Governance & Leadership Institute Outline: iLEAD – weGROW

There are numerous challenges and opportunities facing students, from pre-K to Higher Ed, and educators at all levels, as well as the communities where they live and work. In our constantly changing environment, the need to position our members to be leaders within their profession and the union, is a leadership development strategy that is needed now more than ever, at all levels within the association. In the iLEAD – weGROW Governance Institute emerging and experienced leaders will benefit from developing tailored and competency-based strategies, plans to create opportunities for themselves and others that will equip leaders to meet the challenges and opportunities within the profession and the union environment.

NEA Leadership Competencies

Governance and Leadership: Sets the mission and establishes and monitors strategies necessary for a relevant and thriving Association while empowering, motivating, and fostering a pipeline of diverse leaders.

Theme 5: Ongoing commitment to personal and organizational culturally relevant leadership development

Level 1: Identifies own leadership strengths and growth opportunities and works diligently to improve them

Level 2: Identifies and builds a diverse group of leaders to take on greater roles and responsibilities in the association
PREPARE

- Pre-work: completed prior to Summit in March 2018
  (www.nea.org/leadershipdevelopment)
  - Review of NEA Leadership Competencies Guidebook
  - Review of NEA Leadership Competencies Video Modules (Introduction, Governance, Summary – participants may reviews more than one module)
  - Completion of the Governance Self-Assessment (participants may complete more than one self-assessment)
- Audit of own leadership work at national, state and/or local levels; bring a summary with you to Summit

LEARN (Breakout Session One – March 17th)

- Review of Competencies, Syllabus, and introduce outline and expectations for Summit
- Competencies and Context (Adapt or Adopt):
  - Build familiarity with NEA Leadership Competencies
  - What do they mean for individual leader
  - Look at how they have been adapted or adopted within various different models of development and integration (e.g., WEAC, MSEA, BOD, NEA, LDT)

EXPLORE (Breakout Session Two – March 17th)

- Leadership as a journey
- Introduce and build personal leadership plan
  (https://www.criminalwatchdog.com/resources/skill-development/how-to-create-a-personal-leadership-development-plan/):
  - Step 1: Define What Generally Makes a Great Leader (in our case, we’ve already defined “the NEA Leader,” so we’d start there?)
  - Step 2: Take a self-assessment (we have these completed, all six)
  - Step 3: Identify Your Core Values (values identification exercise as a way to increase engagement, hands-on activity)
  - Step 4: Write a Personal Vision Statement; I’d amend this to include a why statement. In other words, why is understanding their leadership important to them? The students? Their profession? Their communities?
  - Step 5: Analyze What Others Think of You
  - Step 6: Identify Current and Lacking Skills (Competencies) – this can be accomplished if they complete all six assessments during the pre-work.
Admittedly, this is a lot, but I am all for pushing people. In the case of the group, they group skills (i.e., personal skills, interpersonal skills, group skills)

• Step 7: Set Goals

• Step 8: Write an Action Plan – this doesn’t have to be complete, but could be something that they begin and are willing to work on throughout the course of the Institute.

• For any plan, it has to have relevancy to them and we have to make the case that this will make them better.

**APPLY (Breakout Session Three – March 18th)**

• Utilize plan to begin to conceptualize the integration of leadership development and capacity building into state or local affiliate work (this could be macro or micro in nature)

  • What is the state or local affiliate plan for developing and building leadership capacity?

  • What activities, trainings, workshops, etc. is your state or local providing to develop or build leadership capacity (review of audit)

  • How does one get involved in planning of leadership development and capacity building at the state or local level

  • How can your state or local make more leadership opportunities available to you and your peers

**SHARE**

• Post-Summit Check-in 1 (July 2018): This could be attending a follow up webinar designed to reinforce the personal plan and state integration, development, and implementation including updates, lessons learned, and Q & A. Questions and discussion could help participants with the final planning of their projects. Following this participants could be asked to share their project with a peer or small team. Each participant/team would be asked to provide colleagues with feedback. Complete projects would be posted in targeted edCommunities group.

• Post-Summit Check-in 2 (November 2018): This could be a closing session to share updates on implementation, learnings, discuss ways to bring this opportunity to scale - including presenting their findings to others.

• Post-Summit Check-in 3 (January/February 2019): This could be them participating as observers on a BOD webinar or streaming a live BOD training session during superweek and they could observe as participants.

• Postings and discussion on edCommunities (ongoing)