountable and have helped me be a better leader. As a musician, teaching students and developing their talents, I apply mentorship steps because my classes are private, and I follow the student's development every week. I also use my coaching skills because I give them the feedback they need to improve their daily practices. In the next chapter, I explore the knowledge base on leadership and mentor and coach skills.

CHAPTER 2

KNOWLEDGE BASE

Leadership

This chapter discusses the knowledge base definitions that bring more significance to a better understanding of my leadership role through the organizations in general. It also addresses the leadership challenges required from the leaders that are willing to follow new paths toward success. Press and Goh (2018) stated that “as a leader, you must shape your future, not just accept your present” (p. 5). Furthermore, in this challenging world, more than the interaction between the leader and follower, my leadership needs to be recreated in each moment and for different reasons. Simultaneously, I need to be *disruptive*, looking for new ways of leading, innovating, changing, planning, and implementing new strategies for my personal and professional lives.

A leader is a mixture of science and art. A science because of core values and true principles includes 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 outstanding 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 (SDA) Church. These three beliefs: seek knowledge, affirm faith, and change the world are observed in my daily life to the extent that they provide the inspiration and encourage me to pursue 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.

Thus, the leaders' prerogative is that they "must do something much more substantial and, frankly, much more different from anything they have ever done before in their professional careers" (Gentry, 2016, p. 6), even with the risk to commit mistakes and failure. But more importantly, the leaders need to learn and grow in their leadership from their errors and setbacks. If some failure happens at a particular moment, as a leader, I have to be conscious that I can learn and succeed in the next one. As leaders, we all have a risk of failing, and at a second challenge, we all may achieve success. An essential concept to recognize is that both experiences are crucial to reach success.

In the capture of a more precise leadership definition, studies have shown that in the last 100 years, researchers have contributed to more than 200 leadership definitions and formulating more than 65 different leadership classifications where hundreds of books are published every year (Kao, 2018). Several companies offer "graduate programs of all kinds – [and] business schools to seminaries – now offer advanced degrees in leadership" (Kao, 2018, p. xiv). Thus, all the above present different approaches, measures, and meanings toward the same goal in defining leadership. In his book, *The Leadership Factor*, John P. Kotter (1988) described "leadership as the process of moving a group (or groups) of people in some direction through (mostly) noncoercive means" (p. 16). In another reasoning, George (2000) asserted that leadership is an emotion-laden process coming from a leader and a follower. Many definitions usually address the leader's nature instead of the kind of leadership, so leadership is a "process that is not specifically a function of the person in charge" (Barker, 2001, p. 491).

Goleman (2005), writing in his book titled *Emotional Intelligence*, gave his contribution saying that “leadership is not domination, but the art of persuading people to work toward a common goal” (p. 149), which resonates with the idea that “leadership is, in part, about managing emotions” (Antonakis, Ashkanasy, & Dasborough, 2009, p. 250). Furthermore, Northouse (2010) pointed to leadership as “a process whereby an individual influences a group [...] to achieve a common goal” (p. 3), where “leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes” (Daft, 2011, p. 5)

As the term leadership portrays several definitions and understandings, it is still an open and broad subject of study. However, R. L. Hughes, Ginnett, and Curphy (2012) presented my favorite definition among all. They stated that “leadership is a process, not a position” and “involves something that happens as a result of the interaction between a leader and followers”(p. 1) at the point of motivating and inspiring a group toward goal accomplishment. Within this context, leadership is about what you do, plus a combination of your life experiences added to who you are as a person forms your leadership potential. However, to achieve this potential “depends on what actions you take” (Kaplan, 2015, p. 21).

I also believe that leadership is both courage and hope in action where courage gives the confidence to think that I can do it. According to Kouzes and Posner (2006), everyone has stories to tell that involves courage. Courage entails making choices in the face of adversity. It does not mean that I don’t feel fear. Instead, “courage...is about choosing to face danger and risk, despite your fear” (Kouzes & Posner, 2006, p. 134).

On the other hand, hope is the fuel that causes the human engine of determination to keep burning. Hope is a desire to see dreams come to pass (Edwers, 2008). The leadership through an organization requires courage and hope. It requires courage to accomplish the mission and vision with confidence and optimism, and hope to see the dreams come true. To reach success, the organization will also require motivated and inspired leaders to use their position to interact with the followers working together toward the organization's same mission and vision. In doing so, decisive leadership will be an essential skill for us as leaders.

Hence, based on the needs beyond what can be seen, I will coin and use the term disruption as an essential way of thinking that will be indispensable from the leadership to reach success. Understanding and dealing with disruption and even promoting it at a proper level will require a different leadership skill level because disruption modifies the way we operate. The new argument now is, what do we need to do to promote disruption in a suitable form for the organization and ourselves? I will introduce the leadership competency model and explain disruption in leadership, model, archetypes, and mindset. All combined certainly are essential pieces for a complete understanding of leadership importance through the organization.

Leadership Competency Model

Leadership requires skills and behaviors that help the leaders to reach success in all areas in the organization. More responsibilities seek leaders with expertise and actions that can move companies to achieve success. According to R. L. Hughes et al. (2012), competency models “describe the behaviors and skills managers need to exhibit if an organization is to be successful” (p. 252). Accordingly, regardless of the country and

business, leaders can exhibit different behaviors to fulfill various organizations with distinct competency models based on nature, business model, size, level of globalization, and technology.

The list below, suggested by R. L. Hughes et al. (2012), presents a typical competency model for middle managers that includes skills and behaviors as follows:

1. Analyzing problems and making decisions: Effectively examines issues and makes decisions on time.

2. Thinking strategically: Brings a clear view in dealing with issues and problems confronting information coming from various industries, markets, and competitors; handling strategic that will "fit" to solve the issues on the decisions and actions taken.

3. Financial and technical savvy: Has technical and financial knowledge when dealing with a customer, operational, and economic and financial problems.

4. Planning and organizing: Has clear goals and action plans and organizes resources to achieve business results.

5. Managing execution: Evaluate, monitors, and directs performance, reaching successful achievement of objectives.

6. Inspiring aligned purpose: Engages followers in the mission, and vision, cultivates a high level of motivation.

7. Driving change: Continually looking for ways to improve the team or organizational performance. Stimulates changes and others to make changes.

8. Building the talent base: Promotes alignment of the talent versus the business objectives; develops talented team members with high potential.

9. Fostering teamwork: The goal is the target. Promotes the environment needed where the employees jointly work toward goal achievement.

10. Creating open communications: Outstanding skill in communication.

11. Building relationships: Good relationship up and down in the hierarchy. A productive relationship is vital.

12. Customer focus: The focus is the customer always seeking ways to increase customer satisfaction.

13. Credibility: Builds credibility with consistency through words and actions.

14. Personal drive: Meets objectives and achieves results.

15. Adaptability: Adapts and adjusts to changes and challenges situations. It works positively under pressure, and

16. Learning approach: Identifies opportunities as well as resources for improvement.

All these skills and behaviors that make a leader are useless if the leader is not aware of what they can do better. Not only that, toward his or her personal life as well.

What is Disruptive Leadership?

Disruptive leadership has its roots coming from the theory of disruptive innovation, primarily developed by Christensen (1997), referring to a process in which an underrated product or service starts to become popular enough to replace or displace a conventional product or service. Krzyzewski and Phillips (2000) in *Leading with the heart: Coach K's successful strategies for basketball, business, and life* wrote that “leadership, like basketball, is a game of adjustments” (p. 173). Leadership requires a

constant and overlapping adjustment in the leader's moment and is a process and encompasses different ways to do and achieve effective leadership.

Specifically, the meaning of disruption, which joins itself to disruptive leadership, is connected. In-depth, disruptive leadership begins with an understanding of the disruption word and its context. The word disruption, formally defined, presents many meanings such as “an act of delaying or interrupting the continuity” or “the act of causing disorder” or still “a disorderly outburst or tumult” (Vocabulary, n.d.). However, even understanding and explaining disruption does not represent how it is used to support disruptive leadership. In contrast, disruption, applying it to leadership “is taken to mean a force for good – a force for change that makes things better, either by displacing or overthrowing the old, or by creating new ways, things, thinking, or methods” (Kao, 2018, p. xv), being the claimed responses to the inaction that encompasses us. Thus, disruptive leadership has broadened beyond its meaning to include disruptive influences that require new ways of thinking and operating. Even a deeper innovation into the way things have been done until that specific moment. My understanding of disruptive leadership is that to achieve something different, you have to think, learn and create something differently – meaning that you have to apply all your skills, knowledge, traits, attitudes, intelligence, emotions, and actions toward the new desired goal.

Charlene Li, in *The Disruption Mindset: Why Some Organizations Transform While Others Fail*, expressed her conviction on the importance of the disruptive leadership, claiming disruptive “as the ability to challenge the status quo and to try to change a situation for the better” (Li, 2019, p. 109). Indeed, disruption drives disruptive leadership, calling for “leaders to embrace change, ambiguity, and opportunity” (Weaver,

2016, p. 1). Disruptive leadership “calls for leaders who envision boldly, think innovatively, and listen intensely to the needs of customers and employees” (Billington & Ellersgaard, 2017, p. 133). The principles of disruption leadership work in many fields such as business, military, athletic, political, governmental, educational, nonprofit, Fortune 500 business companies, small companies, developed countries, and countries struggling in their developments. They work with no regard for gender, age, or race; in the end, “they work wherever there is a dream” (Kao, 2018, p. xv).

Disruption drives leadership, and it can also be related and exemplified using the biblical story of David and Goliath in the following:

Goliath represents the old order. David represents the new order. Goliath is big and ugly and must be vanquished. David is new and fresh and has never been seen before. David is unanticipated and unconventional. Goliath is foreboding and standing in the way. Goliath is attitudinal, systemic, and entrenched; he stands in the way of progress and change. David comes to replace Goliath. David comes to disrupt (Kao, 2018, p. 1).

Disruption drives leadership, and both combined require disruptive leaders. So, the disruptive leader is not only “someone in a leadership position who is always looking for better solutions and ways to enhance processes [...] who prefers to see the big picture and is not afraid to shake things up to get the required results” (Joy, 2017, p. 58). The disruptive leader is the one that calls for the responsibility to incorporate change into the organization’s processes, culture, and routine. Thus, a disruptive leader is a process of claiming the status quo as usual and then attempting to transform circumstances for the better, which will be significant for guiding disruptive growth (Li, 2019), which means that the disruptive leader promotes change to improve things.

