

Andrews University
School of Education
Department of Leadership and Educational Administration

Leadership and Learning Plan

In Partial Fulfillment
Of the Requirements for
Doctorate of Philosophy in Leadership

by
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Part I

Narrative

I was born to loving, God-fearing parents who gave their lives to work for the Seventh-day Adventist Church. Dad was a teacher, dean, singer, pastor, youth director, and administrator who worked for the Church in some capacity from the time he graduated until he retired.

Mom never finished her higher education, but worked in team ministry with my father for many years. They were great parents who always communicated unconditional love to me. As I have grown older, I have come to realize how blessed I was to have them as parents. During my years of pastoring and youth work, I have talked with scores of young people who were fearful to live at home. Verbal, physical, and even sexual abuses were part of so many of their narratives. I was spared all of that because of the loving parents I was fortunate enough to be raised by.

We never had much, in terms of material goods, but I never felt poor. We were happy with what we had, and our joy never depended on having money. We played games and camped together, and I have only the best of memories of my childhood.

Some pressure did come as a result of being a pastor's kid. Mom and Dad did pretty well at not making us feel like we had to behave because of Dad's job. But nevertheless, pressure arose from time to time. My brother and I seemed to handle

the pressure well, whereas my sister recoiled from it. She rebelled as a teenager, and I never will forget the pain her words and actions caused my parents.

As it turns out, unbeknownst to any of us at the time, my sister was being molested by a teacher at our school. We didn't know anything of it until she was grown and married. Knowledge of this explained much of her difficult journey while growing up.

To watch my father as a leader was an amazing privilege for me. He hired and led teams of 70 to 80 young people each summer to be part of his singing and witness teams. What was so amazing was how, because of the relationships Dad carved out with them, the young people just wanted to behave and do their best for him. Dad was so gifted at communicating the vision of the ministry the young adults were involved in that they just wanted to give their all to it. I had seen others work with young people, e.g., at boarding schools, camps, etc., and the kids were just a challenge to work with. They seemed compelled to behave not out of love and honor but, rather, to avoid discipline. Dad had a way of building team that was truly unique and remarkable.

Another leadership quality I learned from my father was how he challenged his young people to be creative and use their God-given talents to be leaders in their own right. My father was a master musician, having taught music on both high school and college levels, and he sang with The King's Heralds quartet for many years. But Dad always insisted the young people lead out in the music used for his witnessing teams. He encouraged them to lead the song services, direct the

singing groups, and write their own music. In doing so, Dad developed leaders who took hold of the ministry at hand and gave it their all.

It was amazing what those young people did for the Lord. Sure, my father could have done all those things for the young adults he worked with and done them better than they did, but he was determined to help them see their potential in serving the Lord. It is truly amazing to see just how many, with whom Dad worked, still are a part of the Church today, and many are pastors and teachers for our Church, too.

Apart from my father, the one person who shaped my view of leadership more than any other was my academy dean. He was a wonderful mentor whose creative leadership with young men helped them grow and mature during those critical, formative years.

I worked for the dean my sophomore through senior years. One story sticks out, in my mind, and captures the essence of who he was as a leader; and it happened when most of his R.A. team found themselves in trouble. In addition to being R.A.'s, we also shared the responsibility of completing night-watch security rounds. Unfortunately, we learned how to break into the cafeteria, and began to take advantage of the pantry there. We justified our nighttime feasts because, after all, we never could make it to breakfast the next morning due to our late hours on night-watch duty.

One night, the head R.A. and another senior got caught breaking into the cafeteria. Word spread throughout the team that we all were in trouble. I was only

a sophomore. The unbearable pain was immediate because I suddenly realized I had let down my parents, school, and the dean.

I never will forget the dean calling me out of class later that afternoon. I assumed it was to ask me to pack up and go home. Much to my surprise, he instead asked if I would be willing to take the head R.A.'s place. He told me my friend really had let him down, and I was his choice to take his spot.

I pled with the dean to go easy on the R.A., and told him he really was a great guy who had just made a bad mistake. No matter what I said, the dean wouldn't hear of it; he was determined to make a change.

Finally, I couldn't take it any more, and told him that I, too, had been a part of the shenanigans on other occasions. I never will forget the hurt on his face at that moment. He just left me sitting in his car, and walked back to his apartment. I went to my room to begin to pack.

An emergency staff meeting was called to deal with us delinquents. What happened that evening was remarkable! All of the dean's leadership team had let him down. We all deserved to be punished. As it turned out, it was the dean who was our greatest advocate. While some faculty and staff wanted quick, resolute action taken, the dean argued strongly to convince everyone to let him deal with us in his own way. He told them he believed in us and wanted to give us all another chance.

The dean won the hearts of the staff that night. As young men, we couldn't believe he would treat us with that measure of kindness and grace. Though we all

did our share of free labor, none lost his job. We never let the dean down again. How could we, after his gift of grace to us?

This experience was probably the first time I understood the gospel and its power to change lives. I learned that it is when we begin to understand the scope of Christ's journey on our behalf that we, in turn, never will want to let Him down again, either. This was a whole new paradigm for me. This personal experience greatly helped shape my view of leadership.

A pivotal moment in my journey came just as my senior year, of academy, was about to begin. My sister and I were traveling together late at night. She was driving, and I was fast asleep, in the passenger seat, next to her. She fell asleep, and the car veered into a concrete-filled highway sign pole. My sister suffered some severe bruises, and I ended up with a crushed spinal cord and other internal injuries. Through much prayer and with the hands of a very capable surgeon, I survived the night.

As I became stronger, the medical attention turned to my back injury. The early diagnostic tests suggested I would not be able to walk again. To say the least, this was a blow for me. At that point, my plans were to become a physical education teacher. I knew that was no longer going to be my future.

After a fusion of the lumbar region of my back, I began to make good progress. I was even able to take a few steps, about four months after my accident, which really gave me hope.

During this time, there were a few people who made all of the difference to me: my parents, who watched and prayed over me constantly; a best friend from

school, who had been my roommate all through academy; and my girlfriend, who I had dated for about eight months prior to my accident. I tried to release her from our relationship when the accident happened because of the permanent damage that had been done. She was amazing! Though she was only a junior in academy, she told me that we might break up one day, but it wouldn't be because of the accident.

