



Learning Outcomes

Foundational Mindsets

Core & Specialized Credentials

International Certification Alliance

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LICENSING INFORMATION

The work in this document was facilitated by the International Certification Alliance (ICA) and done through the contributions of various experts and practitioners. These learning objectives are intended to help the growing Tomorrow-Ready™ community worldwide.

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HOW TO READ THIS DOCUMENT

This document outlines the learning outcomes that accredited member organizations must address to offer ICA's Foundational Mindsets certification. To achieve the certification, a learner must complete the core credential plus at least two specialized credentials.

Each learning outcome (LO) follows a particular pattern, described below.

O.O Learning Outcome Name

Additional Context, describing why this Learning Outcome is important or what it is intended to impart.

The learning outcome's purpose further describes what is expected to be imparted to the learner (e.g., a key point, framework, model, approach, technique, or skill).

CORE CREDENTIAL LEARNING OUTCOMES

Foundational Mindsets Core

Foundational Mindsets is an 8-hour Core Credential for professionals who want to develop the mindset, self-awareness, and adaptive practices needed to meet successive change with confidence rather than anxiety. The future is not one big moment. It is a series of tomorrows, each with its own demands, disruptions, and opportunities. Having a Foundational Mindset means developing the capacity to move from where you are to where you need to be next.

1. The World That Requires Foundational Mindsets Thinking

1.1 Being Adaptive in a Changing World

AI, shifting organizational structures, and increasingly complex problems are shortening the shelf life of expertise.

To illustrate the driving factors in the world of work that require learners to embrace a more adaptive way of thinking and being.

1.2 Complex Challenges Require Adaptive Responses

Not every challenge calls for the same response. Complex challenges involve uncertainty, human systems, and emergent dynamics that require experimentation and adaptation.

Build learners' ability to recognize the type of challenge they are facing before deciding how to respond. Introduce complex adaptive systems and complexity theory through models such as systems dynamics [Peter Senge & Jay Forrester], Complex Adaptive Systems [Glenda Eoyang, Ralph Stacey, et al], Cynefin [Dave Snowden].

2. The Foundational Mindset

2.1 Characteristics of a Foundational Mindset

Mindset is not a personality trait; it is a set of operating assumptions about learning, failure, uncertainty, and growth that practitioners can deliberately cultivate.

Give a practical definition of a Foundational Mindset that helps people learn and improve contrasted against a mindset that may limit personal growth. A Foundational Mindset treats difficulty as information rather than failure and uncertainty as the normal condition of working at the edge of capability.

2.2 The Limits of Self-Awareness

Almost everyone believes they see themselves accurately. In practice it is actively shaped by our experiences with blind spots that hide what we can't see and justifications for past setbacks to protect our self-image.

Establish self-awareness as a discipline that must be actively maintained rather than assumed. Cover why the picture degrades (such as changing demands, pressure, familiarity) and the specific ways it gets distorted, including blind spots, self-protective explanations, and mistaking intention for behavior.

2.3 The Value of Another Perspective

Others see us through our actions; they see what we do when something fails, whether we ask for help, and how we respond to being corrected.

Develop learners' ability to use an outside view to test their view of themselves. Cover why an outside view is not simply extra opinion but evidence of a kind unavailable from the inside and why the discomfort of hearing it is part of the practice rather than a sign of doing it wrong. Introduce techniques to collect insights from others

3. Building Your Foundational Mindsets Practice

3.1 Continuous Learning Practices

One-time learning events often fade when daily work resumes. Adaptive capability grows when learning is built into small, repeatable practices embedded in the work itself.

Shift learners from an event-based view of development to a practice-based approach that builds Foundational Mindsets behaviors into everyday work.

3.2 Dealing with Uncertainty

Uncertainty tends to produce one of two responses: waiting for a confidence that never arrives or committing hard to a plan and defending it as conditions change. Both are attempts to escape uncertainty rather than work inside it, and both cost more than moving in small, reversible steps.

Develop learners' ability to move forward when the path is not clear, by treating a next step as something to learn from rather than something to get right. Cover what makes an action small enough to be safe to be wrong about (such as its cost, how reversible it is, and how quickly it produces information).

3.3 Growing Your Foundational Mindset

Regularly revisiting what is working and what needs to change keeps mindset growth activated.