Faisal Hoque (2015), in his online article *5 Habits of truly disruptive leaders* published by *Fast Company*, classifies five essential practices for disruptive leaders:

1. They persistently pursue the truth: They are continuously testing to form beyond any doubt their companies' strategies are still valuable, spotting when they aren't.
2. They lead others in moments of chaos: Communication is vital. Leaders have to be very clear in communicating how the new opportunities coming from the strategies tie into the following objectives: what new movements are the organization making, and why. Disruptive leaders empathize with their groups and include them in their way of thinking. Through this involvement, chaos may be seen as less chaotic, regardless if you can't guide out ahead of time each move that will take you there.
3. They are convincing: Disruptive leaders express very precisely not only what they want, why, and when but help to make it happen. Decisiveness is a guiding principle.
4. They create new rules and break the old ones explaining why they do it: Normal is not a useful word in their vocabulary. Normal sounds obsolete. There is still a "new" usual way to do things, and the leader is in charge of communicating and give directions.
5. They handle well on uncertainty: Leaders work on some level of risk because you never recognize how something will work till you try it (Hoque, 2015).
Sometimes you have to modify your assumptions and adapt your plans based on the results.

These five habits are essential for the leaders because they help them be more aware of what they need to do to move the organization towards their goals, mission, and vision

accomplishment. For these reasons, there is a calling for disruptive leaders into leadership working through organizations.

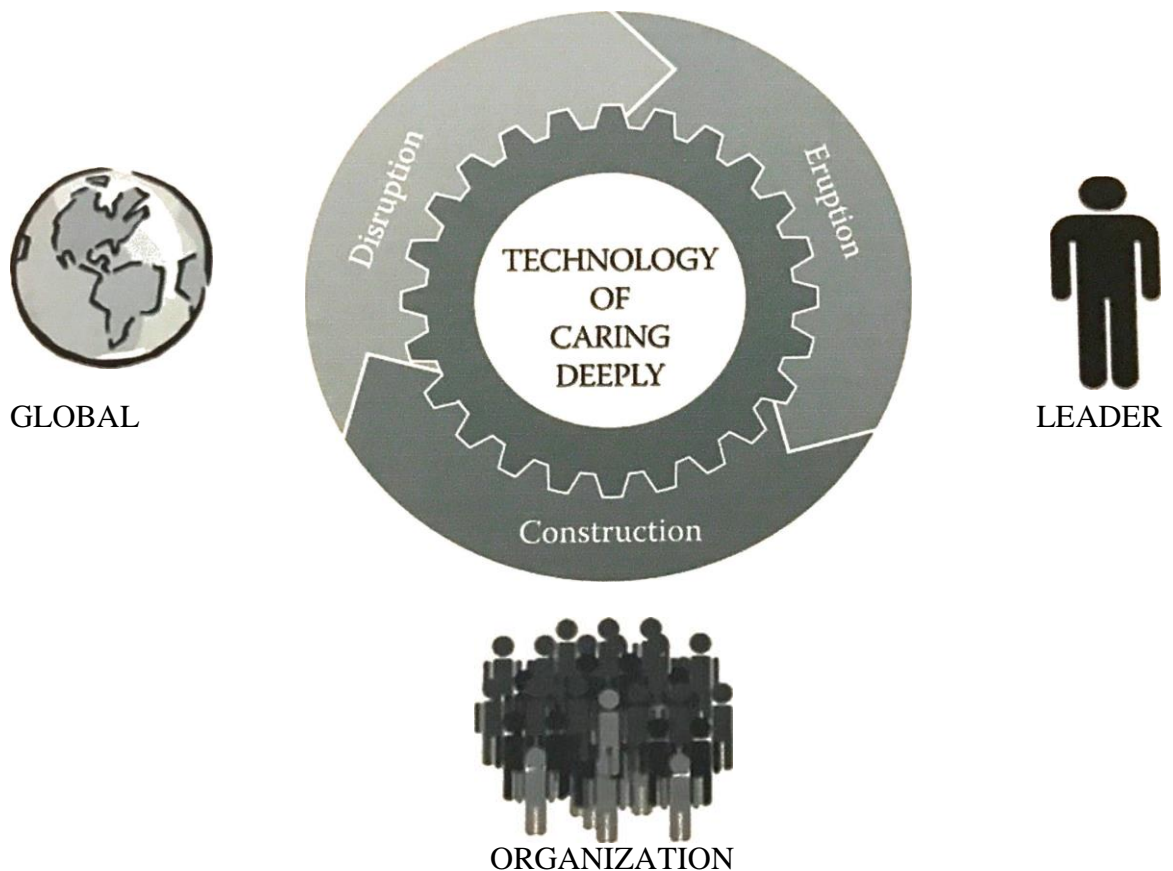
In 2017, Maryann Billington and Birgitte Ellersgaard wrote an article for the Business Education Innovation Journal titled *Unleashing Disruptive Leadership*. In that piece, they suggested four essential competencies as attributes of disruptive leadership, and they are 1. The leaders contribute with their expertise where their *know-how* may vary upon the task. 2. The leaders' actions are the driving force for progress. Actions are related to the conditions that require the leaders to entrust to other different tasks, such as leading implementation and decision-making levels. 3. Leadership is precisely a combination of how you bring your personal traits and values to life. They can be a mixture of “the result of character, experience, industry, self-awareness, and developed competences” (p. 134). 4. The leaders' role is presumably to lead people. The company's values and goals represent Their interactions that reflect the leaders' relationship with others. As I have discussed disruption, disruptive leadership, and disruptive leaders, I now bring the disruptive leadership model representing this significant leadership tendency.

Disruptive Leadership Model

Kao (2018) presented the disruptive leadership model (Figure 1), which includes three phases: the individual (leader), that represents the eruption phase; the organization, that means the construction phase; and the global, that represents the disruption phase. The first phase is the individual (leader). It is inner, personal, and includes the mental pictures and emotional power that links to leadership actions. This is the eruption phase. The second phase is the organization. Through this phase, mission and vision are created

and where the team is gathered, and changes are planned. This is the construction phase. The third and last phase is global. Through this phase, there is an impact, and things make a difference. The old things are gone, and the new ones are established. This is the disruption phase.

Figure 1. Disruptive Leadership Model by Kao (2018)



Through the organization, leadership comprises these three phases: the eruption, the construction, and the disruption phase. The eruption phase involves all the processes where the organization concept, plans, purposes, and goals were mentally built and emotionally boosted. The construction phase consists of transferring the construction

phase to the organization to make the team and create the mission and vision that will propel the changes. Furthermore, the disruption phase is where the strategy or thinking process is implemented through processes or tactical steps. The disruption phase claims to transform the organizations into a successfully developed, planned, and effective ones.

Disruptive Leadership Archetypes

According to Li (2019), there is no wrong or good disruptive leader. The transformation is upon the changes' pace, and depth, combined with how comfortable and capable the leader drives the transformation. In an attempt to measure the disruptive leader's appetite for leading change, the author proposed the leaders should rate themselves on a scale of 1 (not disruptive at all) to 10 (extremely disruptive) on how disruptive they did believe they used to lead. The main idea originated with the disruption definition, which stated as “challenging the status quo and trying to change a situation for the better” (p. 213). All individual scores merged produced the “disruptive quotient,” where the average quotient across all leaders was 6.1, with the majority falling between 4 and 8. How did Charlene Li arrive at the idea of the archetypes? Li (2019) explained the rationale in the following:

I asked the leaders how much they agreed – on a scale of 1 (strongly disagree) to 5 (strongly agree) – with a set of statements on leadership beliefs and also how often – on a scale of 1(never) to 5 (almost always) – they engaged in a set of leadership behaviors. They were also asked to choose between a set of change mindset, which scaled from 1 (not comfortable with change at all) to 5 (highly comfortable with change). I compared their scores to determine whether they were above or below average when it came to these mindsets and behavior. Finally, I analyzed how these scores correlated with their reported disruptive quotient scores. (p. 213)

The four archetypes are the Steadfast Manager, the Realist Optimist, the Worried Skeptic, and the Agent Provocateur. (Figure 2)

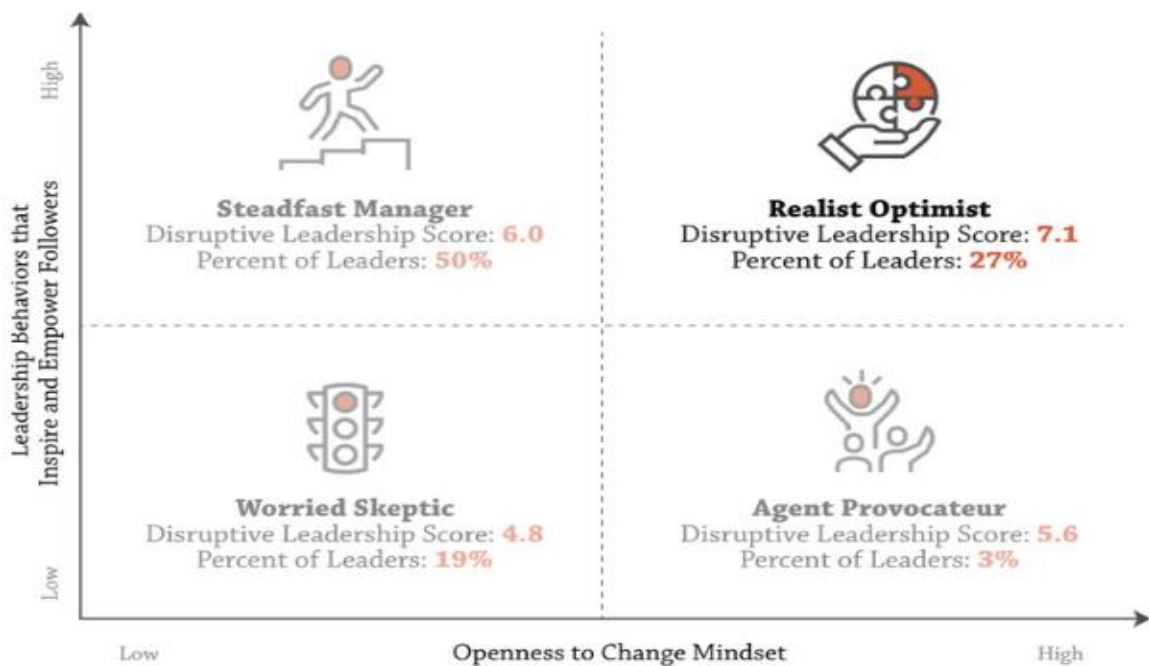
The first archetype, the Steadfast Manager, presents the following characteristics where they (are): (a) The leaders are chosen when the change must happen on time and budget, and they get it done; (b) Detailed in explaining their roles, expectations, and procedures; (c) Give feedback; (d) Minimize risk and failures; (e) they are not too open to change and prefer to stick with something that works; (f) the definition of success is “things running well, smoothly, and consistently” (p. 110); (g) in a transformation, they become uncomfortable with the transfer of priorities; (h) they prize value on their work; and (i) the Realist Optimist is their best partner.

