



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. During this third year, here at the 2007 Executive Board in Birmingham, Alabama, we continue the goals and objectives of the Leadership Advance as we prepare for the 2007 Quadrennial Convention in Philadelphia, Pennsylvania.

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 was also a special focus on 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 year and in preparation for the Quadrennial Convention, we will focus on the elements of competent leadership using the Johari Windows model. We appreciate your 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
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Overview of the Five Principles of Leadership Advance Development

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

Competency Model

	Don't Know	Know
Can't Do	<i>Miracle</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.