Competency Based
Transformational Leadership Diploma/Degree

SUMMARY

This program in context-based, mentored learning allows the learner to develop and display the practical, intellectual, social, and technical skills necessary to lead in almost any situation.

DESCRIPTION

This course is transformational for the whole person emotionally, socially and spiritually and equips them with the skills, knowledge and character to lead with integrity. The learner is placed in a specific working environment and surrounded by mentors who guide them through a tailored set of outcomes designed to demonstrate proficiency in all aspects of leadership.

List of Outcomes

The following is a list of the outcomes that form the diploma at the bachelor's level or the MA degree at the graduate level. The difference in the two degrees is the level of assessment that the student is expected to show proficiency.

CORNERSTONE

This outcome is designed to lead the learner through the curriculum to create for themselves a personalized plan to accomplish it within their life framework.

THEOLOGICAL FOUNDATIONS

The learner will lead from a theological framework, clearly articulating a credible Christian worldview that is informed by and developed out of an intentional disciplined study of the biblical scriptures that the learner demonstrates and applies to their life situation. This theological mindset will affect the learner's character, inform their leadership, infuse their vision, and influence how they ethically serve.

Indicators:
1. The learner articulates a winsome and well-formed theological worldview that drives their leadership and practice.
2. The learner's theological convictions represent a full and credible expression of biblical truth.
3. The learner displays an intentional and disciplined study of Scripture which shows itself in life.
4. The learner's theological convictions are demonstrated in their display of character and active service.
5. The learner's vision for leadership is visibly derived from their theological convictions.

SPIRITUAL FORMATION

The learner will show integrity in the formation of their faith journey, congruent with a vital and growing understanding of and appreciation for the breadth and depth of the Christian spiritual tradition, and especially the learner's particular church tradition(s). They will display their insight into the cognitive, affective, and behavioural dimensions of Christian confession and character development, integrating these into a consistent and compelling life of faith. The learner will display a holistic and foundational commitment to the practice of spiritual discipline and self-reflection, in the context of Christian community and in response to spiritual guidance, leading to an increasing congruence and integrity in their vocational calling, capacity and competence as a Christian leader.

Indicators:
1. The learner's personal faith journey is built upon a congruent and growing understanding of and appreciation for the Christian spiritual tradition.
2. The learner's appreciation for their church tradition informs and supports their growth in life and faith.
3. The learner shows a healthy integration of the cognitive, affective, and behavioural dimensions of Christian faith.
4. The learner displays a foundational practice of the spiritual disciplines within the context of healthy Christian community.
5. The learner is growing their vocational calling, capacity, and competence as a Christian leader.

CRITICAL THINKING

The learner will display the capacity to think critically about their leadership, evaluating their decision-making with a view to how their choices impact their results. They will demonstrate that they can identify and think through strategic opportunities in the best interest of their organizations. Advancing their organization as an effective problem-solver within complex environments, the learner will be a leader who can question assumptions without bias, see challenges from multiple perspectives, appreciate potential, and manage ambiguity.

Indicators:
1. The learner displays the capacity to think critically about their leadership.
2. The learner can evaluate their decision-making with a view to how their choices impact their results.
3. The learner demonstrates that they can identify and think through strategic opportunities in the best interest of their organizations.
4. The learner is an effective problem-solver, free from bias, and able to see the problem from multiple perspectives.
5. The learner can appreciate potential, while managing ambiguity.

PERSONAL DISCIPLINE

The learner will lead out of a growing self-awareness and disciplined development of integrity, stability, and flexibility. They will show the capacity to manage stress by setting healthy goals and boundaries. The learner will be able to demonstrate and

articulate an integrated practice of the physical, emotional, spiritual, and intellectual aspects of their being within the social and cultural domains of their lives. The learner will grow to recognize their strengths and vulnerabilities, identifying what supports and self-care may be necessary for managing their vulnerabilities.

Indicators:
1. The learner is growing, disciplined, and self-aware as they lead with integrity, stability, and flexibility.
2. The learner has the capacity to manage stress by setting healthy goals and boundaries.
3. The learner integrates the physical, emotional, spiritual, and intellectual aspects of their being with their social and cultural domains.
4. The learner recognizes their strengths and weaknesses.
5. The learner uses appropriate and helpful supports and self-care systems to manage their vulnerabilities.

INTERCULTURAL CAPACITY

The learner will demonstrate effective intercultural awareness. They will identify relevant cultural values, beliefs, expectations, and communication patterns, navigating the dynamics of cultural difference so that others are not only included, but empowered. As leaders within a global context, they will engage in meaningful collaboration with diverse peers, designing culturally appropriate working and learning environments.