She came every weekend from school to the hospital to see me. This was nearly a three-hour drive each direction that she kept up the whole first semester. When she came into my room each visit, she prayed I would be able to walk again and would be able to graduate with my academy class. Because of her encouragement and God's providence, I accomplished both by the end of the school year. I was blessed when she agreed to marry me four years later!

In college, I decided to be an educator. I had thoughts of pastoring, but never was sure I had the confidence to speak in public. After graduating, I accepted a call to Santa Rosa, California, where I taught math, Bible, history, and choir for the elementary and academy students. The year started out rough, but I soon learned to love the students and teaching, and assumed I would teach the rest of my life.

The first leader I had, in the workplace, struggled very much in his position. Though he had some wonderful teaching and organizational skills, he had a very difficult time forming relationships with his staff or the students. As a new teacher right out of college, I needed a leader who would come alongside me to be my mentor. The truth is he never once came into my classroom the whole year.

Not only did the staff struggle with our principal, but many parents as well. He tried to find any way possible to be unavailable when parents dropped off or picked up their children. Looking back, I believe it was just too painful for him to interact with them. Observing the principal at work, no doubt, provided great opportunities for me to learn about leadership. My lessons were learned primarily from negative experiences, but taught me we can learn and grow from all that life throws at us.

Through a series of events that only God could have orchestrated, I received a call to be the associate pastor of the Seventh-day Adventist Church in Kent, Washington, where I would also be associate director of Northwest Ministries Training Center, working with the senior pastor.

I was an associate pastor for the first four years of my pastoral journey. I was blessed to work with a very bright, successful pastor. Though I did not have formal training yet for pastoral ministry, I really loved my four years under his leadership. During this time the church grew from about 40 in attendance to over 330. He had a wonderful way with people, was a great preacher, and also an organized administrator.

What blessed me the most, about working with him, was that he assigned me areas in which to work and then turned me loose. Of course, I knew I had boundaries to work within but, other than that, the project was mine. There was accountability along the way, but his input was always constructive and positive. I flourished with that paradigm.

I was able to earn a M.A. degree in Religion from Andrews University during my early years of pastoring. Carl Coffman was my mentor and advisor. He made a huge impact on my ministry journey and on me, personally. I never will forget his encouragement, prayers, and support.

For 13 years, I served in pastoral ministry. I worked in both multi-church districts and single-church districts under the leadership of six different conference presidents. Each president I worked with brought different strengths and weaknesses to their post. Some were very dictatorial in their approach; they knew what they wanted each of us to do, and our job was simply to follow their plans. For me, those were the hardest leaders for which to work. They also happened to be the first two I worked with, and I began think that their leadership paradigm represented Adventist ministry.

But the third conference president took me by surprise. When I went to his office for my first review, the first words out of his mouth were, “Gary, you are the expert of your district. You know much more than we, at the office, do as to what should happen to make your churches grow. What can we do to support you?” I can’t tell you how shocked I was! I was ready to receive my marching orders; but instead, I was given the responsibility truly to be the leader for my churches. It was both scary and exhilarating to be given this privilege. I thrived under this kind of leadership, and was blessed to be able to work with this president.

I loved my churches, and was blessed to see them grow in the Lord. Some of the most meaningful relationships I have ever formed were with my church elders and members while pastoring.

Later, I was given the opportunity to be a youth director and, somewhat, follow in my father's footsteps. Those were some of the most fulfilling years of ministry for me. Working with the young-adult age group especially was rewarding to me. Operating a youth camp has a way of maturing a leader. When one ultimately realizes and assumes the responsibility of spiritual guidance, safety, and wellbeing of all the campers and staff, one wants to do the job well.

It was my goal to create an atmosphere where the camp staff, of about 80 strong, worked together because they saw the mission very clearly. I tried to emulate what I saw my father do. We had rules, guidelines, and policies in place for how we operated, but I knew if those were the boundaries that motivated the staff to behave, we would not have the impact we wanted for the Savior.

Nothing I have ever been a part of has brought more joy to me than to see our young adults "catch on fire" and minister to the young campers. Those young adults were an inspiration to me, and able to have a profound positive influence on the lives of the impressionable campers.

Michigan Conference asked me to be the assistant to the president for administration. I reluctantly took the invitation, but quickly learned I enjoyed working with pastors and teachers very much.

From there, I spent 13 years as president in three different conferences. I found the work both challenging and very rewarding. It was a privilege to serve

the Lord in this capacity and to have an opportunity to encourage and enable our leaders where the “rubber meets the road” in terms of ministry.

I heard Des Cummings Jr. speak, a few years ago, about how the New Testament Church was organized. He said the New Testament Church worked more like the Internet works, where everyone stayed connected as a body and shared ideas and worked together. He compared that to a mainframe computer concept of leadership where there is one “brain” and “dummy terminals” accessing its computing power. It immediately made sense to me: We all are better off when we are connected and feed off each other to glean wisdom and ideas, as opposed to being reliant on one brain — no matter how good it is.

When I heard his analogy, I realized this second leadership style is what my father and several conference presidents, with whom I served, modeled in their leadership. I determined to model my own leadership style after this concept. I have much to learn, and I am determined to stay the course.

About a year ago, I accepted an invitation to be executive secretary, an administrator for the Lake Union Conference. I am just beginning my journey on this level of administration, and look forward to this new challenge. As a conference president, I worked most closely with pastors and teachers. Now, at the union level, I more closely work with conference leadership to support and encourage them.

My role has changed now that I am an executive secretary instead of a president. There were some real adjustments I had to make as I began this new area of responsibility, because I now am, once again, in a more adjuvant role.

My goal, obviously, is to be the best executive secretary I can be in order to support my president and the conferences of the Lake Union. I am developing and enhancing the skillset required, which has been both challenging and rewarding. Thankfully, I work with a president who encourages each of us to become leaders, in our own right, and dream and execute the ministries we are given.

As I look back over my journey, I am astonished at how the Lord has directed my life. I never could have dreamed the course from the beginning. I thank the Lord for the influential people He put in my life just when I needed someone to counsel, encourage, and give guidance.

