

10608NAT Diploma of Leadership (Christian Work)

BSBATSIL503 – Manage conflict

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Identify existing and potential conflict	1.1 Determine if conflict exists and its possible causes. 1.2 Identify potential situations of future conflict. 1.3 Develop strategies to prevent conflict.
2	Consider the conflict situation	2.1 Identify the implications of the conflict occurring. 2.2 Identify responsibilities within the conflict. 2.3 Develop resolution strategies in consultation with the conflicting parties. 2.4 Seek professional advice where needed, maintaining discretion and confidentiality. 2.5 Ensure the wellbeing of individuals and the organisation is considered when developing resolution strategies.
3	Use strategies to resolve conflict	3.1 Promptly, appropriately and impartially implement strategies that respect the cultures of the parties involved. 3.2 Allow sufficient time for the conflict to be resolved. 3.3 Monitor and evaluate the process used to resolve the conflict.

BSBLDR403 – Lead team effectiveness

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Plan to achieve team outcomes	<p>1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members.</p> <p>1.2 Engage team members to incorporate innovation and productivity measures in work plans.</p> <p>1.3 Lead and support team members in meeting expected outcomes.</p>
2	Lead team to develop cohesion	<p>2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team.</p> <p>2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities.</p> <p>2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions.</p> <p>2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required.</p> <p>2.5 Model expected behaviours and approaches.</p>
3	Participate in and facilitate team work	<p>3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes.</p> <p>3.2 Give the team support to identify and resolve problems which impede its performance.</p> <p>3.3 Ensure own contribution to team work serves as a role model for others and enhances the organisations' image within the work team, the organisation and with clients/customers.</p>
4	Liaise with management	<p>4.1 Maintain open communication with line manager/management at all times.</p> <p>4.2 Communicate information from line manager/management to the team.</p> <p>4.3 Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken.</p> <p>4.4 Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up action is taken.</p>

BSBWOR502 – Lead and manage team effectiveness

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Establish team performance plan	<p>1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives.</p> <p>1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team.</p> <p>1.3 Support team members in meeting expected performance outcomes.</p>
2	Develop and facilitate team cohesion	<p>2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team.</p> <p>2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities.</p> <p>2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions</p> <p>2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed.</p>
3		<p>3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes.</p> <p>3.2 Support the team in identifying and resolving work performance problems</p> <p>3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stake holders.</p>
4	Liaise with stakeholders	<p>4.1 Establish and maintain open communication processes with all stakeholders.</p> <p>4.2 Communicate information from line manager/management to the team.</p> <p>4.3 Communicate unresolved issues, concern and problems raised by team members and follow-up with line manager/management and other relevant stakeholders.</p> <p>4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.</p>

CHCPAS001 – Plan for the provision of pastoral and spiritual care

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Prepare for pastoral and spiritual care work	<p>1.1 Identify responsibilities in relation to legislative and regulatory requirements for pastoral and spiritual care work.</p> <p>1.2 Identify responsibilities in relation to organisation policies and procedures for pastoral and spiritual care work.</p> <p>1.3 Identify requirements of relevant professional and ethical standards for pastoral and spiritual care work.</p> <p>1.4 Identify rights and responsibilities of self, employer, clients, families and carers.</p>
2	Determine pastoral and spiritual care networks and resources	<p>2.1 Identify the organisations full range of pastoral and spiritual care services.</p> <p>2.2 Identify the limitations and parameters of own role.</p> <p>2.3 Identify organisation escalation and crisis procedures.</p> <p>2.4 Identify existing and potential opportunities for referral in accordance with organisation procedures.</p> <p>2.5 Establish relationships with referral network.</p> <p>2.6 Gather internal and external information sources and resources to support pastoral and spiritual care work.</p>
3	Establish professional supervision.	<p>3.1 Determine supervision and/or mentoring requirements of role in consultation with mentor and/or supervisor.</p> <p>3.2 Establish rapport and work with mentor and/or supervisor to build trust.</p> <p>3.3 Evaluate need for ongoing and/or additional support and discuss with supervisor.</p> <p>3.4 Review own communication with mentor and/or supervisor to promote professional development.</p>

