

Andrews University

School of Education

A REFLECTION PAPER FOR COMPETENCIES:

3A – Resource development; human and financial

3B – Legal and Policy Issues

3C – Organizational behavior, development, and culture, and

3E – Evaluation and assessment

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## CHAPTER 1

### INTRODUCTION

#### **Leadership through organizations**

I have lived in three different countries in the last two decades (Brazil, United States, and Canada). Living in these countries means that I have acquired a vast experience. It includes socializing, working, leading businesses, and connecting with different people and their cultures in the music, business, and church fields. My profile is a combination of professional abilities, including visionary, top-performing executive, and educator. These areas contributed to improving my skills through multicultural experiences executing leadership strategies. I also have acquired managing abilities in decision-making, planning, executing, organizing, team building, consolidating, optimizing, and implementation, among others.

My core competencies in my work and life experiences are motivation, results-oriented, critical thinking, adaptability, analytics, active listening, creativity, calm under pressure, and mentoring and coaching. Thoroughly, they have polished in how to be a better and experienced leader and contributed profoundly to my leadership through organizations' lived experiences. I will elaborate more on my experiences through my leadership through organizations and the artifacts that represent them discussed during this paper. In fact, they represent a relevant part of my profile and background until now.

This reflection paper adopts these experiences showing many of my accomplishments and awards received in my leadership through organizations over the years. It also gives opportunities to keep learning and growing in this vital area called leadership. For this reason, I have decided to cover all four competencies in only one paper. The competencies combined are 3A – Resource development; human and financial; 3B – Legal and Policy Issues; 3C – Organizational behavior, development, and culture; and 3E – Evaluation and assessment. I have already finished competency 3D in a separate paper.

My reflection paper for these competencies is divided into three chapters. Chapter 1 discusses the official description followed by the individual description for the competency three families. I will give my background as a multicultural leader with experiences in three countries. Chapter 2 explores how I have applied these theories to my work in leading in different countries. I present the term disruptive leadership discussing its model, archetypes, and mindset. This chapter also discusses strategic leadership & implementation, strategic management framework, a brief on legal and policy issues. It includes organizational culture, team development model, and concludes with a brief description of the evaluation and assessment, showing that the feedback is a valuable tool to assess leaders. In Chapter 3, I will discuss my practical experiences showing the artifacts that contributed to developing them. The last and final chapter, Chapter 4, discusses the conclusion of the 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. The third group of competencies, in this case, “leadership through organizations,” focuses on the organizational aspects of leadership. Within this context, “leadership sets [the] direction in ways that facilitate [the] achievement of organizational goals” (*Leadership Handbook*, 2014, p. 20).

Predominantly, I believe that this group of competencies represent the most practical side among the others. Simply because besides focusing on the organization's leaders, they require knowledge and skills in managing them inside an organization.

Exploring these competencies, the first, 3a - resource development, human and financial, “leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes” (*Leadership Handbook*, 2014, p. 20). The second competency, 3b – legal and policy issues, “leadership applies and understands the scope of a legal and policy structure appropriate for their field” (p. 20). The third, 3c - organizational behavior, development, and culture, “leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals” (p. 20). In the last and final competency reviewed in this paper, 3e – evaluation and assessment, “leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans” (p. 20). In the end, the right development of these groups of competencies certainly brings success and satisfaction for both sides, the leadership and the followers.

## Personal Description and Exploring

Competency 3a - resource development, human and financial, is essential to understand the stages of human development and the learning process that are the keys to leadership success. I had the opportunity to reformulate a company in Brazil. As President of the company, among my duties, I had to allocate human, material, and financial resources to implement organizational procedures and programs; establish economic, market, and administrative controls; formulate and approve promotional campaigns, and support overall human resources planning. Only by these duties, I acquired considerable experience in what means to lead through an organization.

For competency 3b – legal and policy issues, a famous phrase from an unknown author states: “the laws are made not to be fulfilled.” However, our life tends to be aligned with an infinity of policies, rules, and regulations. Companies and organizations follow guidelines. The Bible also discloses legal procedures, good manners, and behaviors for a better and healthy life. As a leader, founder, and CEO/President, I had to establish the company's vision, mission, and strategic direction as carried through policies and concrete objectives met through the effective management of human, financial and material resources. As an SDA church leader as well as a member, I follow the Bible and church manual. As the school music director and piano teacher, I have had the opportunity to draft policies, develop handbooks, and work closely with the staff and students on issues and program development.

To better understand the policy and legal framework of the businesses I used to work, I had to establish and apply legal policies according to the local economic, financial, and market scenarios. Practically, I also had to provide a systematic understanding of the global business environment's fundamental aspects that influence

business decisions and behavior. As a corporate leader, I had to understand the structural economic factors that determine locational advantages, how government policies promote and restrain the integration of national economies within the global economy, and the effect of volatility in the global macroeconomic environment on international business strategy. In the end, I also had to understand the analytical tools and concepts of international economics and risk, as well as case studies and examples that helped me to relate these concepts to actual business problems.

For competency 3c – organizational behavior, development, and culture, I understood that to reach success working as a CEO of Montalve in Brazil, I had to motivate changes in companies’ organizational behavior in general. Focused on vision and goals, I asked, shared, and demonstrated how the employee’s manner would affect the results for good or bad. When the behavior is changed, organizational development and culture receive a tremendous impact. In my job as First Elder and Assistant Pastor for the Seventh-day Adventist (SDA) Church in Mount Vernon, NY, my duties were very similar to the senior pastor, as I had to lead the local church. The elder’s responsibility states that “under the pastor and in the absence of the pastor the local elder is the spiritual leader of the church and is responsible for fostering all departments and activities of the work (*Seventh-day Adventist Church manual*, 2016, p. 74). The elder should [also] work very closely with the church treasurer and see that all-conference/mission field funds are remitted promptly (p. 74).

In this context, I reviewed and understood the personal, group, and cultural differences that motivate behaviors of the local Brazilian Seventh-day Adventist (SDA) church and music schools and how they influence organizational culture as we worked

together to reach the goals. I developed my understanding of how groups and teams in organizations operate. In the end, it helped me to become adept at diagnosing and analyzing group processes. I will elaborate more on the leadership, strategies, culture, and organizational behavior in general in the next chapter.

In the last section, the competency 3e – evaluation and assessment, I explored that to develop knowledge and skills in reading reports and different kinds of assessments is a critical tool for leadership success in the business area. Working as the Management Information System-South Region for Citibank, I worked closely with the bank's President and financial directors. One of my duties was to provide information about the nine branches of my region's daily results. I also developed a daily-report in which I could obtain and analyze income, expenses, and revenues of the bank branches under my management. Furthermore, I implemented the same daily-report in all four bank regions in Brazil, with approximately twenty-three bank branches. Working as President for Montalve, one of my first tasks was to create, reformulate, and shape the reports to have the entire company under my “eyes and fingers,” through the papers.