Obviously, I have much to learn and want to continue to grow. This is one of the reasons I chose to enter this doctoral program in leadership. I have desired, for many years, to complete a Ph.D. in Leadership and finally am in a place where this is possible. I want to grow in every aspect of the work in which the Lord has entrusted me. Areas I especially want to focus on are casting vision, organizational structures, and mentoring and stewardship of leaders.

I have talked with many who have completed the Ph.D. in Leadership program at Andrews and found, across the board, that each felt the journey blessed them tremendously. I believe I am honoring my Savior and His calling to leadership by being a part of this program.

I aspire to be a leader who constantly listens for the Shepherd's voice and learns at His feet.

Part II

Competencies

There are 15 competencies I must master as part of the Ph.D. in Leadership program. In this section, I will outline my past, current and future leadership journey and experiences, as well as documentation for my portfolio to give evidence of mastering the various competences.

Below is a list of the competencies to be addressed.

Leadership and the self

- 1a Philosophical foundation
- 1b Ethics, values, and spirituality
- 1c Learning and human development

Leadership with others

- 2a Effective communication
- 2b Mentor coach
- 2c Social responsibility

Leadership through organizations

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

Leadership and research

- 4a Reading and evaluation research
- 4b Conducting research
- 4c Reporting and implementing research

Individually chosen option

- 5a Leading in a pluralistic environment

1. Leadership and the Self:

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

1a Philosophical Foundations

Leadership functions within the context of multiple perspectives and understands how individual worldview influences practice.

Past experience relating to this competency:

I became an American Camping Association (ACA) certified camp director by:

1. Completing at least two years as camp director for a multicultural camp staff, serving campers from all backgrounds.
2. Received specific training from ACA to better enable and understand how to work with people who hold different worldviews.
3. Showing evidence of success in growing camp program.

I pastored seven different congregations, serving low-income to high-income parishioners, uneducated to highly-educated parishioners, young and old, and conservative and progressive parishioners. I was privileged to reach people, from all walks of life, with the gospel and baptize them.

I served as president of three different conferences within the Adventist Church. Each was very diverse from each other and had great diversity within.

Future leadership opportunities:

I will continue to work as Executive Secretary for the Lake Union Conference, serving the needs of all five conferences within our territory.

I will continue to work with Don Livesay, president of the Lake Union to develop more diversity within the Lake Union office headquarters, to better reflect better the field we serve.

I will continue to serve on the Human Relations Advisory for the North American Division of Seventh-day Adventists.

Portfolio Documentation

Activity	Description	Documentation
LEAD 636 Philosophical Foundations	Successfully fulfill all the requirements of LEAD 636	Final Grade for L 636.
Anderson’s World View Assessment	Answer questions from Anderson’s book, <i>What’s Your World View?</i> to discover your worldview.	Results of the Test
Read appropriate academic books and articles	Read thoughtfully books and articles relating to worldview and leadership	Bibliography
Project: To develop a model to integrate the cultures of the Lake Region Conference and State Conferences for ministry.	Implement evangelism and youth ministry strategies bringing the regional and state conferences membership together for joint efforts.	Outline of ministry strategies along with letters from conference presidents evaluating the success of the initiatives.
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 1a.

- Adler, N. J. (2002). *From Boston to Beijing: Managing with a world view*. Cincinnati, OH: South-Western.
- Anderson, J.N. (2014) *What's Your Worldview?* Wheaton, IL: Crossway.
- Hybels, B. (2009). *Courageous leadership* (Expanded edition. ed.). Grand Rapids, MI: Zondervan.
- Knight, G. R. (2006). *Philosophy & education: An introduction in Christian perspective* (4rd ed.). Berrien Springs, MI: Andrews University Press.
- Greenleaf, R. K., & Spears, L. C. (1998). *The power of servant-leadership: Essays*. San Francisco, CA: Berrett-Koehler Publishers.
- Sire, J. W. (2009). *The Universe Next Door: A basic worldview catalog* (5th ed.). Downers Grove, IL: InterVarsity Press.
- Wilkins, S, & Sanford M.L. (1984). *Hidden Worldviews* (3rd ed.). Downers Grove, IL: InterVarsity Press.

1b Ethics, values, and spirituality

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

Past experience relating to this competency:

Pastored for 13 years, leading seven different congregations in developing an environment to live out core values, grow spiritually, and treat people right.

President of three conferences where I led out in a process to ascertain the core values of each, along with a strategic plan to implement them.

Directed a summer camp program where we had up to 1,600 campers each summer along with 80 young adult staff.

Current experience relating to this competency:

Giving seminars, to church elders around the Lake Union, about how to apply biblical, redemptive disciple in the local church.

Helping conferences align values to assist in making personnel choices.

Director of chaplain ministries for the Oshkosh International Camporee.

Future leadership opportunities:

Working with the Lake Union “Commission Culture” initiative to spur a revival in embracing The Great Commission.

Working with the “Your Best Pathway to Health” program, to bring much-needed health and spiritual care to those who do not have readily available access to it.

Enroll in **LEAD 645** dealing with ethics, values and spirituality.

Portfolio Documentation:

Activity	Description	Documentation
LEAD 645 Ethics, values and spirituality	Successfully fulfill all the requirements of LEAD 645	Final Grade for L 645.
Successfully provide leadership for conference planning for constituency meetings.	Help lead conferences in selecting leadership personnel and charting spiritual growth for conferences.	Results from the constituency meetings along with stated core values and strategies created by conference leadership.
Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Project: Create a lecture/seminar to be given to pastors and elders on Biblical ethics of church	Give a minimum of 5 seminars for churches on how to implement a redemptive approach to church discipline.	Will give survey to participants to evaluate the helpfulness of the seminar to their local setting. In addition, I

disciple.		will secure a letter of evaluation from each conference ministerial secretary of the seminars helpfulness.
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 1b.

Ciulla, J. B. (Ed.). (1998). *Ethics, the heart of Leadership*. Westport, CN: Quorum Books.

Gardner, H., Csikszentmihalyi, M., & Damon, W. (2001). *Good work: When excellence and ethics meet*. New York: Basic Books.