The second archetype, the Realist Optimist, carries the following characteristics where they (are): (a) Highly effective disruptive leaders with a mindset to change and strong leadership that inspires and empowers the followers; (b) Optimistic; (c) Deal very well with stress; (d) Learn with fails and mistakes; (e) Build a coalition of people that will make the changes happen; (f) Stand with their position, and most leaders in the organization might not think the way they do; and (g) Work very well with other Realist Optimists but are prudent to build a coalition with the Steadfast Managers to overcome their anxiety around change.

The third archetype, the Worried Skeptic, brings the following where they (are): (a) Worried about all the things that might go wrong; (b) Experts in cleaning up the mess; (c) Rely on analytical skills and experienced colleagues; (d) Rational people, they can see the “potential downside to a risky disruptive strategy” (p. 112); (e) Need to improve their leadership skills and curiosity about the proposed initiatives, and (f) Work well with the Realistic Optimistic.

The fourth and last archetype, the Agent Provocateur, contributes with the following: (a) They present a big appetite for failure and change with no conformism; there is always some way different to do things, (b) there is no routine, (c) they think: change creates new growth opportunities, (d) they touch the unknown and find it challenging to involve people and take action, (e) they focus on establishing expectations on the changes they are pursuing, and (f) they have to build a coalition with the Steadfast Managers to drive disruptive growth.

Figure 2. The Disruptive Leadership Archetype (Li, 2019, p. 109)



Disruptive Leadership Mindset

Leading through the organization, the leaders have to attune to their *mindset*. Leadership is a “mindset, not a title” (Li, 2019, p. 105). Leadership mindset and style wrote Dean Anderson & Linda A. Anderson, in their article *Why Leading Transformation*

Successfully Requires a Shift of Leadership Mindset, establish the whole atmosphere for organizational culture and performance, including how the leadership administers the change efforts (Anderson & Anderson, 2009). By mindset, D. Anderson and L. A. Anderson (2010) referred to it as “our worldview, the place or orientation from which we experience our reality and form our perceptions of it” (p. 162). The authors argued that the cornerstone of mindset is our values and core beliefs we sustain about others, life in general, and ourselves that reflect our assumptions about reality. In reality, what we perceive is totally impacted by our mindset, the same way as our mindset influences our experience of what we see (D. Anderson & L. A. Anderson, 2010).

Peter M. Senge, in his book *The Fifth Discipline: The Art & Practice of the Learning Organization*, proposed a very similar meaning to mindset, calling it mental models. By mental models, Senge (1990) claimed that they “are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action” (p. 8). To better understand what mindset means to us as leaders, and how it works, it begins by rotating the mirror inward, learning to uncover our intimate portraits of the world, and then bringing them to the surface, examining rigorously. There is a close relationship between our mindset and our brain and how they work together. The author highlighted that mindset “includes the ability to carry on *learningful* conversations that balance inquiry and advocacy, where people expose their own thinking effectively and make that thinking open to influence of others” (Senge, 1990, p. 9). William Gentry, in his book, *Be the Boss Everyone Wants to Work For: A Guide for New Leaders*, wrote that to be an effective leader, you should “flip your script by flipping your mindset” that means “be motivated to learn because it is fun,

engaging, exciting, and you enjoy it” (Gentry, 2016). While some leaders may confuse the leader's learning process with the concept of a disruptive leadership mindset, the latter is much broader than genuine efforts to learning in a daily routine. Emphasizing learning, Senge (1990) stated that:

Through learning, we re-create ourselves. Through learning, we become able to do something we never were able to do. Through learning, we re-perceive the world and our relationship to it. Through learning, we extend our capacity to create, to be part of the generative process of life. This is the basic meaning of a learning organization, an organization that is continually expanding its capacity to create its future. (p. 14)

In her book *Mindset*, Carol Dweck (2016) wrote that people present two predominant mindsets: fixed and growth. A fixed mindset relates to what life gives to them ahead of their abilities, talents, and intelligence due to hard work. There is a need to look smart and prove themselves to others that they are better than others. On the other hand, they fear failure. According to Dweck, two questions about intelligence can relate your mindset as a fixed one; they are: (a) your intelligence presents the basics about you that there is no space for change, and (b) you can still acquire new knowledge about things, but “you can not really change how intelligent you are” (p. 12).

According to Dweck, a growth mindset is attached to learning, training, and persistence in which a leader's abilities are unknown and can be developed. They learn from their failures and get “help from others” (p. 7). In the end, those that present a growth mindset are those who flip their script by flipping their perspective and are better off as compared to the ones with a fixed mindset (Dweck, 2016). Also, two criteria about intelligence can indicate you have a growth mindset; they are (a) you can always improve your knowledge, no matter how much intelligence you have, and (b) this one is vital “you

can always substantially change how intelligent you are” (p. 12). Nevertheless, when you go into the growth mindset leaders' realm, “everything changes” (p. 125).

Disruptive leadership requires not only a flip on the mindset but also requires mindfulness, which “is the capacity to be fully aware of all that one experiences inside the self – body, mind, heart, spirit – and to pay full attention to what is happening around us – people, the natural world, our surroundings, and events (Boyatzis & McKee, 2005, p. 112). While these aspects presented by Boyatzis & McKee reflect one side of mindfulness, Daft (2011) introduced a closer definition related to disruptive leadership mindset saying that mindfulness is “the process of continuously reevaluating previously learned ways of doing things in the context of evolving information and shifting circumstances” (p. 139), which involves independent thinking, an open mind, curiosity, and constant learning. Based on the meaning of mindset and disruption as analyzed and explained above, I claim that disruptive leadership also requires skillful leaders with self-awareness, who handle well their assumptions and maintain optimism allied with critical and independent thinking.

Self-awareness is intended to be the first requirement for disruptive leaders. Self-awareness can be linked to a leader's success; besides, it is one of the extensions of what constitutes emotional intelligence. Awareness, Linda Ackerman Anderson and Dean Anderson, in the book *The Change Leader's Roadmap: How to Navigate Your Organization's Transformation*, argued that the leaders' success in the process of change is entirely defined by their state of awareness (L. A. Anderson & D. Anderson, 2010). Furthermore, the authors stated, “your level of awareness influences your change strategy, plans, decisions, leadership style, interpersonal and organizational

communications, relationships, what you model, emotional relations, willingness to change, and ultimately, your outcomes” (L. A. Anderson & D. Anderson, 2010, p. 11), nothing is left without your touch as a leader.

More specifically, self-awareness is the “ability to recognize how you are feeling and why you are feeling that way, and the impact your emotions have on the thoughts and actions of yourself and others” (Stein & Book, 2011, pp. 21-22). Self-awareness is more easily recognized when you pay attention to and reflect on different approaches, such as; Am I aware of the impact others have on me and others? Am I aware of my derived actions caused by my defensive routine? Do I understand how, when, and why to move out a situation? Am I aware of and know how to let wrongs feelings or concerns go? Am I working on being humble? Am I aware that I might not have the last word? All these approaches in single or grouped cases are vital in positioning the self-awareness when facing various situations. As cited in Stein and Book (2011), Paul Weiland, CEO of a leadership development program in Pennsylvania, wrote in *Fast Company* (June 1999) that strong leadership has its startup with the self-awareness of who you and what your values are. He emphasized the need for “communication, authenticity, and the capacity for non-defensive listening; nothing to do with strategic planning or budgetary knowledge” (p. 30), but related to emotional intelligence.

Daniel Goleman, one of the emotional intelligence pioneers, declared that “research has shown that the most successful leaders have strengths in the following emotional intelligence competencies: self-awareness, self-regulation, motivation, empathy, and social skill” (Goleman, 2000, p. 3). In this context, self-awareness is usually seen as an individual attribute that claims “the ability to read and understand your

emotions as well as recognize their impact on work performance, relationships, and the like” (p. 6), still recognized as being “aware of both our mood and our thoughts about that mood” (Goleman, 1995, p. 47), becoming one of the skills “most necessary to succeed in life” (M. Hughes & Terrel, 2012, p. 47). Roy M. Oswald and Arland Jacobson in *The Emotional Intelligence of Jesus*, wrote that self-awareness is “the capacity to identify, moment by moment, the thoughts, emotions, and body sensations occurring within us” (Oswald & Jacobson, 2015, p. 25), allowing us to be aware of our past and present behavior.

It is possible to connect self-awareness to both the spiritual side and career success and leadership performance. On the spiritual side through Jesus, self-awareness is profoundly established in Christian principles, and Jesus’ life and lessons; thus, it is genuinely the unique condition for genuine spiritual maturity (Oswald & Jacobson, 2015). On the business side, Zes and Landis (2013) correlated self-awareness as the knowledge “of one’s strengths and weaknesses, ability to admit mistakes, and tendency to reflect – can be developed in leaders” (p. 1), with a deep link between organizational success and leader’s self-awareness skills. On the other hand, the authors detailed that it is not a quick and easy skill that many leaders develop.

The second requirement for skillful disruptive leaders is how they handle their assumptions. One of the definitions of assumptions presented by Merriam-Webster is “assuming that something is true” (Merriam-Webster, n.d.). When we analyze the meaning of the leadership field's assumptions, it is reasonable for the leaders to see their beliefs as temporary ideas in opposition to fixed ones. There is a connection between leaders' assumptions and awareness. Daft (2011) argued: “the more aware [a] leader is of

his or her assumptions, the more the leader understands how assumptions guide behavior and decisions” (p. 137).