Exploring the contexts above, I reviewed the theories related to evaluation and assessment tools, evaluated and assessed systems for effectiveness within work areas of responsibility on the businesses and churches I was working with, and assessed personal growth areas.

### **Background**

Originally from Brazil, I had the privilege to develop my experiences in three distinct areas: music, business, and church leader. All these areas required a strong leadership; what now I name it as “disruptive leadership.” I will explain what it means

“disruptive leadership,” holding a “disruptive mindset” in the next chapter. As an accomplished pianist, my education began in my sixth year, and I am still learning and growing daily in my piano knowledge and skills and my teaching side. However, my actual performance is not the same as it used to be in the past. In Brazil, I used to play for different audiences in many auditoriums in Southern Brazil. I also played for musical groups and choirs in many Seventh-Day Adventist Churches. I thoroughly enjoyed traveling, playing, and making new friends related to the music field.

In Brazil, I worked for several bank institutions and businesses. I received my educational graduation in Business Administration, followed by a Specialization in Finance and a Master's in Business Administration degree. After many years of working for different banks where Citibank was one of them, I left the bank to pursue new leadership experience in another field. I was hired to work for the Montalve group. Initially, I served in a company branch as the home appliance and furniture store manager and half-owner. I was responsible for the entire management and control of the store. After a few years, I was reassigned to be the warehouse manager (another company accountable for vehicle parts and service). Years later, I was promoted to be the group financial manager, followed by the general manager. Then, I was nominated to be the Montalve CEO in a Volkswagen car dealer in Parana, Brazil.

As CEO using my called unknown “disruptive leadership,” I was able to restructure the company in all areas. I had the privilege of leading the company to establish its mission and vision, set goals, and connect to its goals and future targets. Building on the excellent communication I had with all department managers and their staff, I revised various processes and created a strategic plan. As a result, in 1999,

Montalve was chosen one of the best car dealerships in the Parana state and featured as a dealership model in the country.

I moved to the United States in September 2002. Everything new. New country, new people, a new language, and modern culture. Only an immigrant can measure and understand the difficulties involved in relocating to a new and strange country. Each immigrant has personal experiences in how to assimilate the culture, language, communication, time zone, various challenging circumstances, and in the end, the American way of life. In the U.S., I began working as a music teacher and founded my music school. I am the founder, director, and music teacher for Avivar Music Learning Center, in Danbury, CT. This area allows me to teach music and train people and teams and extend my knowledge in the business leading people and promoting, managing and developing my business.

With expertise in three specific areas being: 1) leading companies and serving people using the knowledge acquired from my degrees, as well as skills gained through my previous job experiences in Brazil, Canada, and the United States, 2) Working in the music field as a pianist, music director, and conductor, teacher, and music school director, and 3) I developed my third area in the Seventh-day Adventist (SDA) church. From April 2004 to June 2012, I held the position as assistant pastor, first elder, church leader, and music minister for 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.

From June 2012 until November 2016, I lived, studied, and worked in Canada, returning to the U.S., Danbury, CT, in December 2016, where I lived since that. While

working as the director and music teacher for a music school, I am also pursuing a degree at Andrews University in the Ph. D. in Leadership program. Life as an immigrant is still a learning process. It seems that it never ends. There are still many challenges as well as opportunities to pursue in this life experience.

Some core achievements that are relevant as they explore my roles and experiences into those described areas above are as follows:

- Awarded the best car dealership in all Parana state and featured as a dealership model in all country based on performance
- Succeeded as best leadership locally and regionally for many consecutive years
- Headed tactical direction to senior management by recommending and coordinating the purchase and sale of development/investment properties to optimize profit
- Conceptualized and orchestrated marketing campaigns that effectively reinforced brand identity and increased sales
- Redesigned workforce costs by analyzing the job duties of all department employees and implementing principles to remove non-value-added activities
- Recruited, shaped, trained, motivated, coached, and supervised a team of sales consultants, increasing both personal and group sales
- Successfully developed and executed programs to accelerate the development of high potential leaders
- Founded, planned, organized, and established a multi-ethnic music school in the U.S. and Canada

- Designed and implemented marketing objectives, promotional plans for generating resources and revenues and evaluated communications strategies
- Oversaw the professional leadership and management of the school, ensuring high standards of teaching and learning processes
- Developed and made successful relations with instructors, teachers, departments, and professional associations

As I experienced those duties, roles, and achievements, they exemplify a considerable part of my “leadership through organizations,” represented in Section 3 of the competency families. I will show the artifacts related to the 3a, 3b, 3c, and 3e competencies in a further chapter. Regardless of the knowledge and skills acquired, what I bring to my daily life is the awareness that I have to learn how to become a better leader and create ways to be more effective in my leadership. This consciousness is based on what I have learned practically and, in some instances, theoretically in leading and directing the work of organizations in three different countries. These combined experiences were essential as they have contributed to my personal and professional growth and developed my abilities and skills as a leader. In the next chapter, I will explore some knowledge base that helped me to grow and understand more theoretically what I, in some way, used to do in my practices.

### **Summary**

In this first chapter, I described the leadership through organizations as one of the most relevant for my personal and professional experiences and as requested in the Ph.D. program at Andrews University. So, understanding all of the three family competencies was essential to acquire more knowledge in these areas. As important as describing and

exploring each one of them is the way they interconnect with each other. In reflecting on them, I also showed my background with my core competencies and achievements that I acquired as part of my growth as a leader. In the next chapter, I will explore the knowledge base that ties the theories with practices going through my leadership through organizations.

## CHAPTER 2

### KNOWLEDGE BASE

#### **Leadership**

This chapter discusses the knowledge base definitions that will bring more significance to a better understanding of my leadership role through the organization 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.

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 something happens at a particular moment, 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. Also, leadership is a “process that is not specifically a function of the person in charge” (Barker, 2001, p. 491). Many definitions usually address the leader's nature instead of the kind of leadership.

Goleman (2005), in his more famous 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, R. C. Ginnett, and G. J. Curphy (2012) presented my favorite definition among all descriptions. 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. 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 through organizations requires skills and behaviors that help leaders reach success in all organization areas. To evaluate each of the competencies involved, more responsibilities seek leaders with skills and behaviors to move companies to 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: Continuously 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), but also 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 see 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 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

