

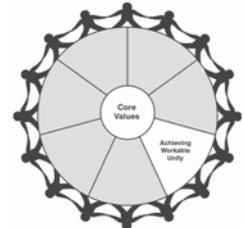
The **Leadership & Justice framework** is built around seven core competencies that successful leaders exhibit. A **competency** is defined as a specific range of skill, knowledge or ability that can be developed through education, training and practice. The WA Equal Justice Community Leadership Academy is distinguished from other leadership development programs in that it is firmly rooted in the experience, practice and values of the Washington and national civil equal justice communities.

1. Introduction

The WA Equal Justice Community Leadership Academy begins by exploring the meaning of leadership – to mobilize others in pursuit of shared aspirations – specifically in a social justice context. We emphasize the notion that equal justice leadership is carried out in many contexts – managerial, advocacy and community-oriented. Through examination of “leaders we have known”, we identify the qualities and behaviors that effective leaders exhibit and from these, introduce the seven core competencies around which the Leadership Academy is built.

2. Communicating Strategic Intent

We define strategic intent as “an organization or group’s values, mission and vision, which together provide clarity and direction.” Strategic intent is one of the most important leadership competencies and one that distinguishes “leaders” from others involved in particular initiatives, e.g., managers or other activists. Through this competency, we emphasize how important it is for leaders to be able to communicate clearly and succinctly their purpose, why what they are doing is important, and what it will look like when the purpose is achieved. This notion of “vision,” describing “the world as it should be,” is one of the defining elements of effective leadership.



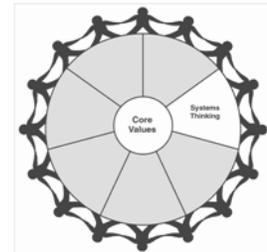
a) During Retreat One, participants:

- i) Examine the notion of storytelling as a vehicle for communicating strategic intent; they listen to and engage in discussing the first leadership story presented by an accomplished equal justice leader from outside of the region;
- ii) Review the three components of “strategic intent” – values, vision and mission;
- iii) Examine selected “seminal visions” presented by some of the equal justice community’s early leaders and reflect on values, vision and mission reflected in each.

- b) **Between Retreats One and Two**, participants complete an exercise on developing statements of their own personal values, vision and mission.
- c) **During Retreats Two and Three**, participants:
 - i) Listen to and engage in discussing two additional leadership stories presented by equal justice leaders;
 - ii) Apply strategic intent concepts to their own leadership initiatives.
- d) **During Retreat Three**, participants explore concepts and skills related to strategic framing and practice developing and communicating messages related to their leadership initiatives using strategic framing tools.
- e) **During Retreat Four**, participants present their own leadership stories.

3. Systems and Strategic Thinking

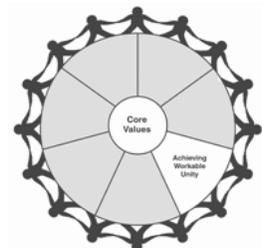
Systems & Strategic Thinking refers to the process of taking in complex and ambiguous data and making sound decisions that address underlying causes of problems; it is a continuous process of understanding and making choices about critical and complex issues. It involves a mix of concrete tools as well as intuition and creativity.



- a) **During Retreat One**, participants:
 - i) Examine a number of tools for analyzing underlying causes of presenting problems.
 - ii) Use systems thinking tools to understand the intersection of poverty and race.
- b) **During Retreat Two**, participants continue applying these strategic thinking tools in the context of their current and potential leadership initiatives.

4. Achieving Workable Unity

The ability to work across differences and bring together diverse perspectives and interests is the cornerstone of equal justice advocacy. In achieving workable unity, leaders are responsible for creating environments that encourage participation, respect for differences and commitment to group initiatives.

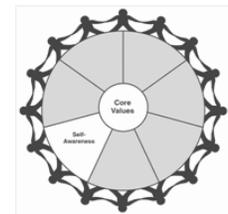


- a) **During Retreat One**, participants:
 - i) Explore issues of difference as they relate to group work, problem-solving and decision-making;
 - j) Examine tools related to stakeholder analysis and involvement.
- b) **During Retreat Two**, participants explore a number of tools for understanding perspectives of others and facilitating and engaging in productive conversations among and with these individuals and groups.
- c) **Between Retreats Two and Three**, participants use selected tools to engage in productive conversations with others and share their experiences using these with other Leadership Academy participants.
- d) **During Retreat Three**: Participants practice using various tools to plan and facilitate an effective meeting.