Daft (2011) and Thompson (2014) cited Douglas McGregor (1960), where the latter described two different sets of assumptions regarding human nature, called Theory X and Theory Y. Theory X displays the assumption that people avoid responsibility and are not motivated to work, desire security above all as well as exhibiting laziness behavior. In this Theory X, McGregor stated, the managers or supervisors believe that to get the best from the people, they must be coerced, directed, controlled, or threatened to get their best effort.

By contrast, Theory Y presents the assumption that people are committed to doing the work, like it, want to develop their skills, and are willing to give their best effort, exercising their creativity and imagination toward the organization's goals. People in Theory Y do not need to be coerced or controlled to perform their task well. Thompson (2014, p. 304) claimed that the “McGregor Method and Theory Y are examples of high-involvement strategies in which workers make decisions about work events, as well as organizational direction (McGregor, 1960). Nonetheless, McGregor’s assumptions precede an effect on the leadership by “causing leaders and managers to examine their beliefs about human nature” (Kieu, 2010, p. 44)

The third requirement for skillful disruptive leaders is optimism connected to critical and independent thinking. In brief, Steven J. Stein and Howard E. Book, in the book *The E.Q. Edge: E.Q. emotional Intelligence and Your Success*, defined optimism as “the ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity [...] it involves remaining hopeful and resilient, despite occasional

setbacks” (Stein & Book, 2011, p. 208). Martin Seligman, a psychologist at the University of Pennsylvania, in his book, *Learned Optimism: How To Change Your Mind And Your Life*, defined optimism making a connection between people’ successes and failures, claiming that optimistic people see a loss as due to something that can be changed so that they can succeed the next time. On the other hand, pessimists take the blame for failure (Seligman, 2006). Optimism also can be seen as the expectation to see the positive side of things together with the feeling and hope that everything will go well (Daft, 2011), which also “can be learned” (Goleman, 1995, p. 89). Daniel Goleman, in *The Emotionally Intelligent Leader*, recently wrote that “optimism and organizational commitment are fundamental to leadership – just try to imagine running a company without them” (Goleman, 2019, p. 40)

Critical thinking straightforwardly determines when to think and act strategically and when to think and act tactically (Stein & Book, 2011). In other words, critical thinking is related to the ability to ask the right questions, identify problems and issues, and come up with new resolutions (R. L. Hughes et al., 2012). Together with critical thinking, independent thinking is also as important as guiding the skillful disruptive leader. Independent thinking means “questioning assumptions and interpreting data and events according to one’s own beliefs, ideas, and thinking, not according to pre-established rules, routines, or categories defined by others” (Daft, 2011, p. 138).

People who present independent thinking stand up for their own beliefs and opinions and say what they think regardless of what others may think. The connection between critical and independent thinking resides on “to think independently means staying mentally alert and thinking critically” (Daft, 2011, p. 138). To conclude this

section, my definition of disruptive leaders reads: Disruptive leaders seek out for leaders that have self-awareness, handle their assumptions, employ critical and independent thinking, and have a personal and professional mindset to grow.

Strategic Leadership & Implementation

Leadership is vital to create and execute any strategy. Disruptive strategy demands disruptive leadership (Billington & Ellersgaard, 2017). In *The Disruption Mindset* book, in *The Simple Secret of Successful Disruptive Strategies* chapter by Li (2019), she wrote a statement affirming that “disruptive, exponential growth comes only from your customers of tomorrow” (p. 18). Regardless of the field, this statement is valid for any organization that vision a successful future. Thus, while some may confuse and imply that good leadership handles good strategy, disruptive leadership calls for leaders who can disturb an organization's status so they can promote or cause change, innovation, and transformation to subsist or grow (Billington & Ellersgaard, 2017). In doing that, it is vital to connect the strategy to leadership, making it strategic leadership, where “one of the most important responsibilities of a strategic leader is to establish direction” (Harrison & John, 2014, p. 6).

R. Duane Ireland and Michael A. Hitt (1999), in their article titled *Achieving and Maintaining Strategic Competitiveness in the 21st Century: The Role of Strategic Leadership*, defined strategic leadership as “a person’s ability to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate changes that will create a viable future for the organization” (p. 63), setting directions, making important decisions, and rallying the followers or employees (Harrison & John, 2014). In another article, *Strategic Leadership: The Essential Skills* published by Harvard Business

Review, Paul J. H. Schoemaker, Steve Krupp, and Samantha Howland (2013), inferred six vital skills for leaders. They present the ability to anticipate, challenge, interpret, decide, align, and learn, allowing the leaders to think strategically and “navigate the unknown effectively” (p. 2). Through these abilities, leaders will not achieve success following the same path used in the past. Something new has to happen, and this is a call for disruptive strategy tied to disruptive leadership, which “challenges traditional leadership competencies” (Billington & Ellersgaard, 2017, p. 133).

My representation of this process in Figure 3:

Figure 3 – The Strategic Leadership Transformation by Osvaldo Santos



Regardless of the field, an organization cannot grow well towards a goal, mission, and vision without a “clear viewpoint and framework for the future” (Daft, 2011, p. 396). Strategic leadership is accountable for bringing both the external and internal environment regarding choices on the vision, mission, strategy, and how to execute them well (Daft, 2011) and doing its evaluation and control (Lussier & Achua, 2013). According to Billington and Ellersgaard (2017), “leaders must develop and strengthen innovative and intuitive competencies in order to support a disruptive strategy and lead

through turbulent times that may describe the world for years to come” (Billington & Ellersgaard, 2017, p. 133).

Strategic Management Framework.

The Strategic Management Framework, as proposed by Lussier and Achua (2013) and illustrated in Figure 4, is a four-step process that moves an organization through change toward success. The four-steps are environmental scanning, strategy formulation, strategy implementation, and strategy evaluation and control.

The top-level or first step is environmental scanning. Through this process, the strategic leaders detect significant internal and external environmental factors related to the vision, mission, goals, strategy, and organization model (Lussier & Achua, 2013). The second step is strategy formulation. A strategy is the general plan of action that describes how to allocate resources and other activities that may include the environment and help the organization achieve its goals and vision (Daft, 2011). Strategy formulation is a combination of actions for the organization and its departments (Harrison & John, 2014). Furthermore, it connects vision and mission, where the vision represents the aspiration on where the organization plans to be in five to ten years or is a “forward-looking view of what the organization wants to become” (Harrison & John, 2014, p. 80). The vision works together with the organization's mission that represents the purpose, values, and reason for the strategy's existence.

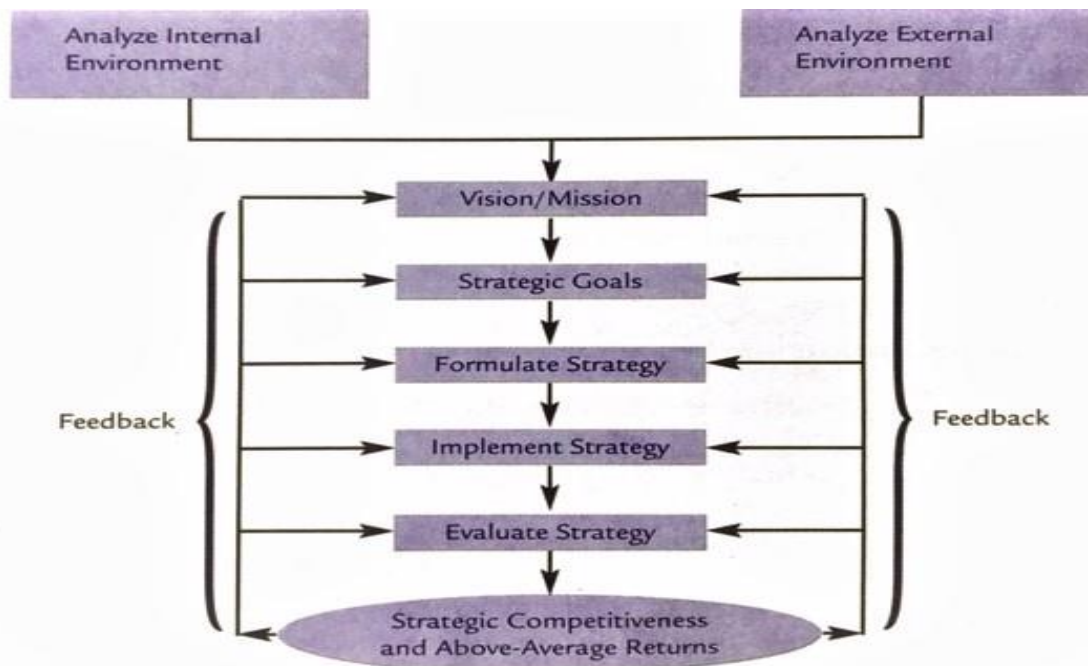
Leadership vision, said Daft (2011), is an “attractive, ideal future that is credible yet not readily attainable,” which is “an ambitious view of the future that everyone involved can believe in, one that can realistically be achieved, yet one that offers a future that is better in important ways than what now exists” (p. 397). Vision works in a number

and different ways connecting today to tomorrow - the present to the future, energizes and gets people motivated, provides reasons for people's jobs, and promotes goals that involve work excellence and integrity inside the organization (Daft, 2011). Analogies may make the distinction between mission and vision. The mission is not the same thing as a vision; however, they work together. The mission is the companies' core values, the purpose for existence along with the reasons for being, and specifies the basics for creating the companies' vision, being the "glue that holds the organization together in times of change and guides strategic choices and decisions about the future" (Daft, 2011, p. 406). In general, an organizational mission is "what the organization is" (Harrison & John, 2014, p. 80)

The following step is strategy implementation or the search for ways to get there. You only know if something will work if you try it (Hoque, 2015), and this is the strategy in action. It is hard to verify if a strategy implementation has value if it "has been poorly or partially implemented" (Hord, Rutherford, Huling, & Hall, 2004, p. 12). You can have excellent and great strategies; however, they are nothing if they cannot be implemented thoroughly and entirely. Strategy implementation "represents a pattern of decisions and actions that are intended to carry out the plan" (Harrison & John, 2014, p. 8) that is going to achieve strategic purposes. The plan provides direction towards the vision accomplishment that involves strategy goals, strategy formulation, and implementation that are actions and mechanisms that will help the organization to achieve its goals (Lussier & Achua, 2013). The execution arrangements are tools that will make things happen. It means that to accomplish the goals, the organization uses various techniques, tools, or specific methods (Daft, 2011).