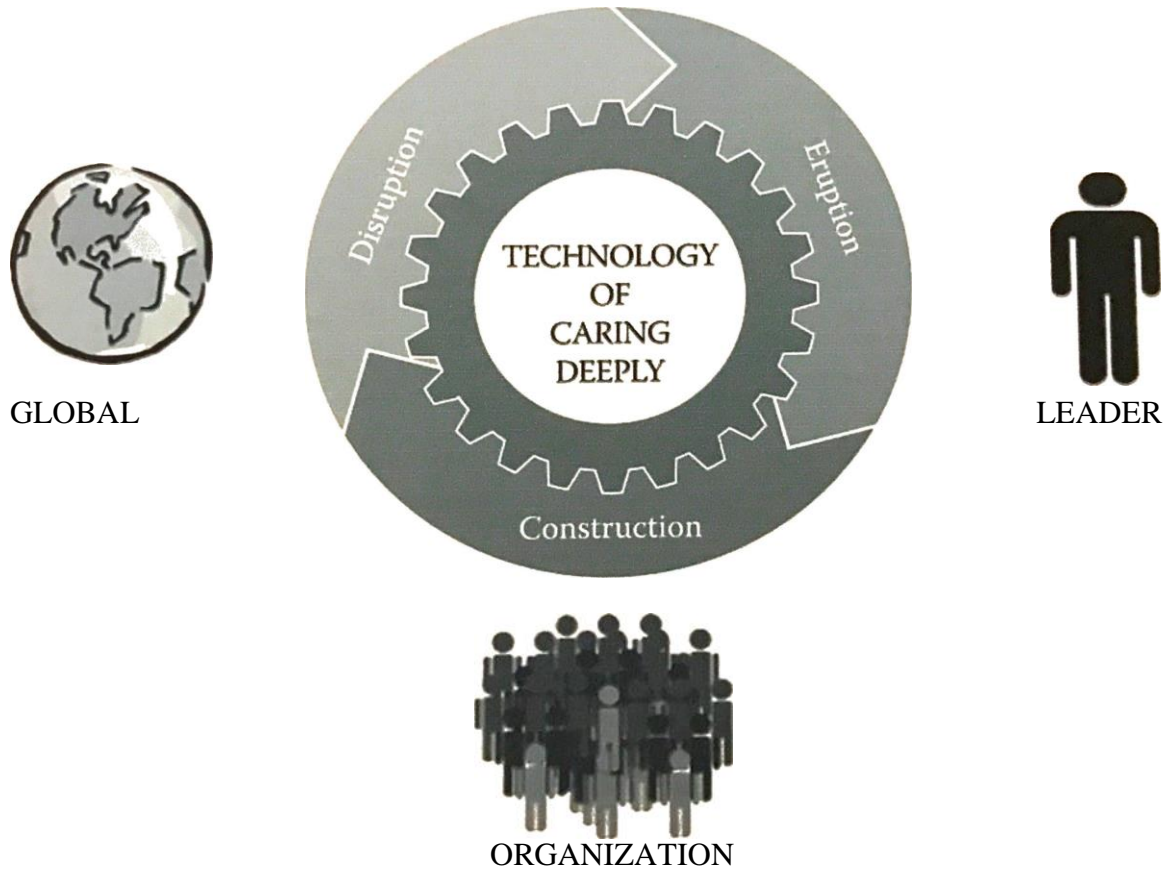
Kao (2018) presented the disruptive leadership model (Figure 1), which includes three phases: the individual (leader), that represents the eruption phase; the organization, that represents the construction phase; and the global, that means the disruption phase.

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:

(a) The leaders are chosen when the change must happen on time and budget, and they

get it done; (b) they are detailed in explaining their roles, expectations, and procedures; (c) they give feedback; (d) they 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 prime for value on their work; and (i) the Realist Optimist is their best partner.

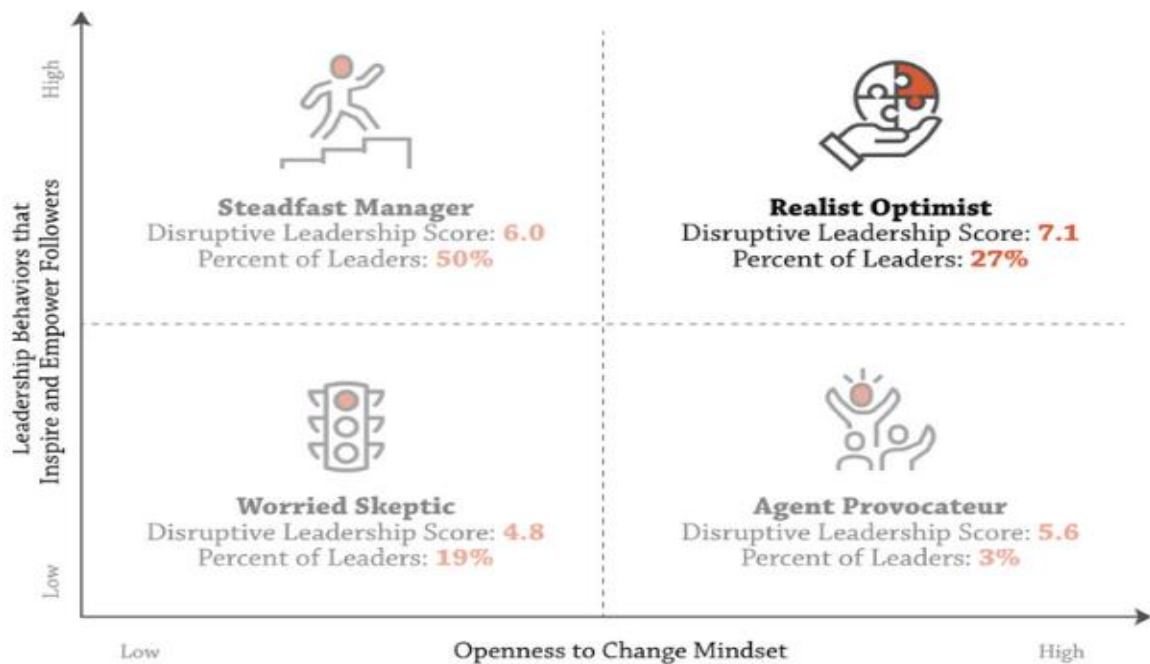
The second archetype, the Realist Optimist, carries the following characteristics: (a) They are the highly effective disruptive leaders with a mindset to change and strong leadership that inspires and empowers the followers; (b) they are optimistic; (c) they deal very well with stress; (d) they learn with fails and mistakes; (e) they can build a coalition of people that will make the changes happen; (f) they stand with their position, and most leaders in the organization might not think the way they do; and (g) they 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: (a) They worry about all the things that might go wrong; (b) they are experts in cleaning up the mess; (c) they rely on analytical skills and experienced colleagues; (d) they are rational people, they can see the “potential downside to a risky disruptive strategy” (p. 112); (e) they need to improve their leadership skills and curiosity about the proposed initiatives, and (f) they 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). Those with a growth mindset flip their script by flipping their mindset and are better off compared to those 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” (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 specified 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 assumptions 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 activities, as well as organizational track (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 things 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 issues and problems, 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 21<sup>st</sup> 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).

