WELS Institute Strategy

Washington Equity in Leadership Systems (WELS)

General Terms

| Term | Definition | | | | |
|------------------------|--|--|--|--|--|
| Cultural Competency | includes knowledge of student cultural histories and contexts, family norms, values in different cultures; knowledge, skills in accessing community resources and community & parent outreach; and skills in adapting instruction to students' experiences, identifying cultural contexts for individual students | | | | |
| Diversity | describes the presence of similarities and differences within a given setting, collective, or group based on multiple factors including race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other characteristics and experiences | | | | |
| Equity | includes developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable opportunities for all individuals. The term also includes eliminating barriers that prevent the full participation of individuals and groups | | | | |
| Inclusion | describes intentional efforts and consistent sets of actions to create and sustain a sense of respect, belonging, safety, and attention to individual needs and backgrounds that ensure the full access to engagement and participation in available activities and opportunities | | | | |
| Development | Changes in perception and behaviors that lead to inclusive democratic processes (Mezirow; Freire) | | | | |
| Leadership | Perception and process of joining the separated to guide right action for group survival (Smith) | | | | |
| Integrity | Word-deed alignment (Peterson & Seligman) | | | | |
| Compassion | Identification and removal of suffering (Fehr, Sprecher, & Underwood) | | | | |
| Innovation | An adaptive end achieved by leveraging willpower and the creation of pathways (Peterson & Seligman; Luthans, Youssef, Avolio; Heifetz) | | | | |
| Adaptive Leadership | Form of leadership based on solving novel problems that require a shift in values (adaptive problems) versus problems that require implementation of established practices (technical problems) (Heifetz) | | | | |
| Love | Joining the separated (Tillich) | | | | |
| Power | Compelling one's being through or over others (Tillich) | | | | |
| Justice | Structures that ensure people can be who they claim to be (Tillich) | | | | |

Basic Philosophy

Primary Task

Design a leadership development program

Basic Philosophy

Leadership development is largely identity development that occurs in community with others

Overall Strategy

Conversation for Resources, Values, Lines of Effort, and Vision

Resources

Policy
Funding
Time
Location
Personnel
Expertise
Value Currency
Identity

Strategy

Communication; Selection Criteria; Leadership Pipeline Local-to-Global Growth; Strategic Partnerships & Community Impact

Assessment

Transformative Assessment; Adaptive and Technical Competencies

Faculty Development

Defining criteria for candidates entering leadership development; Align programs, fill gaps to advance justice; Value-proposition

Integrity (Value for Self with Self) Compassion

(Value for Self with Others)

Innovation

(Value for Self in Situations)

Vision

Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities

Goals + Objectives

To be achieved using values of Integrity, Compassion, and Innovation in each Goal and Objective

| Goals | Objectives | | | |
|--|--|--|--|--|
| Leauership | Communication: Enact a transparent system to share specific details for leadership development efforts Selection Criteria: Publish and enact transparent qualifications to enter WELS Institute Leadership Pipeline: Grow, assess, and recruit pool of diverse candidates to enter WELS Institute Local-to-Global Growth: Implement plan to prepare employees and students for local/global workforce Strategic Partnerships & Community Impact: Include Trustees, Board, HR, Tribal, Presidents, Admin, Faculty in setting context to help students enter community's workforce | | | |
| 2. Establish Transformative Assessment Strategy | school and workforce exetems | | | |
| 3. Be Premiere Development for Education Servants of Northwest Region | Defining criteria for candidates entering WELS Institute: Enact a transparent and accessible system for Education Servants to enter WELS Institute Create Certificate Program: Align capabilities of existing programs to support WELS institute and, within system capacities, create cost-effective initiatives to fill capability gaps Value-proposition: Properly compensate practitioners and members of existing programs supporting WELS Institute (e.g. travel and lodging, retention, value alignment among student-teacher-workforce) | | | |

General Executive Competencies

| Technical | Adaptive | | |
|---|---|--|--|
| Knowledge of Legislative Systems: Policy Impact on Efforts | | | |
| Knowledge of Budget Decision Systems | Adapt knowledge of systems-thinking to enhancing capability of | | |
| Knowledge of Social-Emotional Intelligence Systems | racial, social and economic justice systems to prepare students for the global workforce | | |
| Knowledge of Personal-to-Social Identity Histories | | | |
| Strategic Partnerships (e.g. Trustees, Tribal Leaders, By-Laws) | | | |
| Knowledge of Setting Strategy | Adapt knowledge of systems-thinking to enhance personal observations, interpretations, and interventions in racial, social, | | |
| Knowledge of Mentoring, Coaching, Facilitating, or Consulting | and economic inclusion, diversity, and equity efforts | | |
| Knowledge of Leadership Theory and Practices | | | |

Systems Level Curriculum Design

Essences that Shape Professional Identity — Where are existing efforts located in this mapping?

| Justice | Profession's Ethos | Clear Communication | Organizational Role | Equity |
|------------------|-----------------------|--------------------------------|-------------------------------------|----------------------|
| Power | Critical Thinking | Scientific Reasoning | Apply Technical Practice | Diversity |
| Love | Human Condition | Self-to-Group Relationships | Ethic, Respect for Human Dignity | Inclusion |
| Platform of Care | Role Identity | Group Identity | Organizational Identity | Societal Identity |
| | | | | |

Leadership Identity Development Design

Capacities for Leadership Development Achieved Throughout Program

Care

(Practice of Acceptance) Self and others perceive and who they extend care to

Virtue

(Practice of Integrity) Remove unnecessary obstacles enact what they care about and open access to resources to advance character in society

Duty

(Practice of Hope) Improve capability and social effect in accordance with organizational ethic and values

Structuring Equity

Habits of feeling, thought, and behaviors to show care, virtue, and duty to members of society

Observe

Identify emotionn, thought, behavior patterns of group members in relation to its task

Interpret

Identify challenges, socialized worldview and developmental levels of group and members

Innovate

Develop leadership pathways to inclusively address group and member challenges

Leading **Diversity**

Persons authorized to direct, protect, set processes for a group's survival

Own

Acknowledge influence of identity narratives on perceptions and behaviors

Engage

Demonstrate extent one orients all of self towards an end state from within defined roles

Practice

Hone habits of thought and action that enact ethical decisions in all situations

Developing Inclusion

Changes in perception and behaviors that lead to inclusive democratic processes

Role

Self defined by narratives associated with relationships with specific persons (e.g. a parent, teacher, supervisor)

Group

Self defined by narratives associated with people based on a shared characteristic (e.g. gender, class, age, etc)

Organizational

Self defined by narratives associated with an arrangement of groups to complete a specific task

Societal

Self defined by narratives associated with society's perceptions of its relationship with the organization

Tangible Next Steps

→Core Effort

- *Leadership Theory and Role Identity (Reflection):
 - *Book: Leadership (Northouse)
- *Adaptive Leadership and Social Identity (Coaching):
 - *Book: Practice of Adaptive Leadership (Heifetz)
 - *Articles: Dynamics and Interactions of Social Identities
- *Systems-Thinking, Strategy & Application for Equity (Mentoring)
 - *Book: Leading Change (Kotter); Organizational Leadership (Schein)
- *Align Supporting Pathways with Systems Level Curriculum Design
 - Community College Generated Initiative
 - *Budget, Strategy, Policy Seminars
 - *Executive Leadership Mentoring
 - *Regional-to-National Histories

*Deliverables

- *Personal Model of Leadership Identity
- *Cohort-authored strategy to address equity challenges of system
- *Cohort-authored publication shared with system for community learning

Open Discussion

WELS Institute