The fourth step is strategy evaluation and control. The authors claimed that this step “compares actual results (outcomes) with expected results (stated objectives), which then provides feedback for necessary adjustments throughout the model” (p. 409). Strategy controls can be created at all levels in an organization that assess the organization’s strategy's efficiency to its progress toward goal accomplishments supporting areas where existing inconsistencies need some attention (Harrison & John, 2014). Most importantly is that each level or step of this framework “supports the level above it” (Daft, 2011, p. 397). Change is more difficult when organizations attempt to measure an innovation without an accurate determination of whether the program has been inefficiently or partially executed (Forbes, 2011).

Figure 4 – Strategic Management Framework proposed by (Lussier & Achua, 2013)



A successful organization works precisely through these steps, which are planned and established tools to measure its achievements.

Characteristics of a Successful Leadership Strategy

In an online search of a successful leadership strategy, the Center for Creative Leadership (n.d.)(CCL) recommended *5 Characteristics of a Successful Leadership Development Strategy*; they are 1. A mixed-method approach. It means that the strategies have to reflect the organization's culture and business needs. 2. Extensive and sustained assistance. Leaders are called to bring the strategy to life and position their organization to weather changeable disruptions in the area, giving top-down support. 3. A connection between leaders and opportunities. The strategies initiatives connect the openings to the leader to learn on-the-job challenges and grow on their work. 4. Active learning through interaction and commitment. Strategy development is beyond stagnant speeches. It includes other techniques that keep the learners more engaged and with more interest, and 5. Use of assessments and other tools for leader development. 360-degree feedback is used to give the leaders feedback assessment data that will turn each leader more self-aware of the organization's needs and their performance and improvements needed to reach the organization's success.

Coaching

Coaching or merely giving directions to my followers, parents, and friends is something that I have done at any time. It is something intrinsic, and some friends say that I am a kind of teacher 24/7, even when I am not teaching. Not only based on the three areas that I have developed as a professional field - music, business, and church – but my daily life made me the kind of person that enjoys talking to people, and when asked for directions, give them my viewpoint on their struggles.

Before I explore some author's viewpoints on coaching definition, I elaborated on my coaching interpretation. Coaching is processes or steps of clarifying out and bringing out the best version in other people surrounding you. The attempt resides in confronting their internal challenges looking for solutions. To get the best from the people and achieve the best outcomes for themselves and their team is the goal. Many authors have contributed to the literature with a variety of definitions. R. L. Hughes et al. (2012) described coaching as "a key leadership skill that can help leaders improve the bench strength of the group, which in turn should help the group to accomplish its goals... it also can help to retain high-quality followers" (p. 69). Lussier and Achua (2013) described coaching as "the process of giving motivational feedback to maintain and improve performance...is designed to maximize strengths and minimize weaknesses" (p. 202).

The Elements of Coaching

As cited in Yaverbaum and Sherman (2008), *The Elements of Style* by William Strunk and E. B. White started with "perfectly clear rules of grammar and usage, and then succinctly covers the elements of creating your own genuine writing style" (p. 114). So, coaching lends to a similar approach in the following: "State the principles and let people apply them because there is no way you could anticipate all the variations that might arise" (p. 114). The principles or elements are 1. Someone needs help: when you do coach is for a particular reason, someone has some kind of issue and requires support separating it. 2. No one has all the answers: it is impossible to have all the answers; however, we can anticipate some outcomes or problems. 3. An exercising in restraint: coaching is always individual, and you have to understand the person you are coaching.

4. Moving beyond comfort: coaching keeps the person out of his or her comfort zone so they can find themselves through the new answers, and 5. Coaching must be practical: any instruction must be according to the person's situation where there is no space for judgment

The Power of Coaching

Yaverbaum and Sherman (2008) argued that "coaching attains its objectives through influence and leadership. It builds better relationships among people, minimizes conflict, and reduces stress" (p. 116). The power of coaching is expressed through the following conditions: 1. The coach brings a closer relationship among the leader and team members, along with is an excellent tool that can make life easier for the people involved. 2. What the process does: it builds involvement among the people, and 3. Why coaching works: "good coaching is effective because the leader-coach treats the team member as a thinking, feeling human being worthy of respect" (p. 117).

Benefits of coaching

What needs to be understood is that coaching is a lot different from traditional management concepts; thus, learning to do it can "be a challenge" (Yaverbaum & Sherman, 2008, p. 117). The authors suggested some benefits of coaching in the following: 1. What team members get: the team members that receive coaching "receive enormous satisfaction and confidence from the process...also increases the meaning they find in what they do, which means higher motivation" (p. 118). 2. What the leader gets: the team member's potential is increased due to this experience. 3. What the organization gets: the team members improve what they do. They become more independent and bring more energy and creativity.

Differences between Managing and Coaching

Daft (2011) explored a few differences when comparing the managing to coaching styles. There are some behaviors on the managing side, such as telling, judging, controlling, and directing. On the coaching side, the behaviors are: empowering, facilitating, developing, and supporting and removing obstacles. The author elaborated better, saying that:

Rather than telling followers what to do, directing and controlling their behavior, and judging their performance, which is a traditional management role, coaching involves empowering followers to explore, helping them understand and learn, providing support, and removing obstacles that stand in the way of their ability to grow and excel. (p. 215)

What Coaching isn't

Yaverbaum and Sherman (2008) commented that as necessary to know what coaching is, it is to be aware of what coaching is not. Thus, coaching is neither “standing behind someone and snarling, “Work faster, work faster” (p. 119), nor a detailed schedule of what your team has to do. It also is not appointing the mistakes when someone does it and is not a “collection of dismissive, controlling, and worthless techniques that pass as managerial theory in too many companies and institutions” (p. 119). On the other hand, in brief, coaching is some kind of help where people can find a path to “self-sufficiency” (p. 120).

Mentoring

Mentoring is a “personal relationship in which a more experienced mentor (usually someone two to four levels higher in an organization) acts as a guide, role model, and sponsor of a less experienced protégé” (R. L. Hughes et al., 2012, p. 75).

Lussier and Achua (2013) described mentoring as “a form of coaching in which a more experienced manager helps a less experienced protégé” (p. 209). The mentors help people with their knowledge, counsel, advice, and challenge, and support about different areas such as career opportunities, organizational strategy, office politics, policy, among others. There are two types of mentoring: Informal mentoring and formal mentoring. The informal mentoring occurs when a “protégé and mentor build a long-term relationship based on friendship, similar interests, and mutual respect” (p. 76). The formal mentoring occurs when “the organization assigns a relatively inexperienced but high-potential leader to one of the top executives in the company” (p. 76). In any circumstance, the literature expressed the viewpoint that mentoring “is quite prevalent in many organizations today” (p. 76).

When there is a comparison between the coaching and mentoring programs offered by the companies, the mentoring programs have the same goals as coaching programs; however, mentoring “takes place between an individual (the protégé) and a leader several levels higher in the organization (mentor)” (R. L. Hughes et al., 2012, p. 79)

Summary

This chapter presented the knowledge base for essential areas when talking about leadership. It discussed important information and knowledge on disruptive leadership, showing the model, archetypes, and mindset. It also brought an excellent understanding of leadership and strategy implementation that is also essential for leaders. It included the framework and characteristics of a successful leadership strategy. Through many approaches I had on my duties as a musician, businessman, and church leader, the coach

and mentor skills were vital because I could talk, instruct and direct my followers on how to be better in their duties.

CHAPTER 3

MY LEADERSHIP HISTORY IN ACTION

I am the kind of leader that is always open to learn and grow in my knowledge toward a better leadership. With the knowledge base above, I addressed my efforts to shape my experiences on leadership, focusing on the essential “best fit” artifacts that are a result of the two competencies analyzed in this paper:

2b. Mentor/coach, and

5. Individually chosen (My Leadership History)

In brief, what I shared before. I was born in Brazil. I have been living in North America for the last 17 years. Over the years, I have had the opportunity to work in a variety of areas such as 1. vice-president for commercial banks and CEO for a car dealership in Brazil; 2. assistant pastor for SDA churches; 3. musician, music director, choir’s director, and vocal group conductor for SDA churches; 4. musical producer; and 5. music school director and music teacher in US and Canada. These three different fields, business, music, and church, combined and aligned, have contributed to my personal and professional development. They have shaped how I manage and implement my leadership.

The Connection between the Knowledge Base and the Artifacts

Right now, I am about to finish my dissertation at Ph.D. at Andrews University. I am also working as a music school director and teacher at Avivar Music Learning Center

in Danbury, CT. However, my experiences come from combined areas in business, music, and church. My effort is to show the artifacts that could best represent my experiences in these competencies over the years.

What Artifacts have been Generated?

To improve my leadership, I have developed, worked, and executed several projects. Artifacts represent these projects. Many of them were implemented through different roles I was assigned either on music, business, or church leader. As a student, I want to mention that I took classes in three different universities and countries (SPEI/ISPG in Brazil, Andrews University, US, and York University, Canada).

A description of how each project influenced my leadership growth follows:

Artifacts as a Musician

A. I began taking piano classes when I was six years old. 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. In the US and Canada, I have had the opportunity to learn, lead, teach, direct coach, and mentor several students through my music schools.

A.1: While working at All Nations Music of School, one unique project was done 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.

A.2: 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.”

See the following artifact(s): A:1. Pictures, A:2. Registration Forms

B.1: I was the coordinator for the All Nations Baptist Church in Danbury, CT, for the I Conference of Worship and Praise In His Presence. I coordinated the I Conference of Worship and Praise In His Presence. Among many topics presented in the conference, we taught the music's influence into the worship context and how they reflect our way to worship God. This conference intended to develop humans and transform organizational behavior through the leaders, pastors, musicians, and any person in the local community's leadership position.

B.2: I promoted a singing workshop “O que voce precisa saber para cantar bem” (What you need to know to sing well). This workshop brought new approaches and technics taught to the participants.