I visualize the 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)

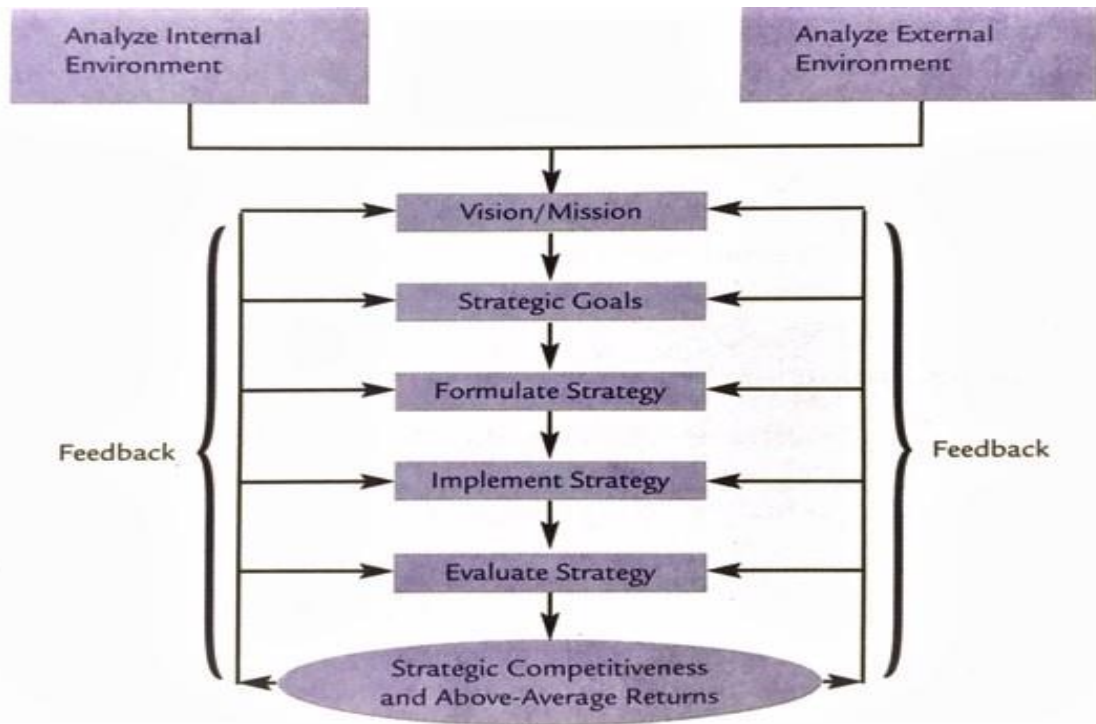
The following step is strategy implementation or the search for ways to get there. You only know if something will work if you try it (Hoque, 2015), and this is the strategy in action. It is not hard to verify if a strategy implementation has value if it “has been poorly or partially implemented” (Hord, 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

Being aware of the characteristics of a successful leadership strategy is essential for leaders. 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 gives the leaders feedback assessment data that will turn each leader more self-aware of the organization's needs and their performance and improvements to reach the organization's success.

### **Legal and Policy Issues**

Law takes ethics and goes one step further. Instead of being satisfied with operating under a set of ethical guidelines, a body of laws suggests that society cannot always trust its citizens to act acceptably. Through their representatives, people agree to levy punishments that can run from fines and other sanctions to imprisonment to ensure compliance. However, "laws can quickly go beyond ethics as those who draft them try to ensure a whole range of behaviors for various reasons" (Yaverbaum & Sherman, 2008, p. 294). Sometimes the law effectively duplicates others in existence or is a quick reaction by lawmakers to some perceived problem, even though the statute might do little or nothing when viewed objectively.

## Working Ethically

As a leader, you may embrace a set of beliefs that your team members may or may not hold. If you disagree with something that people consider fundamental to their identities, you can quickly develop high degrees of hostility and antagonism to your goals. If that happens, you can mostly forget about the chance of actually accomplishing anything.

Yaverbaum and Sherman (2008) argued that “instead of looking to morality, as a leader, you should focus on ethics” (p. 294). In general, you will find that people agree more readily on ethics than on underlying morality. Perhaps it is easier to accept a defined set of actions rather than argue the reasons for them. People are then free to fill in their purposes and rationales. Whatever the reason, people are far more amenable to adopting ethical frameworks than moral ones (Yaverbaum & Sherman, 2008). In every business, everyone understands one common concept in every position: the importance of acting professionally.

Today, laws govern a dizzying amount of life. Not only are their requirements for most behaviors, but there are also laws for organizations of all types. Regulatory bodies oversee the financial activities of virtually all companies. Complicated rules govern industries from health care to engineering professions. Nonprofits have varying requirements, depending on what they do. And you and your team need to understand any obligations you might have. Trying to understand the regulations can be a challenge. In any way, it is always better to talk to someone that understands laws, policies, and management. When you speak to the organization’s lawyers, you may get a definitive

answer on where the danger lies for your team and exactly what you must do and refrain from doing.

### **Organizational Culture**

By definition, culture is “an important consideration when it comes to implementing change” (R. J. Thomas, 2017, p. 33). Not only for that, but culture is what drives organizations. The literature presents a variety of formal definitions of organizational culture and different models and approaches and how to assess it; however, I will show the definitions and examples relevant and the ones that could add value to this paper. Culture, argued Daniels, Radebaugh, and Sullivan (2014), is sometimes an obscure topic to study “because people belong to different groups, based on nationality, ethnicity, religion, gender, work organization, profession, age, political party membership, and income level, and each group comprises a culture” (p. 50). Given this definition, the culture of an organization denotes an integral portion, “not to be overlooked, especially when considering the group dynamics within an organization” (Taylor, 2019, p. 29), which is affected “by the social dynamics of not only the leader but also the followers” (p. 30).

In working with different cultures and organization, it is possible to define organizational culture as a “system of shared backgrounds, norms, values or beliefs among members of a group” (R. L. Hughes et al., 2012, pp. 489-490), displayed by how people share meaning and beliefs that shape the way they interpret information, make decisions, and implement actions (Daniels et al., 2014). In fact, a leader should recognize the culture and understand the multicultural variety of people or employees, and engage with them to build an atmosphere that “leverages their unique skills and abilities and then

model the multicultural experience for all employees” (D. C. Thomas, 2016, p. 14). The point behind recognizing the culture inside the organization is vital because “culture determines how much disruptive transformation your organizations can create” (Li, 2019, p. 125)

Leaders, as well as organizations, must cultivate cultures in which the diversity that exists within individuals “can be recognized in the same way that we have come to treat cultural diversity between individuals as a valuable asset” (D. C. Thomas, 2016, p. 13). Also, elevating culture to a representation of the person or a group of people that contribute to the organization with their way of thinking and act upon different situations. Usually, it is easily recognized by an outsider by the fact that “organizational culture becomes so second nature to many organizational members that they are unaware of how it affects their behaviors and perceptions” (R. L. Hughes et al., 2012, p. 492).

As important as to understand a person, we should first understand the influence of the culture that they bring that can add value to organizations and relationships in general. Every person displays some culture formation based on two specific principles: 1. contact to different cultures which can be ascribed, that means raised by culturally diverse parents, or 2. acquired by migrating to a different culture (D. C. Thomas, 2016). Regardless, “culture can fluidly blend the intentions of top leaders with the knowledge and experiences of frontline employees” (Groysberg, Lee, Price, & Cheng, 2018, p. 4).