Help learners get specific about a practice to develop their Foundational Mindset they'll actually stick with for 2+ weeks. Vague plans ("be more adaptable") fail. Concrete practices ("When I feel defensive in a meeting, I'll ask one clarifying question before responding") work. Have them identify a trigger or context, how they'll practice it, and reflect on small shifts.

SPECIALIZED CREDENTIAL LEARNING OUTCOMES

Learning Agility

Learning Agility is a 2–4 hour Specialized Credential for professionals who want to develop their ability to learn continuously, unlearn deliberately, and apply new capabilities faster than the pace at which their context is changing.

1.1 What Learning Agility Is and Why It Matters Now

Learning agility is the ability to deliberately turn experience into new behaviors to adapt as context changes.

Establish a clear, practical understanding of learning agility as a distinct and developable capability.

2.1 Learning from Difficult and Unfamiliar Experiences

New roles, failed projects, difficult feedback, and unfamiliar problems often provide the richest learning.

Help learners recognize how their typical responses to difficult or unfamiliar experiences can increase or limit learning. Avoiding discomfort can also mean avoiding the experiences that build capability fastest.

3.1 Unlearning as a Practice

Unlearning requires letting go of an approach, assumption, or habit that once worked but no longer serves the current context. That history can make old patterns especially difficult to change.

Introduce the concept of unlearning. Introduce practices to deliberately unlearn and replace a limiting pattern with a more useful response.

4.1 Sustaining a Learning Practice

Learning agility becomes sustainable when habits, relationships, and routines consistently turn experience into insight and insight into changed behavior.

Build learners' ability to evaluate whether their current professional practice is producing meaningful learning and adaptation.

Innovation and Creative Problem Solving

Innovation and Creative Problem Solving is a 2–4 hour Specialized Credential for professionals who want to develop their ability to generate novel, useful responses to problems that familiar approaches cannot solve.

1.1 What is Creative Problem Solving

Creativity is not a personality trait some people have, or a workshop the organization runs occasionally, rather it is a disciplined way of generating options once the obvious ones have run out.

Define creative problem solving as a structured approach that combines divergent thinking (generating multiple ideas) with convergent thinking (evaluating and refining) to produce novel, viable solutions. Emphasize that it differs from routine problem-solving because it explicitly challenges assumptions and constraints rather than accepting them. Illustrate how organizations rely on creative problem solving to drive innovation such as in developing new products, improving processes, or responding to disruptive challenges.

2.1 Reframing Problems to Open New Possibilities

Most problems that feel stuck are stuck because of an assumption that has never been questioned.

Build learners' ability to surface and challenge assumptions so they can reframe problems and open new possibilities. Challenge a range of assumptions such as who the solution is for, what constraints are fixed versus moveable, what counts as success, or what the problem actually is. This helps build the skill of reframing – the disciplined identification and interrogation of the assumptions that are limiting what solutions seem possible.

3.1 Idea-Generation Processes

Generating new and innovative ideas requires more than a brainstorming technique.

Develop learners' ability to create conditions that support genuine idea generation and test those conditions in practice. Cover the challenges that limit innovative ideas (such as: evaluation of ideas happens too early, social norms suppress unconventional suggestions, the problem is defined too narrowly, and the people in the room all share the same perspective) and approaches to address those challenges.

4.1 Moving from Ideas to Selection

Creative ideas often stall between generation and action.

Build learners' judgment for evaluating early-stage ideas and moving the strongest options forward. Some of the challenges in moving ideas forward are: indecision, risk aversion, unclear ownership, and the existing ways of working, etc. Introduce criteria for evaluating ideas such as potential value, risk, cost of delay, key assumptions, testability.

Personal Resilience

Personal Resilience is a 2–4 hour Specialized Credential for professionals who want to develop their ability to sustain energy, perspective, and effectiveness across the successive tomorrows that a Foundational Mindsets life requires.

1.1 Resilience as a Dynamic Capacity

Resilience is often treated as a fixed trait or a measure of toughness. In practice, it is a dynamic capacity that can be depleted, replenished, and deliberately strengthened.

Establish a practical understanding of resilience as a skill learners can actively manage and build. Resilience is the ability to process difficulty without losing the capacity to function effectively and move forward.