See the following artifact(s): B:1. Book of activities in Portuguese and English, B:2. Flyer, Workshop flyer.

C. As music school director for All Nations Baptist Church, Philadelphia Assembly of God church, Revival Assembly of God church, and Christ for the Nations Assembly of God church, I had the responsibility to explore and multicultural music education inside those churches (organizations). As a result of my work, connecting to my mentor/coach skills, I prepared the students to perform in several recitals. The directed and host the following recitals: 1. 2009, Danbury, CT at Philadelphia Church, 2. 2011, Danbury, CT at Avivar Church, 3. 2016, Toronto, Canada at Christ for the Nations Church, and 4. 2017, Danbury, CT at Avivar Church.

See the following artifact(s): C:1. EMAF - Spring Recital (Recital da Primavera) (2009): program, flyer, video, and The Immigrant Newspaper - Report. C: 2. Avivar Music & Arts Center (2011): Flyers in English, Portuguese and Spanish, Flyers and invitation, video and pictures. C: 3. Christ For The Nations Music & Arts Center (2016): Flyers in English and Portuguese, Flyer and invitation, videos, pictures, and C: 4. Avivar Music Learning Center (2017): Program, audio/video, and photographs.

D. As a material for musicians, 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): Piano chord book.

E. I participated in music 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 1. Piano, alto sax, flute, ukulele, and violin. They have participated in recitals and school events around the town.

See the following artifact(s): Pictures, and Videos

F. Music involves many ways to communicate, touch, and be touched through its melodies and lyrics. Music is my passion. Since my early years as a Christian and musician, I have had the privilege to develop my passion for playing, conducting, and directing many choirs and vocal groups in several projects and several churches in Brazil, the US, and Canada. I see that music is one way to communicate my thinking and my responsibility as a Christian. Not only that, as singers and musicians, but we also sang about God and representing the SDA church.

As Doxa Group director in Brazil and Canada, we participated in spiritual events, evangelistic series, and crusades to sing about Jesus for the church members and the

communities. The events were a combination of performances at churches and theaters over the years. While in Brazil, the projects turned into two recorded CDs: 1. “*Motivo da Canção*” (Reason to Sing), and 2. “Ser de Jesus é Bom Demais” (Being from Jesus is so good).

See the following artifact(s): Videos, CDs, Pictures, and Flyers

G. One of the most relevant experiences I have acquired through the years is working as a musician, playing, and a leader with a musical vision to create and produce many music projects. I have formed, developed, trained, conducted, played, directed, and lead many vocal groups and choirs in Brazil, the US, and Canada. I had the privilege to work on a multicultural level with all the singers, choirs, and vocal groups along the way. During that time, I have had a chance to lead, educate and train their voices to reach their best potential to sing in that choir and vocal group not only as a soloist but as part of the group/choir team. In one way or another, the mentor and coach skills are present in the practices and rehearsals. I highlight 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. That experience was 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 a different culture.

See the following artifact(s): Majestic choir pictures, performances, videos, church nominating committee report, appreciation award, signs of love, and appreciation cards.

H. As a musician, I created, produced, directed, and presented many religious musicals in the US and Canada. So, through these musicals, I could explore Jesus’ life in

two critical phases: Easter and Christmas. As a music director and producer, through these musicals and based on the Bible, I could share Jesus from the time He was born, as well as His death and resurrection.

The musicals were: 1. 2003, Danbury, CT – Brazilian SDA Church - Christmas Musical: Christ is the Light, 2. 2004, Mount Vernon, NY – Brazilian SDA Church - Christmas Musical: Adorai, 3. 2013, Toronto, Canada, Brazilian SDA Church – Easter Musical: Behold the Lamb, 4. 2013, Toronto, Canada, Portuguese SDA Church – Christmas Musical: The Night Before Christmas, 5. 2014, Toronto, Canada, Portuguese SDA Church – Easter Music Program: Because He Lives.

See the following artifact(s): H:1. Videos, H:2. Pictures, H:3. Scripts, H:4. Flyers and H:5. Newspaper ad

I. By the time I was the choir director at Woodbridge church, in Toronto, Canada, I participated in several events in which the goal was to attract people from the community to come, know and participate in our events. I prepare a flyer to promote one of the programs. Under my leadership, as a choir, we promoted many “Family Fun Day” for the community, and the last one was the BBQ & Movie, a family fun event.

See the following artifact(s): I:1. Flyers, I:2. Invitations and I:3. Pictures.

Artifacts as a Businessman

A. I took two courses at Dale Carnegie & Associates, Inc. Dale Carnegie is a worldwide company that focuses its training in learning, human development, leadership, and how to deal, motivates, coach/mentor, and reach better relationships. The first course was “Effective speaking and human relations.” In the second course, the “Dale Carnegie Course,” I took the course, and I also 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. As a result, they improved the way to lead their personal and professional lives best.

See the following artifact(s): Dale Carnegie certificates.

B. In Brazil, I worked for Citibank, NA. I was a Region Manager responsible for nine out of 21 branches of the bank. To be familiarized with the bank and its product, I took several training pieces that helped me not only to learn, but I also committed to giving my staff the individual instruction. I also used to train the managers on bank products and systems to acquire the knowledge they need to read reports and statements better. As MIS (Management Information System) South manager, I developed and implemented a system that helped the bank segment its potential customers. This program was called: Distribution strategy. I also prepared and presented a report, including suggestions for implementing changes in the Citibank South region branches. 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. After the training, it was required to train the other colleagues in the local branch that did not participate in the training and conferences promoted by the organization.

See the following artifact(s): B:1. Citibank-Global Consumer Banking (GCB) Training Center – certificates, B:2. Invitation letters to participate in training, B:3. Citibank’s newsletter, B:4. Copy of my presentation and B:5. Management control reports/folder by branches, B:6. My Officer’s Performances Review

C. As CEO for Montalve Monte Alegre Veiculos, a Volkswagen car dealership located in Telemaco Borba, Parana, Brazil, I was not only assigned to promote a re-engineering for the company but to be the best car dealership in the state. I assumed full responsibility for redesigning the organization as well as developing a growth plan. Included in this strategy, I also prepared and conducted many meetings with the staff and the employees.

See the following artifact(s): C:1. Letter to Citizenship and Immigration Canada describing my duties as President of the company, C:2. Management control reports by departments (new and used vehicles, parts, and services), and C:3. Copy of many meetings and reports illustrating the strategy.

D. I took the class LEAD 756: Advanced Studies in Organizational Development and Change at Andrews University. I also worked as a business consultant for CFN Music School in Toronto, Canada. This course improved my knowledge of how to develop a mindset about organization development and change. I examined the concepts and techniques of organization development (OD) and the management of organizational change (OC). I learned that based on behavioral science knowledge and methods, OD interventions facilitate actions towards planned organizational change and renewal. This class's primary purpose was to understand OD, OC, and the ways of evolving needs and their applicability in successful organizations. This class's main goal was to improve my knowledge of reaching the organization's effectiveness, identifying and applying the following steps: why? Where? How? and when? To think and implement the processes of organizational development and change in the organization.

See the following artifact(s): 1. Course syllabi, and 2. The course assignment was done at CFN Music and Arts Center in Toronto, Canada.

E. AP/ADMS 4950: Principles of consulting at York University, Toronto, Canada. This course was a case-based course intended to provide students with an introduction to consulting and the consulting industry and understand the key competencies and strategies required. Students were introduced to the process of conducting a successful consulting engagement and have a hands-on experience working in a consulting team on a real project with an actual client. This course included the following components: ▪ Identifying client needs and project requirements ▪ Specification of project timelines and objectives ▪ Conducting research and data analysis ▪ Presentation of research findings and recommendations ▪ Design of new programs/solutions, and ▪ Implementation of proposed solutions.

See the following artifact(s): 1. Courses syllabus, and 2. Courses assignment.

F: I am the founder, owner, and music school director and teacher for many music schools in the US and Canada.

1. All Nations Music School in Danbury
2. EMAF – Escola de Music & Arts Filadelfia in Danbury
3. Avivar Music & Arts Center in Danbury
4. CFN Music & Arts Center in Toronto, Canada
5. Avivar Music Learning Center in Danbury

See the following artifacts: Posters and flyers for each one.

G. In August 2015, during my trip to Brazil, I had the opportunity to contribute as a consultant with two workshops for Diniz & Diniz, an accounting office, in its process

of organizational development, change, and culture. I prepared and presented the following topics: 1. Inteligencia emocional: Como suas emoções influenciam sua vida no trabalho e em casa (Emotional Intelligence: How your emotions influence your life at home and work), and 2. Como ser um líder de Sucesso (How to be a successful leader).

See the following artifact(s): G:1. An email was sent to all participants, G:2. PPT's presentation and G:3. Pictures

Artifacts as a Church Leader

A. I worked as assistant pastor, music minister, director and coordinator, and first elder for SDA Brazilian churches in Mount Vernon, NY, and Danbury, CT. In this position, I lead a vibrant Brazilian community in Mount Vernon, NY. When we lead a church, we lead people. Leading this vibrant Brazilian community, I mentored and coached other department leaders to develop and implement activities that connected ethics, values, and spirituality to our lives. I helped the church develop, implement, and lead nominating committees, 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. So, as a leader for the church, and following the SDA church manual that states that “Elders must be recognized by the church as strong spiritual leaders, and must have good reputations both in the church and community.... and by precept and example must seek to lead the church into a deeper and fuller Christian experience” (Adventists, 2015, p. 73). I worked on several activities.

A.1: These artifacts show my responsibilities to the church and my ministry once the position requires a man of God that combines good leadership, ethics, religious principles, values, and intense spirituality. Senior Pastor Claudio Villela, Dr. Richard

Marker, and Dr. Glendale Knight, former Greater New York Presidents, wrote letters sharing and affirming my commitment to the church and my role as a church leader and assistant pastor for the church in that community.

A.2: I developed two essential projects: 1. Projeto Viva Melhor (Best Living Project) focuses on communicating Jesus, giving Bibles to the local community, and inviting them to come to church to learn about it, and 2. Projeto Viva Melhor (Best Living Project) focuses on communicating better health, helping smokers quit smoking. Also, I created the program: Open-door church for the community. The idea was to invite the community to come, get to know each other, start a relationship with them, and communicate our friendship principles with them, followed by religious insights.