Grojean, M., Reside, C., Dickson, M., & Smith, B. (2004). Leaders, values, and organizational climate: Examining leadership strategies for establishing an organizational climate regarding ethics. *Journal of Business Ethics*, 55, 223-241.

Johnson, C. E. (2012). *Meeting the ethical challenges of leadership: Casting light or shadow* (4th ed.). Thousand Oaks, CA: Sage Publications.

Paarlberg, L. E., & Perry, J. L. (2007). Values management: Aligning employee values and organization goals. *The American Review of Public Administration*, 37(4), 387-408.

Purvanova, R., Bono, J., & Dzieweczynski, J. (2006). Transformational leadership, job characteristics, and organizational citizenship performance. *Human Performance*, 19(1), 1-22.

1c Learning and human development

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

Past experience relating to this competency:

Received training for teaching in the Northern California Conference at conventions, in-services and direct supervision from principal and educational superintendent.

Received training as a pastor in over 25 ministerial meetings and other seminars attended.

Received training from the North American Division on being a conference president and executive secretary.

Current experience relating to this competency:

Working under Don Livesay, president of the Lake Union and being mentored by him in all aspects of Union officer responsibilities.

Working on Ph.D. in Leadership through Andrews University

Future leadership opportunities:

Work with NAD leadership to develop efficient governance for Church structure.

Portfolio Documentation:

Activity	Description	Documentation
Receiving training as a classroom teacher	Teacher convention with various workshops for classroom teachers.	Agendas and materials used in typical teachers convention.
Organize and implement pastoral retreat seminars for conferences in the Lake Union.	Meetings for pastors dealing with everything for helping a local congregation growth in all aspects of ministry.	Provide agendas of retreat created along with a survey of pastors on the benefit to them of the retreat.

Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Project: To develop a continuing education track for pastors who have not had formal training within the Lake Union providing best practices in areas of evangelism, youth and family ministry and church nurturing.	Work with ministerial directors to develop classwork and experiential opportunities to pastors without formal degrees.	Course outline for pastors without degrees to earn a certificate in pastoral work. Solicit feedback from pastors in the program and conference presidents and ministerial directors on the helpfulness of program.
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 1b.

Buckingham, M., & Coffman, C. (1999). *First, break all the rules: What the world's greatest managers do differently*. New York: Simon & Schuster.

Hoy, A. W., & Hoy, W. K . . . (2006). *Instructional Leadership* (2nd ed.). Boston: Allyn & Bacon.

Gutierrez, K., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, 32(5), 19-25.

McGough, D. (2003). Leaders as learners: An inquiry into the formation and transformation of principals' professional perspectives. *Educational Evaluation and Policy Analysis*, 25(4), 449-471.

Schunk, D. H. (2008). *Learning theories: An educational perspective* (5th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

2. Leadership with others:

This cluster of competencies focuses on the interpersonal aspects of leadership.

Growth and development of others is an essential function of leadership.

2a. Effective communication.

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

Past experience relating to this competency:

Developed a system for communication for camp staff for organizational needs, emergency response, fire drills, and weather alerts.

Communication director for the Indiana Conference and editor of *Conference Connections* newsletter for the Indiana Conference.

Created *News Nuggets*, a weekly electronic newsletter from the president's desk for all pastors, teachers and members of the Rocky Mountain Conference of SDA.

Current experience relating to this competency:

Involved in numerous conflict resolution situations between conferences.

Intervention for church members who face discipline issues in local churches.

In charge in inter-office communication between administration and staff for policy and procedural issues.

Future leadership opportunities:

Opportunity to be a part the Human Relations Committee for the North American Division where we work to build unity and synergy in our diversity within our church.

Work with multicultural ministries within the Lake Union to help break down the silos, which keep various groups from working together.

Develop more efficient ways to transfer ministry information from the Seventh-day Adventist world church and North American Division departments to local conference ministry leaders and pastors.

Portfolio Documentation:

Activity	Description	Documentation
LEAD 535: Principles of Academic Writing	Successfully complete all the requirements of LEAD 535	Class projects to be completed
Camp Communication Development	Tools and procedures for effective communication.	Training manual and materials for camp staff and campers.
<i>Conference Connection</i> and <i>news Nuggets</i> .	Quarterly paper for the Indiana Conference and electronic weekly newsletter for the Rocky Mt. Conference	Copies of the <i>Conference Connection</i> and <i>News Nuggets</i> .
Project.. Develop a clear communication track for individuals or church entities to process grievances.	Create recommended procedures with appropriate communication steps for churches wanting to switch conference affiliations.	Copy of recommended procedure. Debriefing by conference presidents and churches who used plan on its effectiveness.

Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 2a.

Beamer, L., & Varner, I. I. (2008). *Intercultural communication in the global workplace* (4th ed.). Boston: McGraw-Hill Irwin.

Dodd, C. H. (1998). *Dynamics of intercultural communication* (5th ed.). Boston: McGraw-Hill.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.

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

Hall, B. J. (2005). *Among cultures: The challenge of communication* (2nd ed.). Belmont, CA: Thomson Wadsworth.

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

Maxwell, J. C. (2010). *Everyone communicates, few connect: What the most effective people do differently*. Nashville, TN: Thomas Nelson.

Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2010). *Communication between cultures* (7th ed.). Belmont, CA: Wadsworth/Cengage Learning.

2b. Mentor/Coach.

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

Past experience relating to this competency:

Provided training events for parishioners on how to do personal evangelism.

Created manual and provided training for summer camp program for a staff of 80, updating manual annually for the five summers as I served as director.

Have developed and implemented or 25 training opportunities for pastor development.

Have provided leadership training for elders in the local church.

Current experience relating to this competency:

Providing twice-yearly training and educational growth for conference ministerial directors.

Providing twice-yearly training and educational growth for conference executive secretaries.

Working with Union president in providing training for new conference presidents.

Future leadership opportunities:

In current role at the Lake Union, I have opportunity to provide training for elders, pastors, teachers, ministerial director, executive secretaries, presidents and family life leader for Lake Union conferences.

Provide training for chaplains serving at the International Camporee in Oshkosh, Wisconsin.