LEDCHA501 – Develop character and relationship skills
Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Develop character	<p>1.1 Personality profiling techniques to evaluate and describe self and others are utilised.</p> <p>1.2 Significant dimensions of personal identity are detected in order to facilitate development of character in self and others.</p> <p>1.3 Self evaluation techniques to investigate and develop self esteem and confidence are utilised.</p> <p>1.4 The relationship between character and spirituality is understood in order to facilitate development of character in self and others.</p> <p>1.5 Spiritual disciplines are implemented.</p>
2	Identify and manage individual and organisational priorities	<p>2.1 A personal mission statement is documented.</p> <p>2.2 Goals related to personal mission and organisational priorities are set.</p> <p>2.3 Time management techniques and technology to efficiently and effectively manage alternative priorities and commitments are utilised.</p>
3	Establish group skills and relationships of trust	<p>3.1 The nature of family, friendship and vocational relationships is analysed.</p> <p>3.2 Relational goals are developed and documented.</p> <p>3.3 Group skills in the various relational contexts are utilised.</p> <p>3.4 Networks based on relationships of trust and mutual self-giving are developed.</p> <p>3.5 Servant leadership in practical activities is demonstrated.</p>

LEDCHA502 – Apply ethical values in leadership

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Promote ethical standards	<p>1.1 Ethical obligations of organisations and the consequences of unethical conduct to others are explained in a manner suited to their levels of understanding, experience and specific needs.</p> <p>1.2 Conduct of self and others is assessed against ethical standards and guidelines and feedback or assistance is timely, constructive and consistent.</p> <p>1.3 Advice in accordance with organisational standards and procedures is provided.</p> <p>1.4 All organisational practice is conformed to legislation and guidelines.</p> <p>1.5 Resolution is used, or referral of ethical problems is identified in specific solutions, as learning opportunities within the workgroup without comprising privacy and confidentiality considerations.</p>
2	Incorporate ethical considerations in the process of decision making	<p>2.1 Motivations, processes and outcomes inherent in alternate decisions are identified and evaluated.</p> <p>2.2 Alternate ethical models are taken into account in decision making.</p> <p>2.3 The conscience is described according to ethical values and principles which are utilised in the decision making process.</p>
3	Model integrity of conduct	<p>3.1 Personal work practices consistent with desired ethical conduct are demonstrated.</p> <p>3.2 Workers are protected from reprisals for refusing directions to act unethically.</p> <p>3.3 Principles of procedural fairness are modelled and explained to others using strategies and language suited to their levels of understanding, experience and specific needs.</p> <p>3.4 Conflicts of interests are identified and action is taken to resolve the situation in accordance with organisational policy and procedures.</p>
4	Promote ethical leadership	<p>4.1 The professionalism required of the organisation is communicated and encouraged.</p> <p>4.2 How staff are provided with frameworks for ethical decision-making and policy setting is documented, and coaching in their fields of influence given.</p> <p>4.3 How staff are provided with opportunities to develop skills in identifying and resolving situations requiring ethical judgement is described.</p> <p>4.4 Clarification of the ethical aspects of decisions/actions and advice on more complex ethical problems is documented promptly and in accordance with organisational policy and procedures.</p> <p>4.5 The risk of unethical conduct is assessed in accordance with organisational guidelines, and changes too policies or practices are recommended to improve outcomes.</p> <p>4.6 Suspected unethical conduct is reported in accordance with policy and procedures.</p>

LEDCOM501 – Deliver a public speech

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Research topic and prepare speech	1.1 information is collected and evaluated for relevance to the topic. 1.2 Purpose and parameters of speech are clarified. 1.3 The context, values and needs of the audience are identified. 1.4 Speech is structured in a logical manner, and a means of engaging with the audience identified. 1.5 Potential questions are identified and possible answers prepared. 1.6 Speech is practised before delivery.
2	Present speech	2.1 Strategies for overcoming nerves and facilitating confidence are developed. 2.2 Technologies are used to assist in communicating ideas and content. 2.3 Personal image requirements are identified and related to the audience. 2.4 Body language is used in appropriate ways. 2.5 Voice techniques are used. 2.6 Connection with the audience is maintained. 2.7 Impromptu questions and answers are managed.
3	Evaluate delivery and response	3.1 Methods to collect feedback on presentation are developed. 3.2 Evaluative tools to facilitate feedback on effectiveness and delivery of speech are utilised. 3.3 Mechanisms to enable audience response are implemented.