A.3: Morning Journeys: Reconnecting with my spirituality. I not only led, directed, prepared, trained, and implemented several morning devotions for the church, but I participated in all of them. These morning devotions are called “Spiritual Journeys” to be done during a period to seek intimacy with God and have a closer relationship to Him. These materials combine books, the spirit of prophecy guidelines, and direction on spiritual and health growth.

A.4: I preached in several churches in Brazil, the US, and Canada

A.5: Duties as the church leader: first Elder

See the following artifact(s): A:1. Letters from Senior Pastor Claudio Vilella, A:2. Letters from Greater New York Conference actual and former presidents, A:3. Elder’s certificate, A:4. Sabbath school training certificate, A:5. Projeto Viva Melhor (Best Living Project), A:6. Bible to the community (newspaper ad), A:7. Stop smoking (newspaper ad), A:8. Open-door church for the community, A:9. I preached for SDA

churches in the US, Canada, and Brazil (see pictures and copies of sermons). Preaching is an opportunity to share and show Jesus to the members and other people who are open to knowing about Jesus, A:10. Spiritual Journey Guidelines, A:11. Letter to a Brazilian magazine on Spiritual Journey, A:12. Forty-one words: Three promises (2 Chronicles 7:14), Brazilian version, by Osvaldo Santos, A:13. Certificates

B. I took a Nonprofit Leadership Certification Program (NLCP), Sessions I and II promoted by Adventist Community Services sponsored by the North America Division. These courses are designed to equip pastors and church members with strategies and professional skills to successfully lead and communicate the work in the communities and churches. 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. Especially in Session II, I took two outstanding classes. The first one was on Culture and Communication with Dr. Eric Baumgartner, Ph.D. from Andrews University, and the second was on Marketing and Communication with Dr. Rohan Wellington, the marketing director for Greater New York Conference in New York, NY.

See the following artifact(s): B:1. Nonprofit leadership certificates

C. Engagement with other organizations in the local community. As a church leader for the community, I participated in a series of meetings with the department of children and families (DCF) on better families and parents and children's education. This artifact was a recommendation from the Executive secretary of the Greater New York

Conference of SDA churches in New York. Through this letter, he says that “Mr. Santos is a man of principles, one that we can trust.”

See the following artifact(s): Recommendation letter from Pr. Gerson Santos, Executive Secretary for Greater New York Conference, and letters from other organizations

Artifacts as Education applied to my Leadership

A. 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 focusing on Finance and leadership in Business, and York University in Canada.

See the following artifact(s): BA Degree, SPEI/ISPG (Specialization in Finance, MBA Executive), and York University.

B 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.

C. 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.

D. AP/ADMS 4950: Principles of consulting. This course was a case-based course intended to provide students with an introduction to consulting and the consulting industry and understand the key competencies and strategies required.

E. AP/ADMS 3015: The course intended to provide professional communication through several ways and steps, focusing on a Canadian context.

F. AP/ADMS 4460 – Organizational Development. This course investigated, examined, and proposed critiques on the diagnosis of problems and the design and implementation of employee and organizational development programs. Emphasis was placed on integrating theoretical and experiential knowledge and developing intervention skills to understand and respond to change in organizations.

G. AP/ADMS 3020 – Canadian Business Culture and Management at York University: It provided an overview of the Canadian business environment and focused on the development of management skills for Internationally Educated Professionals (IEP). Theoretical instruction was combined with case analyses, interactive and team-based exercises, as well as oral and written assignments that helped to develop a comprehensive understanding of the Canadian landscape.

H. At Andrews University, the main idea was to seek multiple perspectives, new knowledge, improve my education and curriculum, and acquire multicultural approaches throughout the program to employ my leadership better. Through education, I can enhance my experience that, in the end, reflects my skills and behaviors in my leadership journey working with different organizations.

Among the relevant classes taken from Andrews, the best courses for these competencies are LEAD 636 – Issues in Leadership Foundations at Andrews University,

LEAD 775: Advanced Studies at Andrews University (Berrien Springs – USA) – Ethics in Leadership, LEAD 756: Advanced Studies in Organizational Development and Change. These classes' primary goals were to improve my knowledge of how to reach the organization's effectiveness, identifying and applying the following steps: why? Where? How? and when? To think and implement the processes of organizational development and change in the organization.

I. Between the years 1989 and 2015, I have achieved 20plus certificates. These certificates are proof that I was not only taking my knowledge and experiences for granted, but according to my duties as a banker, manager, leader, 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, 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): Several certificates.

What are the Implications?

Personally, these competencies helped me to acquire more knowledge of my leadership. 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 competency is a process that, in the end, has an intrinsic desire for something different to happen. For this reason, it moved me to do things that helped me to be a better leader, also acquiring skills in coaching/mentoring.

The main implications I visualize are 1. Leaders must work with a tuning channel always reaching the best part for both sides, the organization and the personal, 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). This is true because today's technologies bring a new way to think and do things and are aware of the leaders' changes and innovations.

What are the Challenges Going Forward?

The challenge going forward will be not slipping back into self-defeating thinking about the past. I remind myself that there is an old and new story. In my life, I cannot change the old story, but I have control over the new story that arises every single 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). My better understanding as a leader and the skills that are a part of my leadership involves discovering the fundamental truths in life by passing through the hardship of some moment. Only in this way I can be elevated to the status of a better leader.

What Future Opportunities am I going to Pursue?

This reflection paper has brought me to a new awareness of my learning in leadership. It also helped me process and deal with the innate role-play of the leaders. Managing organizations was not enough; I had to lead them and implement my leadership through them. Vielmetter and Sell (2014, pp. 54-55) asserted 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). The future still shows me that leadership requires continuous skills and practices to make them successful. Nothing motivates more than success. Each success allows being aware of what went well or not so well and identifying ways to improve.

What does Effective Leadership mean to me?

They mean (a) awareness of my weaknesses, and (b) recognizing chances to do differently.

Awareness of my weaknesses

Wickham and Wilcock (2012, p. 266) affirmed that “the communication can occur only if both the sender and receiver understand and share the language used.” In other words, regardless of my desires as a leader, I have to be aware of my weaknesses at the point that I have to understand that there is something else to be learned. Not only that, but my leadership role is also continuous learning. There are some questions that I have to be aware of and conscious of this happen: 1. What actions do I need to take? 2. What information, in this world of high technology and social media and tons of information, should I acquire? 3. What should be important? 4. What kind of questions am I likely to ask? 5. What will additional information be requested? 6. What kind of problems and objections might I encounter? Wherever I decide to go forward, I have to shortness the challenges in pursuing new goals and avoid misdirection that makes me a better leader.

Recognizing chances to do different

Good leaders start by overseeing themselves-monitoring their inspirations and qualities, aptitudes, and limits (Bennis, Sample, & Asghar, 2015, p. 33). I have to recognize the chances to do things differently. I have to understand God and His purposes in my life. There is always a moment to do something and to engage in better leadership skills. I do have to humbly review the steps and look for ways to do it differently. I have to remember that “leadership is a process and not a position” (R. L. Hughes et al., 2012, p. 3). In one way or another, I have to find the path for success to reach my personal and professional goals.

Making the Commitment

I clearly remember my father’s actions toward the people in need. It could be a simple help with his knowledge or skills in some community event, leading and participating as a business company in community campaigns to collect food, or only by giving attention to those who dared to knock at our doors asking for some money. I could see through his actions that he was committed to helping others. Those actions touched my heart. Following his example, I also think and feel the desire to help the people around me or feel moved to help them. This is my commitment.

God gave me the talent to be a musician and a more significant ability to look at others' needs. On top of that, He has touched me and gave me the desire to help them in some way that could make them better as a person, as a church leader volunteering in the community, or perform better as a musician. Through these areas, I have had the opportunity to show these kinds of volunteer work toward the people. Moreover, the

main reason for committing is that following Jesus's example: Jesus was the Messiah, the son of man, and a suffering servant. Looking in the bible, Paul wrote to the Philippians:

As cited in Humphrey, Pollack, and Hawver (2008), Fulfil ye my joy, that ye be likeminded, having the same love, [being] of one accord, of one mind. (2:3) [Let] nothing [be done] through strife or vainglory; but in lowliness of mind let each esteem other better than themselves. (2:4). Look not every man on his own things, but every man also on the things of others. (Bagozzi, Gopinath, & Nyer) Let this mind be in you, which was also in Christ Jesus (2:2-5).

He gave us an example of how to treat the people around Him with all His heart and attend to their needs. So, it is my role as a leader. Thus, why I do not try to do the best leader as I can to the people around me? Yes, I can do it.

CHAPTER 4

CONCLUSION

I've been a leader since I was a little child. Along with my age versus the experiences, I always was in the position of a leader. In the Seventh-day Adventist (SDA) church organization, I was the first elder, music ministry, and Pastor assistant for the Greater New York Conference in New York, NY. As a businessman, I was entitled as the leader and CEO/President of the organization. Today, I own and work as a Music School Director and teacher. To reach the format of the leader I want to be, I have to add knowledge, skills, and develop new paths and ways to lead. The following is not my elevator speech, but I define my leadership style as a leader with a vision, positive thought, positive person, an individual of integrity, a risk-taker, always trying to reach the balance in life, motivator, dynamic, able to form groups and lead teams, achiever, strategic, learner, communicator, includer, focus, entrepreneur, creative and pro-active. My most influential leadership phrase is: "Never give up – keep doing – I can do it - Try it, and I will succeed."

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 demonstrates vital qualities crucial for successful leadership, such as perseverance, persistence, and focus. Also, I see myself transferring my knowledge and skills to

Seventh-day Adventist (SDA) churches, 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 Leadership at Andrews University, I look forward to improving myself as a leader 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.

I trust that there is always something new that I can add to my day-schedule, knowledge that can contribute to reaching my goals, and make me better as a leader. Leaders “face dilemmas that require choices between competing sets of values and priorities, and the best leaders recognize and face them with a commitment to doing what is right, not just what is expedient” (R. L. Hughes et al., 2012, p. 150). Good leadership requires excellent human skills. When we talk about human skills is almost impossible not to connect them to the way they behave. However, the ease with which we exhibit or can “change behavior will partly be a function of our values, personality, and intelligence” (R. L. Hughes et al., 2012, p. 244). Leading is never easy. The personal and physical price of leadership can be substantial. It may seem, some days, that nothing is right. Sometimes a feeling about a sense of frustration and futility as setbacks and sacrifices add up. This creates pressure and stress, causing many leaders to lose their

focus. The challenges of leadership and life are too high, and the happiness and meaning derived solely from the ego are too small to sustain us.