Portfolio Documentation:

Activity	Description	Documentation
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Training of Conference leadership	Helping conference leadership develop best practices	Agendas and materials used and created in training.
Training for summer camp staff	Orientation for safety and procedures for summer camp staff and campers.	Copy of training manual and agenda for orientation week.
Project: Creating a coaching program for ministerial directors of Lake Union Conference.	Work with a certified coaching instructor to develop a coaching/mentoring program for Lake Union ministerial directors.	Copy of course outline developed. Survey results from ministerial directors and pastors who were coached on helpfulness.
Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 2b.

Bozeman, B., & Feeney, M. K. (2007). Toward a useful theory of mentoring: A conceptual analysis and critique. [Electronic version]. *Administration & Society*, 36(6), 719-739. doi: 10.1177/0095399707304119

Maxwell, J. C. (2008). *Mentoring 101 : what every leader needs to know*. Nashville, Tenn.: T. Nelson.

McCauley, C. D., Center for Creative Leadership., & Van Velsor, E. (2004). *The Center for Creative Leadership handbook of leadership development* (2nd ed.). San Francisco: Jossey-Bass

Oglensky, B. D. (2008). The ambivalent dynamics of loyalty in mentorship. *Human Relations*, 61(3), 419-448.

Podsen, I. J. (2000). *Coaching & mentoring*. Larchmont, NY: Eye On Education.

Ratiu, L., Baban, A., (2012). Executive coaching as a change process: An analysis of the readiness for coaching. *Cognition, Brain, Behavior*. 16, 139-

164 Tyra, S., (2008). The value of co-active coaching. *Creative Nursing*. 14(3) 2008

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

2c. Social responsibility

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

Past experience relating to this competency:

Worked as family life director for the Michigan Conference where we provided ten different marriage and family life retreats to help couples with their marriages.

Organized and implemented five Michigan Men of Faith programs, providing workshops and spiritual programming geared at helping men grow as spiritual leaders, husband, and fathers.

Helped plan and implemented annual Families by God's Design conferences at various location in Michigan to bring and give training to families to enhance function and spiritual commitment.

Helped plan and implemented annual Father/Son and Big Brothers & Buddies retreats at Camp Au Sable to strengthen family skills and enhance relationships with one another and God.

Planned for and implemented four conference constituency meetings where constituents had opportunity to vote for conference leadership and help set the course of ministry for the next term.

Led an environmental study to dredge the lake at Camp Au Sable.

Secretary for the Camp Au Sable long-range planning committee and nature committee, making plans for future growth that would be environmentally friendly.

Current experience relating to this competency:

Current family life director for the Lake Union and have the responsibility to mentor and train conference family life directors.

Serve on the corporate responsibility board for Adventist Health System.

Serve on the Board of Trustees for Andrews University.

Future leadership opportunities:

Opportunity to work with and for the very diverse constituents of the Lake Union.

Work with Carmelo Mercado and the multicultural ministries within the Lake Union to strengthen second-generation ministries for various people groups.

Take LEAD 756, an independent study relating to social issues within the Christian community.

Portfolio Documentation:

Activity	Description	Documentation
Various conference leadership in family life, youth, president, and secretary.	Training and mentoring various groups in social and ecological sensitivity.	Materials used for various training, leading and mentoring conference responsibilities.
AHS Cooperate responsibility Board	Giving oversight to company's legal and ethical responsibilities to employees, patients and family.	Meets four times a year. Will provide agendas and documentation.
Enroll in LEAD 756	Do an independent study furthering my knowledge and sensitivity to how social structures affect worship and organization within a denominational setting.	Complete and document agreed upon study outline for this class.
Project: Create training for new conference and union leaders on how to maintain balance in life between work, family, and health as they seek to be effective in new role.	Spending one-on-one time for with new conference and local administrators providing them with a syllabus outlining strategies to have a balanced life with new responsibilities.	Provide agenda and syllabus created for orientation. Provide feedback from participants on effectiveness of orientation.
Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 2c.

- Avilio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, 60, 421-449. doi: 10.1146/annurev.psych.60.110707.163621
- Giacalone, R. A., Jurkiewicz, C. L., & Deckop, J. R. (2008). On ethics and social responsibility: The impact of materialism, postmaterialism, and hope. *Human Relations*, 61(4), 483-514.
- Peck, M. S. (1987). *The different drum: Community-making and peace*. New York: Simon and Schuster.
- Pipher, M. B. (1997). *The shelter of each other: Rebuilding our families* (1st Ballantine Books ed.). New York: Ballantine Books.
- Rawls, J. (1999). *A theory of justice* (Rev. ed.). Cambridge, MA: Belknap Press of Harvard University Press.
- Ricketts, K. G., & Ladewig, H. (2008). A path analysis of community leadership within viable rural communities in Florida. *Leadership*, 4(2), 137-157. doi: 10.1177/1742715008089635

3. Leadership through organizations:

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

3a. Resource development; human and financial.

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

Past experience relating to this competency:

Developed and managed million dollar-plus budget for camp operations at Camp Au Sable.

Help create and oversee multi-million dollar budgets for three different conferences for a period of 13 years.

Worked through two deficit budgets, balancing personnel needs for churches, schools and ministries while making cuts in spending.

Current experience relating to this competency:

Work with Union treasurer to create yearly budget for Lake Union.

Responsible for allocations of evangelism funds to Lake Union conferences, balancing special needs for people groups, intercity evangelism, and young adult ministries.

Sit on numerous academic, medical, and church committees where constant oversight to financial management takes place.

Future leadership opportunities:

Develop a financial dashboard tool for conferences to use for executive committees so a clear, concise overview of the conferences financial strength can be given.

Work with Don Livesay, Lake Union president, to reduce amount of tithe needed to operate the Union efficiently so more ministry dollars can stay at the conference level.

Develop a steward program for conferences to increase giving for both local church and tithe funds.