LEDLED501 – Acquire leadership skills

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Identify and promote the values, mission and vision of an organisation	1.1 The values of the organisation are identified. 1.2 A mission statement that is based on the values of the organisation is created. 1.3 The vision of the organisation is outlined. 1.4 The values, mission and vision are promoted within and outside the organisation.
2	Identify and utilise various leadership styles	2.1 Different leadership styles are identified. 2.2 Appropriate leadership styles for different contexts are selected. 2.3 How different leadership styles motivate followers is analysed.
3	Demonstrate leadership skills	3.1 The qualities of effective leaders are identified. 3.2 The skills necessary for leadership are described. 3.3 Skills are implemented in a culturally sensitive way.
4	Provide feedback on performance	4.1 360 degree feedback on personal performance is obtained. 4.2 Performance is assessed based on feedback. 4.3 Areas for improvement are identified.

LEDLED502 – Identify leaders and develop leadership skills

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Identify and develop leaders	<p>1.1 The relationship between nature and nurture in leadership development is identified and potential leaders are evaluated according to gifts and weaknesses.</p> <p>1.2 The relationship between intelligence quotient, emotional quotient and spiritual quotient on leadership development is described.</p> <p>1.3 Interview and evaluative procedures to assess potential leaders for particular positions of leadership are adopted.</p> <p>1.4 Individual gifts and skills suitable for particular areas of responsibility are identified.</p> <p>1.5 Ongoing evaluation procedures to facilitate leader.</p>
2	Delegate responsibility, supervise and appraise performance	<p>2.1 Delegated responsibilities are appropriately defined, explained and resourced.</p> <p>2.2 Levels of delegation are matched, from specific tasks to broad areas of responsibility to appropriate levels of experience, skill and authority.</p> <p>2.3 Goals and deadlines are negotiated and monitored.</p> <p>2.4 Appropriate levels of supervision are related to the level of delegation.</p>
3	Implement strategic planning and thinking techniques	<p>3.1 Organisational mission, vision and goals are clarified through strategic conversations.</p> <p>3.2 Diagnostic assessment of an organisation's strengths and weaknesses is documented.</p> <p>3.3 An organisation's opportunities and threats are evaluated.</p> <p>3.4 A strategy and plans based on the organisations vision and goals are developed, and a strategic planning document is created.</p>

LEDWLD501 – Understand and develop a worldview

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Identify various worldviews of an organisation	<p>1.1 Categories of worldview of the organisation are identified.</p> <p>1.2 Central elements of the worldview of the organisation are described.</p> <p>1.3 The inter-relationship between the various dimensions of worldview is recognised.</p>
2	Develop the tools for evaluating contemporary worldviews	<p>2.1 Tools are employed for evaluating dimensions of worldview.</p> <p>2.2 Basic differences in alternate worldviews are explained.</p> <p>2.3 Appropriate sources are utilised to inform the categories of worldview.</p> <p>2.4 The implications of worldview for leading organisations are analysed.</p>
3	Participate in perspective-taking	<p>3.1 Communication techniques are used to describe how the world looks from someone else's point of view.</p> <p>3.2 The ability to empathise is demonstrated.</p> <p>3.3 Appropriate behaviour in response to understanding of others' worldview is exhibited.</p>

MINBIB401 – Effectively communicate the principles of the Old Testament

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Develop the tools to identify the context of Old Testament texts	1.1 Describe the overall story and general historical context of the Old Testament. 1.2 Identify the genre of Old Testament texts. 1.3 Identify the historical context of individual Old Testament books is identified. 1.4 Apply exegetical methods to interpret Old Testament texts in their context
2	Describe the principles of the Old Testament for Christian readers	2.1 Identify key principles and themes of the Old Testament 2.2 Describe similarities or differences between the teachings of the Old Testament and the contemporary situation. 2.3 Interpret the significance of Old Testament principles for Christian readers.
3	Communicate the principles of the Old Testament to the contemporary situation	3.1 Describe similarities or differences between the historical context of the Old Testament and the contemporary situation. 3.2 Apply the biblical message to the contemporary situation. 3.3 Use contemporary illustrations and examples to communicate biblical values. 3.4 Use communication techniques to communicate the principles of the Old Testament.