Culture is more than an informal combination of different people and their backgrounds or still a collective way to perceive and interpret the jargon “how we do things in here” (Li, 2019). It is an organized system of values, beliefs, attitudes, and behavioral meanings that are related to one another, to a society’s physical environment,

and other cultural groups (D. C. Thomas, 2016, p. 20). Moreover, culture serves two crucial functions inside the organizations. First of all, it promotes integration among members, allowing them to know, relate and behave to one another, working together effectively; and second, it guides how to adapt to external environments achieving goals, and dealing with unknowns (Daft, 2011). In leading organizational culture through a process of change, R. L. Hughes et al. (2012) stated that leaders must realize that they have an important role in changing an organization's culture, and not only receive or be influenced by it. Leaders, the authors argued, can change culture working in different views such as by joining to or disregarding projects, issues, or problems, by transforming culture according to their reactions to crises modifying their behavior, by being a role model and an example of self-sacrifice inspiring and motivating others to do the same, and by using criteria to keep, select or dismiss followers.

Now, there is a relevant question that refers to why the leader wants to change the organization? The answer is: it is all related to the present results that carry a positive and negative impact on the desired future outcomes (R. L. Hughes et al., 2012). Thereby, a central goal that helps to understand organizational culture relates to the goal "to minimize the occurrence and consequences of cultural conflict and help foster the development of shared goals" (Tierney, 2020, p. 14). A "strong" culture that furthers change, increases organizational performance by having employees motivated to work towards shared goals and developed missions, shaping their behaviors according to the planned strategies (Daft, 2011). By strong organizational culture, Schein (1990) claimed that they "exist when a long shared history among the people is evidenced or because they have shared important intense experiences" (p. 111).

Additionally, according to Edgar H. Schein (1988, 1990), there are three organizational culture levels. The first level, *artifacts*, refers to visible organizational structures and processes – “deals with what one feels, observes, and notes with all of one's senses as one enters a new culture” (p. 9). They are things that an outsider can hear, feel, and see in an organization such as physical layout, dress code, how people interact with each other, how they feel and smell in the new place, or other phenomena such as company records and annual reports. Culture in this layer can be obtained and changed quickly (Steen, 2016). To know and understand better the organization, one should look inside the organization and evaluate its espoused values.

*Being*, the second level includes the organization's strategies, goals, and philosophies. The author continued his explanation, saying that “usually, the espoused goals, ideals, norms, standards, moral principles, and other untestable premises” (p. 9), which constitutes not only the shared beliefs but the norms that rule the behavior and attitudes of clients and employees. One presented issue is that these espoused values may not be congruent with the results of their actions, represented by the first level, and their assumptions, which is the third level.

According to Schein (1992) and (Schein, 1988, p. 9), the third level is basic underlying *assumptions* revealed by the “unconscious, taken for granted beliefs, habits of perception, thoughts, and feelings.” This level is the “ultimate source of values and action, deepest and least visible, difficult to tell, and takes longer to change” (Steen, 2016, p. 21). These three levels unveil the essence of the organization's culture and present a real image of what is and how it exemplifies the organizational culture. As culture influences and impacts leadership, it is essential to discern that a person viewed as

an effective leader in one organization or environment may not be as efficient as in another (R. L. Hughes et al., 2012), which makes the culture one of the determinants in a successful leader. Indeed, culture causes impact, stimulates change, and supports influences on the decisions made by leaders, reaching all spheres inside and outside the organizations. In the end, culture can define leadership.

One phrase can summarize the importance of the culture to an organization. This phrase has been explored by many authors and in different environments: by Groysberg et al. (2018), they said: “as someone once said, culture eats strategy for breakfast” (p. 4). By Li (2019), who attributes this phrase to Peter Drucker, she said: “culture eats strategy for breakfast every day” (p. 124). By Petters (2018), who asserted that this affirmation comes from Ed Shein, MIT professor, generally considered the founder of the culture movement, he said: “culture eats strategy for breakfast” (p. 64), and finally, by Denison, Hooijberg, Lane, and Lief (2012), where they argued that “without careful attention to aligning people, the strategy is just a plan, and what happens when a new strategy clashes with an old culture? Culture eats strategy for lunch” (p. 50). Regardless of the situation or environment, these phrases have a unique meaning: “culture eats strategy for breakfast”, “lunch” [and dinner]. That is it.

### Diversity

My vision is that diversity brings people together. To be very clear, as a leader, “you cannot lead in today’s global economy if you cannot negotiate diversity deftly” (Davidson, 2012, p. 51). According to Martin N. Davidson (2012), in his article, *The End of Diversity: How Leaders Make Differences Really Matter*, he claimed that perhaps the essential characteristic that differentiates leaders today is the “leader’s mindset” (p. 52).

The route towards success is how you, as a leader, bring people to work together towards the mission, vision, tactics, and strategy, creating and adding value to the organization.

David C. Thomas, in his book *The Multicultural Mind: Unleashing the Hidden Force for Innovation in Your Organization*, stated that “multicultural experience leads to greater creativity. People who have multiple cultural identities (multicultural) are at the top of the list of people with significant multicultural experience” (D. C. Thomas, 2016, p. vii).

Furthermore, as the leader brings people to work together in an organization, a strong leader who vision and understands the effect and power of the group dynamics, respects and embraces diversity working in its creation and using the leader’s mindset to support and maintain it. The leader is aware that the “diverse expertise and points of view are represented, to develop better insight, diagnoses, solutions, and action plans” (Kaplan, 2015, p. 143). Kaplan still argued that it is essential to work with people likely to have different views or sometimes take an opposing side. This fact assumes that some leaders most likely prefer to deal with similar and loyal people personally or deal with people who are unlikely to challenge them on the organization's issues. On the other hand, “superb leaders overcome these insecurities and find ways to create and work with diverse groups of people.” Their mindset helps them to “learn to share critical information, frame issues, and encourage debate and discussion to make better decisions” (Kaplan, 2015, p. 144).

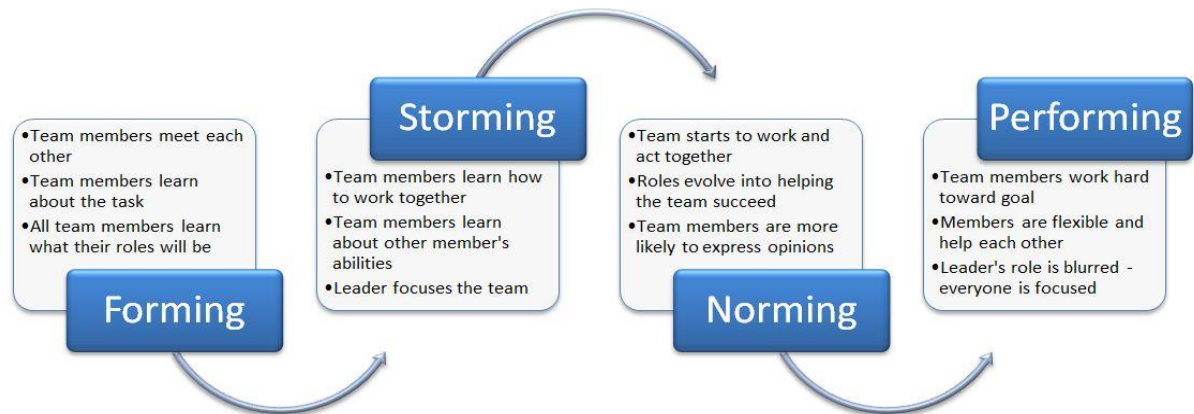
According to D. C. Thomas (2016), there are several assumptions that we must challenge in understanding people with cultural diversity. First, due to globalization, employees and managers are multicultural, which implies that they bring different values, attitudes, beliefs, and no less important. They get assumptions on the behavior of more