Portfolio Documentation:

Activity	Description	Documentation
Budget development	Weighing various needs for ministries and personnel in creating budgets in past and present.	Copy of budgets along with assumptions and rational

Project: To create a steward program for conferences and churches to implement.	A multifaceted approach to bring awareness of need and Biblical foundation for giving.	Actual plan to be implemented and carried out. To be evaluated by churches receiving seminars.
Project: To create a dashboard of financial information for conference executive committees.	To identify key financial factors associated with fiscally healthy conferences and create an easily read dashboard for quick dissemination of information by conference executive committees	Actual copy of dashboard. Executive committee members response to dashboard info and helpfulness in understanding conference finance.
Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 3a.

- Alvesson, M., & Sveningsson, S. (2003). Managers doing leadership: The extraordinaryization of the mundane. *Human Relations*, 56(12), 1435-1459.
- Droms, W. G. (2003). *Finance and accounting for nonfinancial managers: All the basics you need to know* (5th ed.). New York: Perseus Publishing
- Heery, E. (2008). Runt redux: The rise of human resource management as a field of study. *Work and Occupations*, 35(3), 351-357. doi: 10.1177/0730888408322231
- Giacalone, R. A., Jurkiewicz, C. L., & Deckop, J. R. (2008). On ethics and social responsibility: The impact of materialism, postmaterialism, and hope. *Human Relations*, 61(4), 483-514.
- Gueutal, H., Stone, D. L., & Salas, E. (2005). *The brave new world of eHR: Human resources in the digital age*. San Francisco: Jossey-Bass

Hill, P. T. (2008). Spending money when it is not clear it works. *Peabody Journal of Education*, 83(2), 238-258.

Ittelson, T. R. (1998). *Financial statements: A step-by-step guide to understanding and creating financial reports*. Franklin Lakes, NJ: Career Press.

Rath, T. (2009). *Strengths based leadership: Great leaders, teams, and why people follow*. New York, NY: Gallup Press.

3b. Legal and policy issues.

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

Past experience relating to this competency:

Brought American Camping Association accreditation to Camp Au Sable, bringing the highest standards for safety and personnel management in the camping industry.

Worked with officer teams for three conferences, working through policy changes and implementation for employee and ministry needs.

Chaired Parkview Adventist Hospital board working through various law suits with hospital lawyers to bring resolve.

Current experience relating to this competency:

Human Resources director for the Lake Union with the task of keeping track of all personnel records for current employees.

Executive Secretary for the Lake Union with the task of being responsible for policy management and recordkeeping.

Future leadership opportunities:

Be part of a team to create an on-boarding system for Lake Union

Conferences to be able to manage employee records.

LEAD 756 Advance Studies in Legal and Policy Issues

Portfolio Documentation:

Activity	Description	Documentation
Project: ACA Camp Accreditation	Writing and implementing standards for camp program inline with ACA requirements	Accreditation notebook with completed standards and passing grade.
Project: To work with all Lake Union Constitution and By-Law committees to create a model procedure for selecting nominating committees and conference leadership.	Writing policies for Lake Union conference's constitution providing a thoughtful and healthy processes for committee and leadership selection for conferences at constituency meeting time.	Copy of actual policies written for conferences. Survey done to receive feedback from conference leadership as well as constituents on the policies created.
LEAD 756 Advanced studies in Legal and Policy Issues	A self-directed study approved by LEAD faculty surveying best practices for legal and policy issue facing non-profit organizations	Actual plan to be implemented and carried out.
Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 3b.

- Huselid, M. A., Becker, B. E., & Beatty, R. W. (2005). *The workforce scorecard: Managing human capital to execute strategy*. Washington, DC: Harvard Business School Press.
- McLain, D., & Hackman, K. (1999). Trust, risk, and decision-making in organizational change. *Public Administration Quarterly*, 23(2), 152-176.
- McRae, H. (1995). *The world in 2020: Power, culture, and prosperity*. Boston: Harvard Business School Press.
- Monsma, S. V. (2007). *Healing for a broken world: Christian perspectives on public policy*. Wheaton, IL: Crossway Books.
- Reed, C. J., & Kochan, F. K. (2001). Educating leaders for proactive involvement in policy development. *Journal of School Leadership*, 11(4), 264-278.
- Russo, J. E., & Schoemaker, P. J. H. (1990). *Decision traps: Ten barriers to brilliant decision-making and how to overcome them*. New York: Simon & Schuster.
- Safty, A. (2003). Moral leadership: Beyond management and governance. *Harvard International Review*, 84-89.

3c. Organizational behavior, development, and culture.

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

Past experience relating to this competency:

Created and given small group dynamics seminars for churches.

Worked to build team spirit among pastors in a divisive environment.

Brought different thought groups together which differed in theological views pave paths for working together in ministry.

Current experience relating to this competency:

Work with five very different conferences in my Union position with different theological, cultural, musical, and organizational approaches.

Working to diminish conference silos created by diversity to become more effective in ministry goals for our territory.

Future leadership opportunities:

Continue in role as facilitator in Lake Union for cross-conference and cross-cultural ministries.

LEAD 756 Advanced studies in Organization Development

Portfolio Documentation:

Activity	Description	Documentation
Project: Revamping seminar for small groups with emphasis on belonging before baptism.	Provide seminar for not only implementing ways to create, grow, and duplicate small group ministry, but also how to integrate small group members into culture.	Seminar outline. Study of how small group method enhance or diminished new members staying a part of church fellowship.
LEAD 756 Advanced studies in Organizational Development	A self-directed study approved by LEAD faculty in organizational development	Actual plan to be implemented and carried out.
Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 3c.

- Agho, A. O. (2009). Perspectives of Senior-Level Executives on Effective Followership and Leadership. *Journal of Leadership and Organizational Studies*, 16(2), 159-166. doi: 10.1177/1548051809335360
- Adler, N. J. (2002). *International dimensions of organizational behavior* (4th ed.). Cincinnati, OH: South-Western.
- Chhokar, J. S., Brodbeck, F. C., House, R. J., & Global Leadership and Organizational Behavior Effectiveness Research Program. (2007). *Culture and leadership across the world: The GLOBE book of in-depth studies of 25 societies*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Collins, J. C. (2009). *How the mighty fall: And why some companies never give in*. New York: Jim Collins : Distributed in the U.S. and Canada exclusively by HarperCollins Publishers.
- Cummings-Worley (2004) *Organizational Development and Change* (8th Edition). Southwestern; 8th edition
- Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco: Jossey-Bass.
- Schechter, C. (2008). Organizational learning mechanisms: The meaning, measure, and implications for school improvement. *Educational Administrative Quarterly*, 44(2), 155-186.

