



African Methodist Episcopal Church  
**Connectional Women's Missionary Society**  
**Executive Board Meeting**

January 28-31, 2009  
Louisville, Kentucky

**Leadership Advance**  
*Third Year of Implementation*  
**Focus on Competent Leadership**

*For*  
*Young Women's Initiative and Life Members*

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**Agenda**

- 1. Devotion**
- 2. Overview of Principles and History of the WMS Leadership Advance**
- 3. Competency Model ~ Self Awareness Activity**
- 4. Generational Remembrances and Sharing**
- 5. *Speaking AME Sister to AME Sister* ~ Fish Bowl Activity**



*Just as our bodies have many parts and each part has a special function, we are all parts of his one body, and each of us has different work to do. Romans 12:4-5 New Living Translation*

Dear Missionary Sisters:

The **WMS Leadership Advance** is a series of seminars developed to provide continuous learning opportunities for leaders at every level in the Connectional Women's Missionary Society. The underlying theory is to *advance* our leadership skills through pray, reflection, investigation and research. The first year of the Leadership Advance took place at the 2005 Executive Board Meeting in Atlanta, Georgia. The second year took place at the 2006 Executive Board Meeting in Cincinnati, Ohio. In preparation for the Quadrennial Convention, the third year was postponed during the 2007 Executive Board in Birmingham, Alabama. At this 2009 Executive Board Meeting in Louisville, we continue the goals and objectives of the Leadership Advance.

The WMS Leadership Advance is a vision of our president, Mrs. Jamesina M. Evans who believes a prepared, skilled, knowledgeable and committed leader is critical to the success of any organization. The Women's Missionary Society of the African Methodist Episcopal Church is no exception. If our work is to have a positive impact on the communities we serve, then we must continually develop ourselves as leaders.

The WMS Leadership Advance is organized around five principles which focus our skills, knowledge and commitment to the continuous improvement cycle. The Principles of the **WMS Leadership Advance** are:

- Principle 1 Reflecting on the Fruits of the Spirit
- Principle 2 Finding Spiritual Gifts
- Principle 3 Expanding Servant Leadership
- Principle 4 Sustaining Global Missionary Projects
- Principle 5 Developing Program-based Budgeting

There is also a special focus on the Young Women's Initiative (YWI). During the inaugural session of the **WMS Leadership Advance** we provided separate and specific sessions for missionary sisters under forty (40) years of age. These Track II sessions were designed to bridge the gap of leadership. During the second year we paired senior missionaries with emerging leaders who attended the same sessions at the same time. The goal was to provide a formal mentoring bridge that would continue to develop for support in missionary work at the local, conference, and Episcopal levels.

At each WMS Leadership Advance delved into each principle and focused on continuous growth. For this third session, we will focus on the elements of competent leadership using the Johari Windows model. We appreciate you continued support of the WMS Leadership Advance.

Sincerely,

**The Leadership Advance Steering Committee**

*President Jamesina Evans, Dr. Bella Parker, Mrs. Myesha Gholston, Ms. Willacin Precious Gholston, and Dr. Jacqueline Cochran*

**General Information**  
*Leadership Advance*  
*January 2009*

## Overview of the Five Principles of Leadership Advance Development

Principles	Concepts	Scriptural Reference	Goals
<b>Principle 1</b>	<i>To Continuously Transform Missionaries to be More Christ-like</i>	Galatians 5:22-23	<ul style="list-style-type: none"> <li>▪ To develop and embody Biblical teachings on the fruits of the Spirit</li> <li>▪ To increase the number of reactivated members and societies</li> </ul>
<b>Principle 2</b>	<i>To Identify Spiritual Gifts</i>	Romans 12:6-18	<ul style="list-style-type: none"> <li>▪ To increase growth and expansion</li> <li>▪ to generate and manifest in self-actualization of spiritual gifts</li> </ul>
<b>Principle 3</b>	<i>To Develop Servant Leaders</i>	Joshua 1:6-9	<ul style="list-style-type: none"> <li>▪ To strengthen interdependent collaborations</li> <li>▪ To establish and foster teambuilding projects</li> <li>▪ To use various mode of communication and other techniques to manage meetings effectively.</li> </ul>
<b>Principle 4</b>	<i>To Apply the Work of Local and Global Missions</i>	Matthew 25:35-36	<ul style="list-style-type: none"> <li>▪ To increase the number of people served</li> <li>▪ To increase the number of people won to Christ and retained to carry on His work.</li> <li>▪ To focus on sustainability of the work of missions</li> </ul>
<b>Principle 5</b>	<i>To Promote the Viability of Board Development and Program-Based Budgeting</i>	I Corinthians 4:1 I Peter 4:10 I Corinthians 14:40 Proverbs 10:4 Ecclesiastes 7:12	<ul style="list-style-type: none"> <li>▪ To manage budgets so that programs are supported with maximum resources.</li> <li>▪ To increase the use of program-based budgeting to effectively manage human and fiscal resources</li> </ul>

## Competency Model

	Don't Know	Know
Can't Do	<i>Miracle</i> <i>Wilderness Experience</i>	<i>Theory</i>
Can Do	<i>Magic</i>	<i>Competence</i>

Situations	Miracle	Magic	Theory	Competence
1. Hand feed a great white shark.				
2. Sky dive from a 767 jet.				
3. Develop an agenda for a meeting.				
4. Serve as registrar for a large conference.				
5. Pray for someone who needs prayer.				