than one culture. Second, by the fact they internalize different cultural profiles, the organization must know their employees. The belief that is challenged is that “any sort of visible surface indicator can provide effective insight into an individual’s cultural makeup” (p. 6). Finally, their diversity or multiculturalism should be used as an advantage as the employees have their different skills that can be used to grow the organization, and not only with the assumption to know their diversity as an intent to “bridge cultural differences” (p. 6). One crucial part of the leaders' skills is bringing diverse people to work together in the organization. It can reflect a new culture inside the organization working towards the goals, mission, and vision. The leader’s mindset and awareness are vital when applying leadership through the organization. Indeed, one of the basics for the new leaders is that they “must rely on others, work with, and manage teams” (Gentry, 2016, p. 35).

### **Team Development Model**

Leadership through organization also implies that teams will be an asset to the organization’s culture. Regardless of the area or department, teams are necessary for the organization. A good way to exemplify some of the steps or phases that the groups will reach with more or less dependence is using Tuckman’s Team Development Model (R. Hughes, R. C. Ginnett, & G. J. Curphy, 2012).

Figure 5 – Tuckman’s Team Development Model (R. Hughes et al., 2012).



The first stage of Tuckman’s model talks about forming. In this stage, most team members are cheerful and polite. Some members are anxious, as they did not understand what work the team will do. Others are merely excited about the task ahead. The second is the storming stage. In this stage, members start to push against the boundaries established in the forming stage. Storming usually starts with conflict among team members’ working styles. People can work in different ways for different reasons, but when differing working styles cause conflict, the frustration is manifested.

The norming stage is characterized when team members start to resolve their differences and appreciate their colleagues’ strengths. Team members begin to know each other better. They are open to socialize and ask for help and feedback from each other. A more substantial commitment is developed to the team goal and start to see good progress towards it. The fourth and last one is the performing stage. When hard work leads, the performing stage is reached to achieve the team’s goal without friction. In this stage, everyone is focused and help each other towards goal accomplishment.

## **Evaluation and assessment**

There are many ways to discuss evaluation and assessment in the leadership field. I will focus on one review that seeks to improve leader effectiveness that aims “to give leaders feedback regarding the frequency and skill with which they perform various types of leadership behaviors” (R. L. Hughes et al., 2012, p. 262). This is the 360-degree or multi-rater feedback. It has been translated to more than 16 different languages, and more than 5 million managers have received feedback on their leadership skills and behaviors through them. Today, according to R. L. Hughes et al. (2012), most organizations use 360-degree tools as part of their training, succession planning, coaching, and “performance management components of a comprehensive leadership talent management system” (p. 263). Where does it matter? It matters to the point that many researchers have attributed to the 360-degree feedback the feedback of the leaders higher performance if compared to the ones that did not receive this kind of feedback.

### **Feedback**

Feedback, according to Daft (2011), occurs “when a leader uses evaluation and communications to help individuals learn about themselves and improve” (p. 214). Some people receive very well the feedback; however, some people have difficulties in receiving negative feedback. It means that followers appreciate positive feedback. On the other hand, even with some limitations, they also want to know when they are not doing what is projected to understand what they can do better.

Daft (2011) enumerated some ways leaders can provide feedback that can help followers: 1. Make it timely: it should be given as soon as the behavior happens and not yearly; 2. Focus on the performance, not the person: it should not criticize the person or point out their faults. The focus is to find ways to improve behaviors; 3. Make it specific:

it should describe the correct action and its consequences and explains why the leader either approves of the conduct or improvement may be needed; and 4. Focus on the anticipated future, not the past: it should be toward the end and not the past. It minimizes fault-finding and describes the desired behaviors and results.

### **Summary**

This chapter showed the leadership side in terms of new terminology, “disruptive leadership,” and how it has been explored through models, archetypes, and mindset. I studied this term because nowadays, leaders are called to use all their capabilities to reach success. The leaders’ ability to plan and implement a strategy is one of the most required skills that lead to a better and successful one. Legal and policy issues and evaluation and assessment were two topics that I did not explore as much as I should; however, they described some essential concepts in using it tied to the leadership.

Organizational culture is also a piece of essential knowledge for leaders. As important as to understand a person, we should first understand the influence of the culture that they bring that can add value to organizations and relationships in general. Diversity or multiculturalism should be used as an advantage as the employees have different skills that can be used to grow the organization. This is vital for companies and business in this new era of leadership. In the next chapter, I will describe how the knowledge base ties to my practical experiences.

## CHAPTER 3

### MY LEADERSHIP IN ACTION

I am the kind of leader that is always open to take a risk and promote change, looking for better ways to reach success. At least, I consciously “try it” and observe the results. With the knowledge base above, I will address my efforts to shape my experiences on leadership through organizations focusing on essential “best fit” artifacts that are a result of the four competencies analyzed in this paper:

- 3a. Resource development; human and financial;
- 3b. Legal and policy issues;
- 3c. Organizational behavior, development, and culture, and
- 3e. Evaluation and assessment.

As I already have shared before, now, in brief. I was born in Brazil. I have lived 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 U.S. 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. I can learn new ideas every day, and most important of that is that I can apply them directly to my daily duties.

### **The connection between the knowledge base and the artifacts**

I am currently pursuing a Ph. D. at Andrews University and 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.

I am a Christian and SDA believer. As a Christian and leader, I have my core values, beliefs, and qualities, such as 1. God is all; 2. God's plan to have a family; 3. My parents are an excellent framework for my family; 4. Home should be a piece of heaven on earth; 5. Friends and relatives, always seeking a way to serve them; 6. Open heart for changes; 7. A visionary leader; 8. Positive thought and positive person, 9. Honesty is always the best policy; 10. Trust has to be earned; 11. Integrity, and 12. Have faith in God.

Combined with my values, beliefs, and qualities, I have to express my thinking through a combination of factors such as live actions, words, letters, and collectively when working in teams, just to name a few. These approaches show that flexibility and openness are essential qualities that I have to maintain to improve my cultural background. Ideally, my skills and behaviors are responses to the environment around me at the same time that they are directed consistently by my beliefs and values when leading organizations.

### **What artifacts have been generated?**

To improve my leadership through organizations, 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 business, music, or church leader. As a student, I want to reference that I took classes in three different universities and countries (SPEI/ISPG in Brazil, Andrews University, U.S., and York University, Canada).

