

Master of Arts in Leadership Development

This degree is intended to reach those who are seeking to enhance their role as a leader within a current position, professionally, communally, or personally to lead and promote socially connected systems where each person feels a sense of belonging. This degree they will assist in the advancement of ones knowledge of leadership, an understanding of the *Individual Psychology* of Alfred Adler and positivist theorists, and gain insight as to how they one can positively, impact relationships, and teams, within all contexts of interaction. Additionally, skills will be gained in leadership through facilitating individual and organizational well-being through encouragement and their knowledge, insights, and application of positive leadership principles. The application of this knowledge and a unique skill set which will enhance overall effectiveness in working with teams, organizations, and communities.

Population

For those who intend to apply leadership theory in their daily interactions within their given profession, community leadership areas, social justice, education, ministry, healthcare (e.g. nursing), corporate organizations, parenting training, government agencies, and non-profit administration.

Mission Statement:

The mission of the Masters in Leadership Development is to foster personal and professional skills to develop and apply leadership skills which facilitate healthy and fulfilling relationships for people, organizations, and communities through the understanding and application of core concepts in the Individual Psychology of Alfred Adler and positive leadership theory.

Appendix A

White Paper: Master of Arts and Certificate in Applied Adlerian Psychology

Appendix B

Mission Statement, Core Competencies, Key Performance Indicators (KPI's), and Student Learning Outcomes (SLO's)

Appendix A
White Paper
Master of Arts in Leadership Development

There is a great need for an applied graduate degree in leadership development which develops community leaders, human services, education, and organizations, particularly a degree focused on the principles of Alfred Adler and later positivist scholars who focus on dignity, respect, courage, equality, purpose, and belonging. The Adlerian principles are a road map for those interested in *Social Action*, i.e. being part of a community and making the world a better place. The degree in Leadership Development is designed for individuals who intend to develop leadership skills by applying principles *Individual Psychology* and positive leadership theories in their daily interactions and professions, such as: non-profit administration, community organizing, social justice and change, education, ministry, government, healthcare (e.g. nursing), corporate organizational leadership, parenting training. The following are some labor statistics, for the State of Minnesota, where the campus is located, highlighting the economic prospects for these positions, which would be enhanced by a Master of Arts Degree or a Certificate in Applied Adlerian Psychology.

According to Minnesota Employment and Economic Development, demand in Minnesota for healthcare and social assistance professionals will grow by 17.1 % statewide and by 23.9% in North East Minnesota, due to an aging population. (<https://mn.gov/deed/newscenter/publications/trends/june-2018/northeast-health-care.jsp>)

For child, family, and school social workers the outlook is also bright according to O*Net online. Sample positions include: Case Manager, Case Worker, Caseworker, Child Protective Services Social Worker (CPS Social Worker), Family Protection Specialist, Family Service Worker, Foster Care Social Worker, School Social Worker, Social Worker, and Youth Services Specialist. Nationally projected growth 2016- 2026 faster than average 10% to 14% with average. The median wage for social workers in Minnesota is 53,000.00, as opposed to \$47,000.00 nationwide. (<https://www.onetonline.org/link/summary/21-1021.00>)

General management in nonprofit and private organizations “plan, direct, or coordinate the operations of public or private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services.” This area continues to be strong, with the growth outlook from 2016 to 2026 being estimated at 5-9% and the median salary at \$100,00.00. (<https://www.onetonline.org/link/summary/11-1021.00>)

Directors, Religious Activities and Education positions “plan, direct, or coordinate programs designed to promote the religious education or activities of a denominational group”. These professionals “may provide counseling and guidance relative to marital, health, financial, and religious problems”. The economic prospects for these positions show steady growth between 5- 9%, and median wages at \$48,000.00, in Minnesota

Community leadership roles “plan, direct, or coordinate the activities of a social service program or community outreach organization” and “oversee the program’s or organization’s budget and policies regarding participant involvement, program requirements, and benefits. Work may involve directing social workers, counselors, or probation officers.” These positions have a strong outlook and see a growth of over 15% from 2016 to 2026 with a median salary of \$64,000.00. (<https://www.onetonline.org/link/summary/11-9151.00>)

Appendix B

Core Competencies, Key Performance Indicators (KPI's) and Student Learning Outcomes (SLO's)

Key for SLOs (Student Learning Outcomes)

I - Introduced

R – Reinforced through application

A – Applied for Mastery / Synthesis of Information

I. Competency: Relational Development
KPI #1: Ability to integrate concepts for the understanding of relationship management and conflict resolution
SLO (I): Students will be able to name the core tenets in the Individual Psychology of Alfred Adler and recognize how they can influence relationships.
SLO (R): Students will be able to explain the core tenets within relationships, across contexts, and how establishing an empathic, mutual, and collaborative relationship, through encouragement, will assist with conflict resolution; strengthening an overall system.
SLO (A): Students will be able to apply core tenets to current relationships in resolving conflict; building cooperation and a sense of belonging amongst one's-self and others.
II. Competency: Systemic understanding of Human Nature and its influence on organizational health
KPI #2: Understand what a healthy organization is and how the lifestyle of the organization, itself, as well as individual members' lifestyles within it, can promote or create barriers to its healthy functioning.
SLO (I): Students will be able to describe how lifestyle influences current movement, behavior and relationships.
SLO (R): Students will be able to illustrate an understanding of the development of the lifestyle, its components, and resulting mistaken beliefs that can be problematic in personal, social and professional contexts.
SLO (A): Students will be able to apply lifestyle in personal and professional relationships to effect positive change; will be able to evaluate systemic concerns through the use of one's own and members' lifestyle conviction material, ascertaining how they and organizational members function within the system and came to see and operate within their own familial origins.
III. Competency: Encouragement in Leadership
KPI #3: KPI: Ability to promote an encouraging environment through leadership
SLO (I): Students will be able to recognize misbehavior as an expression of discouragement in an organization.
SLO (R): Students will be able to translate the use of core tenets in addressing root causes of discouragement
SLO (A): Students will be able to employ skills for implementing the core tenets to encourage consideration of alternatives in problem solving.
IV. Competency: Social Interest in an Organizational Structure
KPI #4: Ability to develop social interest in one's-self and others to promote a sense of belonging,

cooperation and resiliency.

SLO (I): Students will be able to describe social interest and striving, and how they play a role in the democratic process within an organization.

SLO (R): Students will be able to relate the role social interest plays in promoting the individual sense of belonging within an organization, and how it is reflected in the life tasks (work, social and love).

SLO (A): Students will be able to implement ethical and culturally relevant strategies in addressing overall relational and organizational development through a democratic process which strengthens the sense of belonging, cooperation, and resiliency.

V. Competency: Systematic and Environmental Factors

KPI #5: Demonstrate how cultural and social conditions impact the well-being of an organization.

SLO (I): Students will be able to identify barriers to cooperation in personal and professional relationships.

SLO (R): Students will demonstrate an understanding of how cultural and social conditions impact the well-being of an organization, including relationships, roles, and collective functioning.

SLO (A): Students will be able to evaluate the cultural and social conditions of an organization and present a case which illustrates how to improve the organizations functioning.