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 performance methods 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 the 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 to support those around us in this ever-changing world. 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. I started the program at Andrews University with a limited level of knowledge and skills in my leadership. I finished with the feeling that, even with some deficiency and proficiency in the language and various setbacks, my knowledge and skills were increased.

I think that the role of the leader is very similar to an orchestra’s conductor. It is the leader’s responsibility to understand the new organizational song's vision fully, as

envisioned by implementing the planned initiative. Through this understanding, the leader brings forth the appropriate strategies to enrich the organization's responsiveness to the identified need. Ultimately, creating such a rich experience of progressive excellence that members of the workforce will not only start to sing this new song but will embrace the next section of their "institution's song of change" as they spontaneously sing or play their part. I also believe that leadership is courage towards actions. Courage gives me the confidence to make a decision and to think that I can do it. Thus, courage entails choosing the right direction in the face of adversity. It does not mean that I don't feel fear. Instead, "Courage...is about choosing to face danger and risk, despite your fear" (Kouzes & Posner, 2006, p. 134).

REFERENCE LIST

- Adventists, G. C. o. S.-d. (2015). *Seventh-Day Adventist: Church manual*(19th ed.).
- Anderson, D., & Anderson, L. A. (2009). Why leading transformation successfully requires a shift of leadership mindset. *The Change Leader's Roadmap Methodology*, 1-5. Retrieved from www.beingfirst.com
- Anderson, D., & Anderson, L. A. (2010). *Beyond change management: How to achieve breakthrough results through conscious change leadership* (2nd ed.). San Francisco, CA: Pfeiffer.
- Anderson, L. A., & Anderson, D. (2010). *The change leader's roadmap: How to navigate your organization's transformation* (2nd ed.). San Francisco, CA: Pfeiffer.
- Antonakis, J., Ashkanasy, N. M., & Dasborough, M. T. (2009). Does leadership need emotional intelligence? *The Leadership Quarterly*, 20(2), 247-261.
- Bagozzi, R. P., Gopinath, M., & Nyer, P. U. (1999). The role of emotions in marketing. *Journal of the Academy of Marketing Science*, 27(2), 184-206.
- Barker, R. A. (2001). The nature of leadership. *Human Relations*, 54(4), 469-494.
- Bennis, W., Sample, S. B., & Asghar, R. (2015). *The art and adventure of leadership*. Hoboken, NJ: John Wiley & Sons, Inc.
- Billington, M., & Ellersgaard, B. (2017). Unleashing disruptive leadership. *Business Education Innovation Journal*, 9(1), 136-138. Retrieved from http://www.beijournal.com/images/17V9N1_final-17.pdf

- Boyatzis, R., & McKee, A. (2005). *Resonant leadership: Renewing yourself and connecting with others through mindfulness, hope, and compassion*. Boston, MA: Harvard Business School Press.
- Christensen, C. M. (1997). *The innovator's dilemma: When new technologies cause great firms to fail*. Boston, MA: Harvard Business School Publishing.
- Daft, R. L. (2011). *The leadership experience* (5th ed.). Mason, OH: South-Western Cengage Learning.
- Dweck, C. S. (2016). *Mindset: The new psychology of success* (Updated ed.). New York, NY: Ballantine Books.
- Edwers, B. C. N. (2008). *The power of determination wow: You can do it!* El Cajon, CA: Christian Services Network.
- Forbes, P. C. (2011). *A descriptive case study of the perceptions and use of Adventist EDGE: An initiative developed in response to the North American Division of Seventh-Day Adventists' document, "Journey to Excellence"*. (Doctor of Philosophy Ph.D.). Andrews University, Ann Arbor. Dissertations & Theses @ Andrews University database.
- Gentry, W. (2016). *Be the boss everyone wants to work for: A guide for new leaders*. Oakland, CA: Berrett-Koehler Publishers, Inc.
- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(8), 1027-1055. Retrieved from <http://hum.sagepub.com/content/53/8/1027.abstract>
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ* (The Tenth Anniversary ed.). New York, NY: Bantam Books.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 4-17.
- Goleman, D. (2005). *Emotional Intelligence* (The 10th anniversary ed.). New York, NY: Bantam Dell.

- Goleman, D. (2019). *The emotionally intelligent leader*. Boston, MA: Harvard Business Review Press.
- Harrison, J. S., & John, C. H. S. (2014). *Foundations in strategic management* (6th, International Edition ed.). USA: South-Western, Cengage Learning.
- Hoque, F. (2015). 5 Habits of truly disruptive leaders. Retrieved from <https://www.fastcompany.com/3052725/5-habits-of-truly-disruptive-leaders>
- Hord, S. M., Rutherford, W. L., Huling, L., & Hall, G. E. (2004). *Taking charge of change*. Austin, TX: Southwest Educational Development Laboratory.
- 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.
- Humphrey, R. H., Pollack, J. M., & Hawver, T. (2008). Leading with emotional labor. *Journal of Managerial Psychology*, 23(2), 151-168.
doi:<http://dx.doi.org/10.1108/02683940810850790>
- Ireland, R. D., & Hitt, M. A. (1999). Achieving and maintaining strategic competitiveness in the 21st century: The role of strategic leadership. *Academy of Management Perspectives*, 13(1), 43-57.
- Joy, M. M. (2017). Why disruptive leadership works. Retrieved from https://www.researchgate.net/publication/318419290_Why_Disruptive_Leadership_Works
- Kao, R. (2018). *Disruptive leadership: Apple and the technology of caring deeply - Nine keys to organizational excellence and global impact*.
- Kaplan, R. S. (2015). *What you really need to lead: The power of thinking and acting like an owner*. Boston, MA: Harvard Business Review Press.

- Kieu, H. Q. (2010). *Leadership styles and organizational performance: A predictive analysis*. (Doctor of Management in Organizational Leadership: Information System and Technology D.M.). University of Phoenix, Ann Arbor. ProQuest Dissertations & Theses Global database.
- Kotter, J. P. (1988). *The leadership factor*. New York, NY: The Free Press.
- Kouzes, J. M., & Posner, B. Z. (2006). *A leader's legacy*. San Francisco, CA: Jossey-Bass.
- Krzyzewski, M., & Phillips, D. T. (2000). *Leading with the heart: Coach K's successful strategies for basketball, business, and life*. New York, NY: Grand Central Publishing.
- Leadership, C. f. C. (n.d.). 5 characteristics of a successful leadership development strategy. Retrieved from [https://www.ccl.org/articles/leading-effectively-articles/5-characteristics-of-a-successful-leadership-development-strategy/?utm_source=external-email&utm_medium=email&utm_campaign=global_marketing_leading-effectively_october302019%20\(1\)&utm_content=&spMailingID=60856897&spUserID=NDIyMjc1MTIzMTQ4S0&spJobID=1744167769&spReportId=MTc0ND E2Nzc2OQS2](https://www.ccl.org/articles/leading-effectively-articles/5-characteristics-of-a-successful-leadership-development-strategy/?utm_source=external-email&utm_medium=email&utm_campaign=global_marketing_leading-effectively_october302019%20(1)&utm_content=&spMailingID=60856897&spUserID=NDIyMjc1MTIzMTQ4S0&spJobID=1744167769&spReportId=MTc0ND E2Nzc2OQS2)
- Leadership Handbook*. (2011-12). Berrien Springs, MI: Andrews University.
- Leadership Handbook*. (2014). Berrien Springs, MI: Andrews University.
- Li, C. (2019). *The disruption mindset: Why some organizations transform while others fail*. Oakton, VA: Ideapress Publishing.
- Lussier, R. N., & Achua, C. F. (2013). *Leadership: Theory, application & skill development* (5th ed.). Mason, OH: South-Western, Cengage Learning.
- McGregor, D. (1960). *The human side of interprise*. New York, NY: McGraw-Hill.
- 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.

- Merriam-Webster. (n.d.). Merriam-Webster. Retrieved from <https://www.merriam-webster.com/dictionary/assumptions>. <https://www.merriam-webster.com/dictionary/assumptions>
- Northouse, P. G. (2010). *Leadership: Theory and practice*. Thousand Oaks, CA: SAGE.
- Oswald, R. M., & Jacobson, A. (2015). *The emotional intelligence of Jesus: Relational smarts for religious leaders*. Lanham, MD: Rowman & Littlefield.
- Press, J., & Goh, T. (2018). Leadership, disrupted: How to prepare yourself to lead in a disruptive world. Retrieved from <https://www.ccl.org/wp-content/uploads/2018/01/Leadership-Disrupted-White-Paper.pdf>
- Schoemaker, P. J., Krupp, S., & Howland, S. (2013). Strategic leadership: The essential skills. *Harvard Business Review*, 91(1), 131-134.
- Seligman, M. E. P. (2006). *Learned optimism: How to change your mind and your life*. New York, NY: Vintage Books.
- Senge, P. M. (1990). *The fifth discipline: The art & practice of the learning organization*. New York, NY: Doubleday.
- Stein, S. J., & Book, H. E. (2011). *The EQ edge: Emotional intelligence and your success* (3rd ed.). Mississauga, ON: Jossey-Bass: A Wiley Imprint.
- Thompson, L. L. (2014). *Making the team: A guide for managers* (5th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.
- 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.
- Vocabulary. (Ed.) (n.d.).
- Weaver, L. (2016). Disruptive leadership: Building capacity for changing communities. 1-5. Retrieved from https://cdn2.hubspot.net/hubfs/316071/Events/Multi-Day%20Events/Community%20Change%20Institute%20-%20CCI/2016%20CCI%20Toronto/CCI_Publications/CCI%20-%20Disruptive%20Leadership.pdf

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

Yaverbaum, E., & Sherman, E. (2008). *The everything leadership book* (2nd ed.). Avon, MA: Adams Media.

Zes, D., & Landis, D. (2013). *A better return on self-awareness*. Retrieved from <https://www.leadershipall.com/wp-content/uploads/2018/08/KFI-SelfAwareness-ProofPoint-6.pdf>