3d. Implementing change.

Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.

Past experience relating to this competency:

Worked with the leadership team for Camp Au Sable to totally revamp camper experience and staff responsibilities.

Worked with seven different local churches as pastor to go through strategic plans based on the spiritual gifts and ministry strengths to church.

Helped numerous churches go through strategic planning process based on the churches strengths for ministry and service.

Took officer team through the Strength Finders program to help identify personal goals and conference goals.

Current experience relating to this competency:

Working with ministerial directors of Lake Union to develop a certificate program for pastors who have not had the opportunity to complete a theology program prior to a call to ministry.

Helping church churches within the Lake Union assess needs and train leadership teams on how to bring about effectual change.

Sit on all five conference executive committees.

Future leadership opportunities:

Part of the North American Division Governance Committee looking at church structure and better ways in which we can be organized for service.

Take LEAD 638, Issues in Leadership Theory.

Portfolio Documentation:

Activity	Description	Documentation
Revamping of Camp Au Sable Program	Worked with leadership team to totally rework camp program for safety, interaction, and spiritual journey.	Show documentation of change elements for camp.
Project: Develop a program to lead churches through strategic planning process for churches, understanding more	Use tools such a Strengthfinders and spiritual gifts assessment to help churches develop a comprehensive	Copy of assessment tools and final strategic plans. Evaluation church members on the

clearly their strengths for which to bring change and effective ministry.	ministry strategy.	helpfulness of the seminar.
LEAD 638 Issues in Leadership Theory	Course outline and requirements	Completion of course.
Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 3d.

Blamey, A., & Mackenzie, M. (2007). Theories of change and realistic evaluation: Peas in a pod or apples and oranges? *Evaluation, 13*(4), 439-455. doi: 10.1177/1356389007082129

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

Fritz, R. (1989). *The path of least resistance: Learning to become the creative force in your own life*. New York: Fawcett Columbine.

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

Kimberly, J. R. (1979). Issues in the creation or organizations: Initiation, innovation, and institutionalization. *Academy of Management Journal, 22*(3), 437-457.

Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.

Pettigrew, A., Woodman, R., & Cameron, K. (2001). Studying organizational change and development: Challenges for future research. *Academy of Management Journal*, 44(4), 697-713.

Rodin, R. S. (2010). *The steward leader : transforming people, organizations, and communities*. Downers Grove, Ill.: IVP Academic.

3e. Evaluation and assessment.

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

Past experience relating to this competency:

Created tools for assessing camp staff performance, camper program and satisfaction, and parent satisfaction.

Constantly evaluated conference programs for ministry effectiveness.

Conducted yearly pastoral evaluation to determine the pastors effectiveness as well as that of the support system at the conference.

Current experience relating to this competency:

Using SurveyMonkey, developed tool to evaluate ministry effectiveness of Lake Union departmental staff and administrative officers.

Led in developing support staff evaluations for Lake Union.

Will work with conferences to help them develop effective tools to evaluate churches, pastors, and conference personnel.

Future leadership opportunities:

Continue in current roll as Executive Secretary of the Lake Union.

LEAD 756 Independent study on organizational assessment and planning.

Portfolio Documentation:

Activity	Description	Documentation
Evaluating camp staff, camper, parents and program.	Used face-to-face interviews and appropriate surveys to assess entire camp program.	Describe evaluation process in written form for camp.
Project: To develop a comprehensive evaluation process for the Lake Union departmental leaders and support staff.	Used both SurveyMonkey and written survey to evaluate Lake Union personnel effectiveness.	Copy of assessment tools. Evaluation by Union President and those evaluated on the fairness and helpfulness of process.
LEAD 756 Independent study in organizational assessment and planning.	Course outline and requirements	Completion of course.
Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 3e.

- Black, A. M., & Earnest, G. W. (2009). Measuring the Outcomes of Leadership Development Programs. *Journal of Leadership and Organizational Studies*, 16(2), 184-196. doi: 10.1177/1548051809339193
- McNeil, K. A., Newman, I., & Steinhauser, J. (2005). *How to be involved in program evaluation: What every administrator needs to know*. Lanham, MD: Scarecrow Education.
- Posavac, E. J., & Carey, R. G. (2003). *Program evaluation: Methods and case studies* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
- Posavac, E. J., & Carey, R. G. (2003). *Program evaluation: Methods and case studies* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Vitale, D. C., Armenakis, A. A., & Feild, H. S. (2008). Integrating qualitative and quantitative methods for organizational diagnosis: Possible priming effects. *Journal of Mixed Methods Research*, 2(1), 87-105. doi: 10.1177/1558689807309968

Pyrczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation* (4th ed.). Los Angeles: Pyrczak Publishing.

4. Leadership and research:

4a. Reading and evaluating research.

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

Past and current experience relating to this competency:

Constantly perused research on ministry strategies and theories.

Future leadership opportunities:

Enroll in LEAD 637- Issues in Leadership Research.

Portfolio Documentation:

Activity	Description	Documentation
Enroll in LEAD 637	Course outline and requirements	Completion of course.
Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 4a.

- Adams, T. E. (2008). A review of narrative ethics. *Qualitative Inquiry*, 14(2), 175-194.
- Barzun, J., & Graff, H. F. (2004). *The modern researcher* (6th ed.). Belmont, CA: Thomson/Wadsworth.
- Hatch, M. J., & Yanow, D. (2008). Methodology by metaphor: Ways of seeing in painting research. *Organization Studies*, 29, 23-44. doi: 10.1177/0170840607086635
- Kierman, V. (2005). *Writing your dissertation with Microsoft Word*. Alexandria, VA: Mattily Publishing.
- Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications.
- Marsden, G. M. (1997). *The outrageous idea of Christian scholarship*. New York: Oxford University Press.
- Meyer, D., & Avery, L. (2008). Excel as a qualitative data analysis tool. *Field Methods*, 21(1), 91-112. doi: 10.1177/1525822x08323985
- Pyrczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation* (4th ed.). Los Angeles: Pyrczak Publishing.
- Shaw, I., & Faulkner, A. (2006). Practitioner evaluation at work. *American Journal of Evaluation*, 27(1), 44-63. doi: 10.1177/1098214005284968
- Vitale, D. C., Armenakis, A. A., & Feild, H. S. (2008). Integrating qualitative and quantitative methods for organizational diagnosis: Possible priming effects. *Journal of Mixed Methods Research*, 2(1), 87-105. doi: 10.1177/1558689807309968

4b. Conducting research.