A brief report of how each of these projects influenced my leadership through organizations' growth follows:

**Artifact 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, 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):

A:1. Dale Carnegie certificates.

This artifact A is appropriate for the competencies: 3a. and 3c.

**Artifact B.** I worked as an assistant pastor and first elder for Seventh-day Adventist (SDA) Brazilian church in Mount Vernon, NY. It was one of the most relevant experiences I achieved in my life. The SDA church manual states that “Elders must be

recognized by the church as strong spiritual leaders and must have good reputations both in the church and community... and by precept and example must seek to lead the church into a deeper and fuller Christian experience” (Adventists, 2015, p. 73).

In this role, I had the opportunity to lead a vibrant Brazilian community in Mount Vernon, NY. When we lead a church, we lead people. Among several duties that I had, I helped the church develop, implement, and lead the nominating committee, church board meetings, religious activities, workshops, training, and conferences. As the assistant pastor, I also invited Pr. Denison Moura, the Portuguese Advisory Secretary, to come to our church. In his visit to our church, he preached and presented a workshop regarding the Adventist structure starting from the General Conference reaching the churches around the world. Also, I taught Sabbath school lessons to the church to better understand the culture, values, principles, and worldviews included in my roles.

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.

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. In the end, we used to serve lunch to all visitors and guests.

Furthermore, 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. Two letters from the Senior Pastor Claudio Vilela,

B:2. Letters from the Greater New York Conference of SDA showing my commitment to the church,

B:3. Nominating Committee letter,

B:4. The video presentation and letter from the Portuguese Advisory Secretary for General Conference of the Seventh-day Adventist churches, Pr. Denison Moura,

B:5. Elder's certificate,

B:6. As a church leader – efficiently communicate the mission, plans, projects for the church,

B:7. Sabbath school training certificate,

B:8. Nonprofit leadership certificates, and

B: 9., 10. & 11. Projeto Viva Melhor (Best Living Project): Bible to the community (newspaper ad), to help smokers quit smoking (newspaper ad), and open-door church for the community.

This artifact B is appropriate for all four competencies: 3a., 3b., 3c., and 3e.

**Artifact C.** I worked as the music school director for All Nations Music and Arts Center. I was the coordinator for the All Nations Baptist Church in Danbury, CT, for the I Conference of Worship and Praise In His Presence. Among the 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.

See the following artifact(s):

C:1. Book of activities in Portuguese and English, and

C:2. Flyer.

This artifact C is appropriate for the competencies: 3a. and 3c.

**Artifact D.** At Andrews University, the main idea was to seek multiples perspectives, new knowledge, improve my education and curriculum, and acquire multicultural approaches throughout the program to employ my leadership through organizations 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 suitable courses for these competencies are LEAD 638: Issues in Leadership Theory and LEAD 756: Advanced Studies in Organizational Development and Change. LEAD 756 improved my knowledge of how to develop a mindset about organization development and change. I examined the concepts and techniques of organization development (O.D.) and the management of organizational change (O.C.). I learned that based on behavioral science knowledge and methods, O.D. interventions facilitate actions towards planned organizational change and renewal. This class's main purpose was to understand O.D., O.C., and the ways of evolving needs and their applicability in successful organizations. This class's primary 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):

D:1. Andrews University acceptance letter,

D:2. Pr. Claudio Vilela's letter of appreciation regarding my Andrews acceptance letter to enter the Ph.D. program, and

D:3. Course Syllabus.

This artifact D is appropriate for all four competencies: 3a., 3b., 3c., and 3e.

**Artifact E.** Among several classes taken at York University in Toronto, Canada, most of them were essential when talking about leading through organizations. The Internationally Educated Professionals (IEP) is a bridging program offered to skilled

immigrants to prepare them to work in Canada. These courses improved my knowledge and allowed me to develop my skills and my colleagues' skills.

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

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

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

4. AP/ADMS 3060: Canadian Law and Ethics at York University (Toronto - Canada): The course intended to provide the elementary legal and ethical principles and frameworks needed to operate within a business context. The significant portion of this course taught on legal, policy issues, social responsibility, and corporate social responsibility.

5. AP/ADMS 3960 – International Business at York University (Toronto – Canada). The focus of this course was to acquire knowledge on how to work on the world of international business, management, and international trade by studying cultural economics and its influence, as well as legal business and corporate structures plus governmental powers in our global economy. The key for this course was to understand the impact of globalization, the causing integration of the world economies, and the direct implications for conducting business. I also learned about international trade theory, joint strategies, multinational business theory, global financial organizations, human resource management, and legal agreements.

6. 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. Among the course objectives, I highlight the following: 1. To provide a knowledge of the methods of seeing and reading organizations, 2. To critically review approaches to organizational analysis and diagnosis, 3. To understand ways of intervening in organizations to facilitate change

and development, and 4. To develop the capability to see administrative issues from some perspectives with many possible and variable resolutions.

See the following artifact(s):

E:1. York University - Certificate In Canadian Business for Internationally Educated Professionals, and

E: 2. York University – Celebrating Success 2015 Graduation, and pictures.

This artifact E is appropriate for all four competencies: 3a., 3b., 3c., and 3e.

**Artifact F.** 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). I also had to understand how our cultural assumptions impact how we lead and approach music education. As a result of my work, 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. 2018 & 2019, Danbury, CT at Avivar Church. Music School Director, teacher, and host: Prof. Osvaldo Junior.

See the following artifact(s):

F:1. EMAF - Spring Recital (Recital da Primavera) (2009): program, flyer, video, and The Immigrant Newspaper - Report.

F: 2. Avivar Music & Arts Center (2011): Flyers in English, Portuguese and Spanish, Flyers and invitation, video and pictures.

F: 3. Christ For The Nations Music & Arts Center (2016): Flyers in English and Portuguese, Flyer and invitation, videos, and pictures.

F: 4. Avivar Music Learning Center (2018 and 2019): Program, audio/video, and pictures.

This artifact F is appropriate for the competencies: 3a. and 3c.

**Artifact G.** In Brazil, I worked for Citibank, NA. I was a Region Manager responsible for nine out of 21 branches of the bank. The offices were located in: Curitiba, Porto Alegre, Moinhos de Vento, Blumenau, Londrina, Campinas, São Jose do Rio Preto, Ribeirão Preto e Campo Grande. To be familiarized with the bank and its product, I took much training that helped me learn and be 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):

G:1. Citibank-Global Consumer Banking (GCB) Training Center – certificates,

G:2. Invitation letters to participate in training,

G:3. Citibank's newsletter,

G:4. Copy of my presentation, and

G:5. Management control reports/folder by branches

This artifact G is appropriate for the competencies: 3a., 3c., and 3e.

**Artifact H.** 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. As a result of these pieces of practice, I could perform better in my leadership through organizations. These certificates show the desire to approach old things and how to be better as a leader and human developer, with new techniques and information.