2.1 Recognizing the Signals That Resilience Is Under Pressure

Resilience is often noticed only after depletion has already affected effectiveness, relationships, or wellbeing. Recognizing early signals creates an opportunity to respond before recovery becomes harder.

Build learners' ability to recognize personal signs of depletion early enough to respond proactively. Depletion of resilience impacts individuals differently. Introduce common impacts of resilience depletion such as emotional (exhaustion, irritability, loss of motivation or purpose), cognitive (difficulty making decisions, negative self-talk, reduced creativity), physical (chronic fatigue, increase in pain, changes in appetite), behavioral (procrastination, reduced productivity, withdrawing from people).

3.1 Personal Resilience Practices

Many resilience practices are useful but difficult to sustain in real conditions.

Introduce a variety of practices that can build or rebuild resilience. Develop learners' ability to create a resilience practice that fits their actual constraints and remains usable when time, energy, and attention are limited. A resilience practice that requires conditions that rarely exist is not a resilience practice, it is an aspiration that adds guilt to an already depleted practitioner.

4. Sharing Resilience

4.1 Sharing Your Resilience

Sharing resilience signals and practices can build team resilience.

Cover the importance and value of sharing your resilience depletion signals with others. Such as how transparent communication about your current level of resilience can impact team support, workload distribution, and psychological safety.

4.2 Supporting Others' Resilience

Colleagues rarely announce that their resilience is depleted. It usually shows up as changed behavior that is easy to read as attitude, disengagement, or a performance problem.

Develop learners' ability to recognize depletion in others and respond in ways that genuinely help, including recognizing the limits of peer support. Cover the difference between offering support and taking on responsibility for another person's recovery, and when a situation should be directed to a manager, HR, or professional support. Introduce practices that can support others in building and sustaining resilience specific to the person and situation.

Self-Regulation and Resilience Under Pressure

Self-Regulation and Resilience Under Pressure is a 2–4 hour Specialized Credential for professionals who want to remain effective when pressure affects thinking, emotion, and behavior. Learners develop the ability to recognize how pressure changes cognitive and relational capacity, identify their own early warning signals, apply self-regulation strategies that support intentional action in high-pressure moments, and build realistic resilience and recovery practices that help preserve capacity under sustained demands. The credential reinforces that resilience is not unlimited endurance but the ability to regulate, recover, and respond sustainably over time.

1.1 Pressure and Automatic Responses

Pressure can activate automatic physiological and emotional responses that narrow attention, increase reactivity, and reduce capacity for complex thinking and effective interaction.

Develop learners' understanding of how pressure can affect cognition, judgment, communication, and behavior. Recognize that pressure can trigger automatic responses, understand how those responses can be useful or disruptive depending on context, and connect awareness of the response to greater choice in how they act.

2.1 Personal Pressure Patterns

Pressure shows up differently for different people through physical, emotional, cognitive, and behavioral signals. Recognizing those signals early creates an opportunity to respond before pressure significantly affects effectiveness or relationships.

Develop learners' ability to recognize their own early pressure patterns and understand how those patterns can influence professional behavior. Notice signals such as changes in attention, thinking, emotion, energy, communication, or behavior; connect those signals to their likely impact; and distinguish early warning signs from later signs that capacity is already becoming depleted.

3.1 Self-Regulation Under Pressure

Self-regulation under pressure is not about eliminating emotion or stress. It is about preserving enough capacity to think, choose, communicate, and act intentionally when pressure is high.

Develop learners' ability to select and use self-regulation strategies that fit both the situation and their current level of pressure and capacity. Consider preparation before pressure rises, strategies for staying effective in the moment, and approaches that support recovery afterward. Reinforce that useful regulation changes the learner's capacity to respond intentionally rather than simply making discomfort disappear.

4.1 Resilience and Recovery Practices

Short-term regulation helps people stay effective in a difficult moment, but sustained pressure can gradually deplete attention, energy, perspective, and relational capacity. Resilience also depends on how people recover and replenish over time.

Develop learners' ability to build realistic practices that support recovery and sustained capacity under recurring or prolonged pressure. Consider boundaries, recovery, energy management, workload patterns, support, reflection, and other practices that reduce cumulative depletion or address sources of unsustainable pressure where possible. Reinforce that resilience is not unlimited endurance and should not be used to normalize unhealthy or unsustainable working conditions.

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