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

Past experience relating to this competency:

Conducted research and evaluated information for major M.A. paper on cognitive readiness for confessional baptism.

Future leadership opportunities:

Enroll in EDRM 505 – Research Methods

Enroll in EDRM 611 - Applied Statistical Methods

Enroll in LEAD 880 – Dissertation Proposal Development

Enroll in 605 Qualitative Research Methods in Ed and Psych.

Activity	Description	Documentation
Enroll in EDRM 505, 611, 605, LEAD 880	Course outline and requirements which will be included my proposal report.	Completion of course.
Project: Dissertation Proposal.	Proposal provided in my portfolio.	Dissertation with feedback provided.
Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 4b.

Freeman, M., deMarrais, K., Preissle, J., Roulston, K., & St. Pierre, E. A. (2007). Standards of evidence in qualitative research: An incitement to discourse. *Educational Researcher*, 36(1), 25-32. doi: 10.3102/0013189X06298009

Barzun, J., & Graff, H. F. (2004). *The modern researcher* (6th ed.). Belmont, CA: Thomson/Wadsworth.

- Benz, C. R., & Newman, I. (2008). *Mixed methods research: Exploring the interactive continuum*. Carbondale: Southern Illinois University Press.
- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.
- Jarvis, P. (1999). *The practitioner-researcher: Developing theory from practice*. San Francisco: Jossey-Bass.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.

4c. Reporting and implementing research.

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

Activity	Description	Documentation
LEAD 889	Dissertation	Complete Dissertation
Project: PhD dissertation	Research done for dissertation.	Completed Dissertation
Read appropriate academic books and articles	Integration of theory and practice.	Bibliography

Bibliography of books for Competency 4c.

- Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications
- Freeman, M., deMarrais, K., Preissle, J., Roulston, K., & St. Pierre, E. A. (2007). Standards of evidence in qualitative research: An incitement to discourse. *Educational Researcher*, 36(1), 25-32.
- Glatthorn, A. A., & Joyner, R. L. (2005). *Writing the winning thesis or*

- dissertation: A step-by-step guide* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Gubrium, J. F., & Holstein, J. A. (2002). *Handbook of interview research: Context & method*. Thousand Oaks, CA: Sage Publications.
- Meloy, J. M. (2002). *Writing the qualitative dissertation: Understanding by doing* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Newman, I. (2006). *Conceptual statistics for beginners* (3rd ed.). Lanham, MD: University Press of America.
- Newman, I., & Benz, C. R. (1998). *Qualitative-quantitative research methodology: exploring the interactive continuum*. Carbondale, IL: Southern Illinois University Press.
- Oliver, P. (2004). *Writing your thesis*. Thousand Oaks, CA: Sage Publications
- Rudestam, K. E., & Newton, R. R. (2001). *Surviving your dissertation: A comprehensive guide to content and process* (2nd ed.). Newbury Park, CA: Sage Publications.
- Salkind, N. J. (2008). *Statistics for people who (think they) hate statistics* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Thomas, R. M. (2003). *Blending qualitative & quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press.

5. Leading those who lead.

There are times leaders are called upon to lead those who lead. In this competency, we will take a look at how to best relate to, inspire, and hold accountable those who lead.

Past experience relating to this competency:

Served as president of three conferences and led ministry directors, and pastors and teachers who served as leaders in their local districts.

Current experience relating to this competency:

Currently serving as Executive Secretary and Ministerial director of the Lake Union Conference as leader of local conference secretaries and ministerial personnel.

Activity	Description	Documentation
A review on what leadership styles in working with leaders was most effective.	What approaches taken when working to unify and motivate leaders	Materials and plans used to lead leaders.
Leading the leaders in the Lake Union	Evaluate what are most effective approaches to leading those are ministry leaders in the Lake Union.	Show agendas and outlines of leadership support for Lake Union.
Project: Develop an integrated approach for establishing, mentoring, and supporting conference leadership in the Lake Union.	Establishment of best practices for finding and hiring leaders, orienting them and providing ongoing leadership training.	<p>Outline of tools and strategies for finding conference leadership.</p> <p>Orientation program for leaders.</p> <p>Continuing education opportunities created for leadership.</p> <p>Evaluation done by leadership on effectiveness of leadership support strategies.</p>
Read appropriate academic books and articles	Read thoughtfully books and articles relating to ethics, values and spirituality.	Bibliography
Reflection Paper	Integration of theory and practice.	Submit reflection paper.

Bibliography of books for Competency 5.

- Albritton, Rosie L., and Thomas W. Shaughnessy (1990). *Developing Leadership Skills: A Sourcebook for Librarians*. Englewood, Colo.: Libraries Unlimited.
- Beckhard, Richard, and Wendy Pritchard (1992). *Changing the Essence: The Art of Creating and Leading Fundamental Change in Organizations*. San Francisco: Jossey-Bass.
- Bennis, Warren, and Joan Goldsmith (2003). *Learning to Lead: A Workbook on Becoming a Leader*. 3d ed. Cambridge, Mass.: Perseus.
- Caroselli, Marlene (2003). *Leadership Skills for Managers*. New York: McGraw-Hill.
- Harrell, Keith (2003). *The Attitude of Leadership: Taking the Lead and Keeping It*. Hoboken, N.J.: John Wiley & Sons.
- Kouzes, James M., and Barry Z. Posne (2002). *The Leadership Challenge*. 3d ed. San Francisco: Jossey-Bass.
- Pearce, Terry (2003). *Leading Out Loud: Inspiring Change Through Authentic Communication*. Rev. ed. San Francisco: Jossey-Bass.