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

See the following artifact(s):

H: several certificates.

This artifact H is appropriate for all four competencies: 3a., 3b., 3c., and 3e.

**Artifact I:** 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. Among the several classes taught, many of them helped me grow in knowledge and better understand my role as a leader, focusing on specific leadership areas through organizations. One of them discussed "administration and organization." Subjects learned: 1. The institution,

and the creativity, 2. The concept of the organization, 3. The organization vs. market view, 4. Revenue source, and cost accounts, 5. The concept of efficiency and effectiveness, 6. Organization x administration, 7. The functions of the administration, 8. Levels and structure of the organization, 9. Management activity, 10. The systemic view: contingencies, 11. Measures of managerial efficiency, and 12. The skills that make an effective manager.

I also took the financial planning class. Through this class, I learned topics such as 1. budgetary system, 2. financial planning, 3. analysis of the company's current situation, 4. competition analysis, 5. tactical plan, 6. policy of action, and 7. action plan.

I also took the following classes: 1. Public and Private Law I and II, 2. Administrative Law, 3. Tax Regulation I and II, 4. Economic Policies and Tendencies, 5. Organizational Diagnosis, and 6. Approaching and Solving Problems.

See the following artifact(s):

I:1. BA Degree, and

I:2. SPEI/ISPG (Specialization in Finance, MBA Executive, and York University): scholar reports, certificates, and transcripts

This artifact is appropriate for all four competencies: 3a., 3b., 3c., and 3e.

**Artifact J.** As All Nations Music School director, I promoted a singing workshop “O que voce precisa saber para cantar bem” (What You Need to Know to Sing Well). As singing and communicating are attached, this workshop brought different approaches and techniques to the participants.

See the following artifact(s):

J: 1. Vocal technique flyer and vocal health workshops

This artifact J is appropriate for the competencies: 3a. and 3c.

**Artifact K.** By the time I was the choir director at Woodbridge church in Toronto, Canada, I participated in several events. 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):

K:1. Flyers,

K:2. Invitations, and

K:3. Pictures.

This artifact K is appropriate for the competencies: 3a. and 3c.

**Artifact L.** 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):

L:1. Letter to Citizenship and Immigration Canada describing my duties as President of the company,

L:2. Management control reports by departments (new and used vehicles, parts and services, and

L:3. Copy of many meetings and reports illustrating the strategy.

This artifact L is appropriate for all four competencies: 3a., 3b., 3c., and 3e.

**Artifact M.** 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):

M:1. Email sent to all participants,

M:2. PPT's presentation, and

M:3. Pictures

This artifact M is appropriate for the competencies: 3a. and 3c.

**Artifact N.** As the music school director, I prepared different policies for students and professors. These policies used to give them directions on how to behave accordingly to ethics code and school principles.

See the following artifact(s):

N:1. School Policy (students and professors),

This artifact N is appropriate for the competencies: 3a. and 3c.

**Artifact O.** In addition to engaging in the proposed readings and discussions, I have included in this competency a portfolio showing the artifacts mentioned above. These artifacts were captured from my experiences, and they demonstrate my ability to lead, deal, work, develop, and evaluate others and organizations. They also show my ability to articulate my standing on these relevant issues.

### **What are the implications?**

Personally, these competencies helped me to acquire more knowledge in working for my leadership through organizations. 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 impacted my life throughout the organizations I used to lead as well as to my “followers.”

The main implications I visualize are 1. Leaders must work with a tuning channel with their employees always reaching the best part for both sides the organization, and the employees themselves, 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 so true because today's technologies bring a new way to think and do things and are aware of the leaders' changes and innovations. If you do not follow these requirements, the company tends to die over the years.

### **What are the challenges going forward?**

The challenge going forward will be not slipping back into self-defeating thinking about the past. I must keep reminding myself that there is an old and a new story. 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).

So, my better leadership through organizations involves discovering the fundamental truths in life by passing through the moment's hardship. Only in this way I can be elevated to the status of a better leader. Furthermore, this can be a painful process, no doubt, and attempts to revert to shortcuts in my thinking of methods and ways I lead. However, issues must be examined thoroughly before making judgments.

### **What future opportunities am I going to pursue?**

This reflection paper has brought me to a new awareness of my learning in leadership through organizations. 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 through organizations requires skills and behaviors to make them successful. In general, section 3 of the competencies gave me a glimpse of what is important and how I need to succeed in my personal and professional lives. Nothing motivates more than success. Each success offers a chance to build on what went well or not so well and help identify ways to keep improving.

## CHAPTER 4

### CONCLUSION

I've been a leader since I was a little child. I remember my infancy playing with other kids where I always was in the leader's position, giving new ideas or different ways to play a game or still discovering and making new friends. As a youth, at the Pathfinders club, I used to be the captain or counselor. At school and university, I always used to be the head of the groups or teams responsible for giving them the directions. As a businessman, I always was entitled as the leader, president, or head of the organization. Today, I work as a Music School Director.

One of the best influences I could receive from my parents was the desire to reach success in life. Indeed, I give all the merits of my leadership to my father, who always inspired me. He used to call me the entrepreneur of the family and still does it. As well as many studies, in my opinion, leaders are made, not born. Previously, I defined that to be a Leader is a mix of Science and Art. It is a science because there are core values and principles, ethical and legal limits, and rules. It is also an art because it will measure the leader's capacity to apply as clearly as possible those principles to achieve the goals, mission, and vision. In other words, it is not just where the leader will end up that count, but how the leader will get there.

Furthermore, as a business manager and leader, I believe that leadership is not a position; it is a process (R. L. Hughes et al., 2012). As already stated above: Leadership is also courage through actions. I can only make a change when I take a stand. Courage

gives me the confidence to believe that I can do it. Courage entails choosing the face of adversity. In fact, “courage...is about choosing to face danger and risk, despite your fear” (Kouzes & Posner, 2006, p. 134).”

To form the leader I want to be, I have to add knowledge, skills, and new paths and lead. This is what I called in this paper the Disruptive Leadership. Additionally, 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 emphatic leadership phrase is: “Never give up – keep doing – I can do it - Try it, and I will succeed.”

I also believe 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. In this context, I would say that leadership is mostly about behavior. Because behavior is underneath conscious control, “we can always choose to change our behavior as leaders if we want to. 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).

This paper helped me understand, acquire knowledge, and apply the theories and other leadership models that positively added my leadership style skills. However, the

truth is – Regardless of as much as I read and study, I perceive that I do not know what I desired, and I still have a lot to learn in my journey as a leader. I would say that leadership through organizations, like swimming, cannot be learned only by reading about it. It has to be practiced. Let me make an analogy. If you ever used weight equipment at a gym, you know that you do not exercise the muscles individually one at a time. Such a specific approach would take forever, and you would not get the results. Your muscles are designed to work in groups as well as successful leadership. I started the program at Andrews University with limited knowledge and leadership skills through organizations. I finished it with the feeling that my knowledge and skills were expanded even with some deficiency and proficiency in the language and memory issues.

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