## **Competency Model**

### *An Explanation*

#### **Miracles**

Miracles are things you perceive that you don't know about and can't do. These are actions and activities that you usually avoid. Stress and a sense of fear arise when you are forced to participate in these activities. As an adult, in a world in which you control what happens to you, miracle activities are not part of your normal interest. If encouraged and supported you still would not participate in these actions or activities.

#### **Magic**

Magical activities and actions are things you usually do because you can do it but may not know how you are able to do so. These actions and activities come naturally for you. People often come to you, not for help or advice, but for actual service. When you are asked to teach or show people how to perform this action you find it frustrating because you can do it but may not know the theoretical construct or aware of the details in order to teach it to a novice.

#### **Theory**

Theoretical activities are those you know something about but may not have had the experience of interacting or completing the activities. You may have had peripheral experiences with the action and feel confident about the activity. If asked to participate you readily accept and would probably seek counsel from those who have done it in the past. When asked to teach someone you can provide the big picture but you struggle with the fine details. Practice, practice, practice is the key to turning theories into competencies.

#### **Competence**

Competencies are things you know about and can do. You feel confident and sure of yourself when asked to complete these activities. You are also comfortable teaching these activities to novices. Competencies are areas in which you are able to provide theory and details. You are well known for your expertise in these areas and often sought to coach others.



## Multigenerational Work Sheet

1. Review the *Managing A Multigenerational Workforce (Cook Ross, Inc)* worksheet and identify the 'generation' that best represents you. Review the 'general characteristics' and be prepared to form a discussion group with others from your generation.
2. Once the group has been formed, gather your remembrances of the issues identified below. Identify a recorder and a facilitator who will lead the discussion.
3. Your group will speak to the other generations to share and compare. Listen for commonalities and areas where you differ. Think about how those common and differing experiences impact your work at the present time.

<b>Issue</b>	<b>Remembrances</b>
<i>What song best represents your generation?</i>	
<i>What were your experiences with television?</i>	
<i>What was a defining historic moment for you?</i>	
<i>What did technology mean for your generation?</i>	
<i>What was a typical Sunday schedule for you?</i>	
<i>If you had a magic wand, what wish would you make for the AME Church?</i>	



## Summary Research on Generational Leadership

The identification of generational group characteristics in people are generalizations and so do not necessarily apply to whole populations. (Cook Ross, Inc)

**Silent Generation (Traditionalists/Veterans) [Born prior to 1947]** ~ This generation grew up in a time of economic turmoil in the aftermath of the great Depression. They dealt with economic hardships by being disciplined and self-sacrificing. They lived-and helped reinforce-the American Dream, enjoying a lifetime of steadily rising affluence. (Workinfo.com)

Traditionalist' values are influenced by the experiences that often include the hardships of their parents and grandparents immigrating to a new country and making their way in a "new" land. The Traditionalist values are also impacted by experiences they had during the Great Depression and World War II both of which shape how they view the work. (Dale Mask Alliance training and Consulting, Inc)

**Baby Boomers [Born 1947-1965]** ~ The most populous generation typically grew up and economic prosperity, suburban affluence and strong nuclear families with stay-at-home moms. (Workinfo.com)

Baby Boomers represent the children of our World War II veterans. They did not go through the economic hard times as their parents did. They had the good life and their parents, the Traditionalist, wanted them to have the best and as a result, the "Me" decade arrived. (Dale Mask Alliance training and Consulting, Inc)

**Generation X [Born 1966-1977]** ~ Members of this generation grew up in a very different world than previous generations. Divorce and working moms created "latchkey" kids out of many in this generation. This led to traits of independence, resilience and adaptability. Generation X feels strongly that "I don't need someone looking over my shoulder." (Workinfo.com)

Generation Xers are economically conservative. They remember double-digit inflation and the stress faced by their parents dealing with times on and off unemployment. As a result, they do not rely on institutions for their long-term security like their predecessors did. (Dale Mask Alliance training and Consulting, Inc)

**Millennial Generation [Born after 1977]** ~ Just beginning to enter the workplace, the Millennial Generation is being raised at the most child-centric time in our history. Perhaps it's because of the showers of attention and high expectations from parents that



they display a great deal of self-confidence to the point of appearing cocky.  
(Workinfo.com)

Generation Y (Millennial Generation) represents people who grew up during the high-tech revolution. A world with high tech video games, ATMs and high-speed access is what their generation is used to. Providing frequent and systematic feedback in real time (as it happens) is critical when working with members of this generation. (Dale Mask Alliance training and Consulting, Inc)

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### **Fish Bowl Activity**

**Participants:** In light of the brief excerpt below, share your ideas, opinions on how the WMS can better serve a multi-generational society.

Psychologist Mary Pipher writes a custom of the Native Americans of the Great Plains. During the harsh winters, the grandparents and grand children would sleep beside each other. This kept both generations from freezing to death. Pipher suggests “This is a good metaphor of what the generations do for each other. We keep each other from freezing. The old need our heat, and we need their light.”  
(Another Country, 322)

And so it is for the church: the multiple generations gathered her nurture and bless each other. And each generation offers to the others special and unique gifts. As Paul wrote, **we are one body in Christ, but we are many members, each with differing gifts.** And it is in the constellation of gifts that the one holy and blessed body of Christ takes shape. (From Generation to Generation, a sermon by R. Charles Grant, D. Min.)

**Observers:** In light of the information shared during the Fish Bowl Activity, what would you see as the next steps in “*sharing the heat and the light.*”