

WELS Institute Strategy

Washington Equity in Leadership Systems (WELS)

Dr. Rodric Smith, Director of Leadership Development, September 20, 2022

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



Goals + Objectives

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

Goals	Objectives
<p>1. Set Context for Leadership Development Strategy</p>	<ol style="list-style-type: none"> 1. Communication: Enact a transparent system to share specific details for leadership development efforts 2. Selection Criteria: Publish and enact transparent qualifications to enter WELS Institute 3. Leadership Pipeline: Grow, assess, and recruit pool of diverse candidates to enter WELS Institute 4. Local-to-Global Growth: Implement plan to prepare employees and students for local/global workforce 5. Strategic Partnerships & Community Impact: Include Trustees, Board, HR, Tribal, Presidents, Admin, Faculty in setting context to help students enter community's workforce
<p>2. Establish Transformative Assessment Strategy</p>	<ol style="list-style-type: none"> 1. Transformative Assessment: Enact a robust epistemological assessment of board-, community college/technical school-, student-led programs and of their value transmission throughout college/technical school and workforce systems 2. Adaptive and Technical Competencies: Document application of adaptive and technical competencies to address as-lived equity challenges that permeate Washington's community college/technical school system 3. Cutting-Edge Pedagogy & Innovative Technology: Enact intentional development & hybrid designs
<p>3. Be Premiere Development for Education Servants of Northwest Region</p>	<ol style="list-style-type: none"> 1. Defining criteria for candidates entering WELS Institute: Enact a transparent and accessible system for Education Servants to enter WELS Institute 2. Create Certificate Program: Align capabilities of existing programs to support WELS institute and, within system capacities, create cost-effective initiatives to fill capability gaps 3. 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	<p data-bbox="1393 915 2642 1064">Adapt knowledge of systems-thinking to enhancing capability of racial, social and economic justice systems to prepare students for the global workforce</p> <p data-bbox="1415 1500 2623 1649">Adapt knowledge of systems-thinking to enhance personal observations, interpretations, and interventions in racial, social, and economic inclusion, diversity, and equity efforts</p>
Knowledge of Budget Decision Systems	
Knowledge of Social-Emotional Intelligence Systems	
Knowledge of Personal-to-Social Identity Histories	
Strategic Partnerships (e.g. Trustees, Tribal Leaders, By-Laws)	
Knowledge of Setting Strategy	
Knowledge of Mentoring, Coaching, Facilitating, or Consulting	
Knowledge of Leadership Theory and Practices	

Systems Level Curriculum Design

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



Leadership Identity Development Design

Capacities for Leadership Development Achieved Throughout Program



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
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Open Discussion

WELS Institute