Indicators:
1. The learner is inter-culturally aware and appreciative of diverse expressions of life and culture.
2. The learner identifies and has a sufficient understanding of the values, beliefs, expectations, and communication patterns of the cultural contexts in which they are engaged.
3. The learner includes and empowers others in their ways of living and leading.
4. The learner collaborates in meaningful relationship with diverse peers.
5. The learner designs culturally appropriate working and learning environments.

CONFLICT AND CRISIS

The learner will develop the capacity to bring peace to conflict, demonstrating effective crisis management skills in the practice of their leadership. The learner will gain the essential teamwork, networking, and negotiation skills needed to mend damaged relationships and promote growth. The learner will develop trust among those prone to suspicion and strife, by promoting a culture of safety, value, and healing.

Indicators:
1. The learner is a peacemaker.
2. The learner demonstrates effective crisis management skills.
3. The learner is a team-builder who builds redemptive networks that promote growth and mended relationships.
4. The learner is trusted by those prone to suspicion and strife.
5. The learner promotes a culture of safety, value, and healing.

INTERPERSONAL SKILLS

The learner will demonstrate effective and inspiring interpersonal skills, recognizing and appreciating others in a spirit of cooperation and cohesion among individual and group relationships. Identifying respectful modes of peer communication, they will foster social and emotional competence and resilience. The learner will build confidence in personal interaction, as they give and gain trust within appropriate boundaries, learning to regulate themselves as they listen empathetically, giving and receiving feedback in ways that enhance their relationships and strengthen others.

Indicators:
1. The learner demonstrates effective and inspiring interpersonal skills.
2. The learner recognizes and appreciates others in individual and group relationships.
3. The learner is a respectful communicator and empathetic listener.
4. The learner is confident and trustworthy in personal interaction.
5. The learner enhances and strengthens others in relationship.

EFFECTIVE COMMUNICATION

The learner will develop the capacity to communicate effectively both verbally and non-verbally, publicly and privately, formally and informally, and in written and oral forms. The leader will display the capacity to rally their team around a shared vision, inspiring people through the building of trust and morale in changing and diverse environments. Followers will know they can trust what the learner says as they speak with clarity, integrity, and conviction. The learner will display skill in advancing the interests of the organization in their communication of goals and strategies, speaking in ways that minimize misunderstanding and ambiguity.

Indicators:
1. The learner communicates effectively in all contexts necessary to their leadership.
2. The learner inspires people toward a shared vision within changing and diverse environments.
3. Followers know that the learner can be trusted because they speak with clarity, integrity, and conviction.
4. The learner advances the interests of their organization by the way they communicate.
5. The learner speaks in ways the minimize misunderstanding and ambiguity.

LEADERSHIP AND CHANGE

The learner will see problems as opportunities for change as they navigate uncertainty to create economic and social value. The learner will effectuate transformational activities, influencing systems and people in significant and positive ways through virtues-based and entrepreneurial leadership. They will use conceptual skills to reflect and think critically about complex and broad issues in changing contexts. As they make decisions that affect their followers, they will prove they can be trusted to act with justice. The learners will apply their insights into leadership theory and style to their own skillset and context to develop impactful decision-making skills.

Indicators:
1. The learner sees problems as opportunities for change in the creation of value.
2. The learner transforms activities, systems, and people in significant and powerful ways.
3. The learner uses conceptual skills to reflect and think critically about complex issues within changing contexts.

4. The learner can be trusted to the lead their followers in ways that are just and good.
5. The learner is effective in the application of theory to their practice of decision making.

MANAGEMENT AND FINANCE

The learner will show a capacity and commitment to the skills of management, understanding that leadership without management is chaotic and may promote hubris. They will display an ethical and responsible approach to the four functions of management: planning, organizing, leading, and controlling. They will gain the ability to manage human, financial, and other resources to affect organizational goals. The learner will develop the practical skills of facilitating the process of short-term and strategic planning, motivating & leading the workforce, and establishing and monitoring performance indicators. They will learn the use of financial tools necessary for accounting and resource management. They will understand and design effective structure and positive culture within an organization and use conceptual skills to reflect and think critically about complex issues involved in maintaining a positive organization.

Indicators:
1. The learner understands and appreciates the necessity and difference between management and leadership.
2. The learner displays an ethical and responsible approach to the four functions of management.
3. The learner facilitates strategic planning, while motivating and leading the workforce toward meaningful performance indicators.
4. The learner is competent in the use of financial tools necessary for accounting and resource management.
5. The learner builds effective and positive organizational cultures within complex environments.

Capstone

Through this summative outcome the learner will express what proficiencies they have achieved through the work they have done by completing the work for this degree.