MINBIB402 – Effectively communicate the principles of the New Testament

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Develop the tools to identify the context of New Testament books	1.1 Describe the overall story and general historical context of the New Testament. 1.2 Identify the genre of New Testament texts. 1.3 Identify the historical context of individual New Testament books. 1.4 Apply exegetical methods to interpret New Testament texts in their context.
2	Describe the principles of the New Testament for Christian readers	2.1 Identify key principles and themes of the New Testament. 2.2 Describe similarities or differences between the teachings of the Old Testament and the New Testament. 2.3 Interpret the significance of New Testament principles for Christian readers.
3	Communicate the principles of the New Testament to the contemporary situation	3.1 Describe the similarities or differences between the historical context of the New Testament and the contemporary situation. 3.2 Apply the biblical message to the contemporary situation. 3.3 Use contemporary illustrations and examples to communicate biblical values.

MINTHE401 – Investigate and apply Christian Theology

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Develop the tools of establishing Christian theology	1.1 Identify appropriate sources to inform the theological categories. 1.2 Identify alternate theological views. 1.3 Demonstrate systematic methods of evaluating and describing theology.
2	Develop and facilitate team cohesion	2.1 Document the nature and function of theology in framing faith and action. 2.2 Describe central elements of Christian theology. 2.3 Recognise the inter-relationship between the central theological elements. 2.4 Explain the basic differences in theological conclusions between alternate Christian traditions.
3	Apply Christian theology to Christian living	3.1 Understand the theological dimensions that affect faith and action. 3.2 Apply Christian theology to contemporary life situations in the church, family and society. 3.3 Communicate the application of Christian theology.

MINWLD502 – Investigate and apply a Pentecostal worldview

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Describe a Pentecostal worldview	1.1 Describe the general history of Pentecostal and charismatic movements. 1.2 Define central elements of a Pentecostal worldview. 1.3 Outline the basic role and function of the Holy Spirit using the Bible.
2	Identify the gifts of the Spirit	2.1 Describe the gifts of the Spirit using the Bible. 2.2 Outline responsible practice of the gifts of the Spirit. 2.3 Apply gifts of the Spirit.
3	Apply a Pentecostal spirituality	3.1 Describe Pentecostal approaches to understanding spirituality. 3.2 Describe personal practice and elements of a Pentecostal worldview. 3.3 Demonstrate the application of a Pentecostal worldview. 3.4 Document reflection on applying a Pentecostal worldview.

PSPGEN018 – Work with a coach or mentor

Competencies and Outcomes

ELEMENT		PERFORMANCE CRITERIA
1	Arrange for coaching/mentoring	<p>1.1 The need for assistance is identified and the benefits of coaching versus mentoring is discussed with others to determine best option.</p> <p>1.2 Coaching/mentoring is selected in accordance with the identified benefits.</p> <p>1.3 A checklist is prepared to assist in explaining the purpose and desired outcomes of the coaching/mentoring arrangement.</p> <p>1.4 Assistance is obtained where necessary, to identify and approach suitable person(s) to request coaching/mentoring in accordance with the coaching/mentoring plan.</p> <p>1.5 Selected person(s) are approached and a coaching/mentoring arrangement is negotiated in accordance with the identified need, personal expectations, the ability of the coach/mentor to provide the service, cultural and other considerations.</p>
2	Work with a coach/mentor	<p>2.1 Ground rules are established and realistic expectations set with the coach/mentor.</p> <p>2.2 Options to attain goals are explored and a plan is prepared with the coach/mentor to formalise the arrangement.</p> <p>2.3 Coaching/mentoring input is used constructively in accordance with established goals.</p> <p>2.4 Time is managed to achieve learning goals.</p> <p>2.5 Progress is monitored and goals achieved or adjusted as required.</p>
3	Maximise coaching/mentoring results	<p>3.1 The initiative is taken to build and maintain the coaching/mentoring relationship</p> <p>3.2 Productive questions are formulated and used to obtain information and feedback from coaching/mentoring.</p> <p>3.3 Active listening is used to ensure coaching/mentoring time is used productively.</p> <p>3.4 Techniques are used for resolving differences/problems without damaging the relationship, or assistance is obtained in accordance with organisational policy and procedures.</p> <p>3.5 New learning is consolidated to maximise coaching/mentoring results.</p> <p>3.6 Closure of the coaching/mentoring arrangement is negotiated once goals have been met or either party wishes to withdraw.</p>