5. Self-Awareness

Knowing who we are and what we stand for is one of the most important capacities for leaders. Within this competency, we emphasize the importance of a leader's self-awareness, noting that those we seek to lead look to us to "walk the talk," that is, to be authentic, reliable and trustworthy. To be authentic, we need to know who we really are: including what are our values and motivations as well as our leadership strengths and challenges.

Self-awareness also assumes a heightened level of discernment, i.e., the ability to separate out one's personal agenda from the needs of the organization or project and to prioritize those over one's personal needs. It also require the willingness to seek out and respond to feed- back about how others perceive our actions, strengths and weaknesses, to be aware of the impact we have on others and be able to respond proactively rather than becoming immobilized by self-doubt.



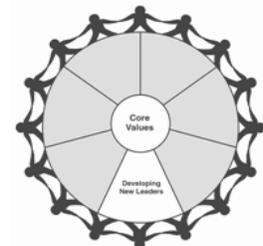
- a) **In advance of Retreat One**, participants assess their incoming leadership knowledge and skills by completing the Leadership & Justice Self-Assessment.
- b) **During Retreat One**, participants:
 - i) Explore key moments that have shaped them as leaders;
 - ii) Review their incoming leadership self-assessments as a baseline for measuring their leadership development over the course of the Academy;
 - iii) Review and apply the Johari Window framework to leaders they have known

and to their own experiences as equal justice leaders.

- c) **Between Retreats One and Two**, participants:
 - i) Identify individuals from whom they would like to receive feedback through the 360° Feedback Survey about their leadership strengths and challenges in relation to the seven core competencies.
- d) **During Retreat Two**, participants:
 - i) Review individually and then in small groups feedback they received through the 360° Feedback Survey and use this material to identify initial leadership development goals.
- e) **Between Retreats Two and Three**, participants:
 - i) Practice using self-awareness tools – Ladder of Assumptions, Espoused v. Operational Values, Left-Hand/Right-Hand Column – to understand selected critical incidents in their leadership experiences.

6. Developing New Leaders

Another critical function of an effective leader is to continually develop new leaders. To be successful, existing leaders must be able to recognize leadership potential in others, especially in those least like themselves. They also need to be able, beyond superficial differences, to see ways in which other people are like us in more fundamental ways. The Leadership Academy is itself an example of how one community has institutionalized its commitment to developing new leaders.



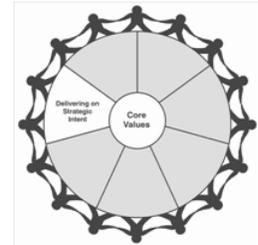
- a) **During Retreats Two and Three**, participants:
 - i) Explore issues of power and difference and how these are reflected in one's ability to recognize and support new leaders.
 - ii) Practice specific leadership development skills related to mentoring and coaching emerging leaders.

7. Delivering on Strategic Intent

Effective equal justice leaders help groups identify common concerns, values and vision and translate these into actionable issues and successfully develop and carry out

strategies to achieve results. Delivering on strategic intent requires that leaders create environments in which planning, priority-setting and accountability are ensured.

- a) **Beginning with Retreat Two**, participants review and apply a number of tools for delivering on strategic intent: defining goals, objectives and action plans for specific initiatives; identifying outcome measures; and evaluating project effectiveness.
- c) **During Retreat Three**, participants review tools for resource assessment and budget planning and, where applicable, integrate these into their optional Leadership Initiative project plans.



8. Fostering the Process of Renewal

This last competency asserts that “organizational renewal is a necessary condition to ensure that equal justice efforts are responsive to evolving community issues and needs.” Using combined tools of strategic planning and appreciative inquiry, among others, participants analyze the extent to which their ongoing work or proposed leadership initiative is responsive to community needs and interests.

- a) **Beginning with Retreat One**, participants examine renewal issues in the context of their personal work/life balance.
- b) **During and between Retreats Two and Three**, participants utilize selected renewal tools in the context of their personal experiences as equal justice leaders.
- c) **During Retreat Three**, participants apply selected strategic planning and appreciative inquiry tools to organizational and statewide initiatives
- d) **During Retreat Four**, participants apply renewal tools to assess their experiences within and continuing the work they’ve begun through the WA Equal Justice Community Leadership Academy.

