Ad Hoc Committee on Leadership Strategy
Final Report

June 1, 2024

Members
Barbara Goodson, MS, CCC-SLP, Chair
Samuel K. Johnson, AuD, CCC-A, Member-Audiology
Kevin Kock, AuD, MPH, CCC-A, Member-Audiology
Jessica R. Sullivan, AuD, CCC-A, Member-Audiology
Alison A. Lemke, MA, MPA, CCC-SLP, Member-Speech-Language Pathology
Ashley Munoz Lopez, MBA, MS, CCC-SLP, Member-Speech-Language Pathology (2023)
A. Lynn Williams, PhD, CCC-SLP, Member-Speech-Language Pathology
Judy Rich, EdD, CCC-SLP, Member-Speech-Language Pathology
Robert Augustine, PhD, CCC-SLP, BOD Liaison
Andrea Falzarano, CAE, Ex Officio

ASHA Staff Leadership Working Group
Andrea Falzarano, Senior Director Association Governance Operations
Vicki R. Deal-Williams, Chief Executive Officer
Tricia Ashby, Senior Director, Audiology Practices
Andrea (Dee Dee) Moxley, Associate Director, Multicultural Practices
Kate Stephens, Senior Director, Membership & Communications
Brooke Hatfield, Associate Director, Health Care Services
Judy Blackburn, Director of Academic and Clinical Education

Consultants to the Committee
Debbie Trueblood, MSW, FASAE, IOM, CAE Senior Consultant, Association Management
Center
Vicki R. Deal-Williams, MA, CCC-SLP, FASAE, CAE, Chief Executive Officer
Rozsa Felix, MSOD, PMP, PROSCI, Senior Director, Office of Business Excellence, ASHA
Luciane Raymond, MBA, Project Manager, Office of Business Excellence,
ASHA

Table of Contents

Introduction and Committee Charge

On December 22, 2022, the Board of Directors (BOD) of the American Speech-Language-Hearing Association (ASHA) approved the formation of an Ad Hoc Committee on Leadership Strategy (AHC LS). The Committee's charge was to develop a leadership strategy for the Association and discipline and to make recommendations on how to implement the strategy. Over the years, ASHA has developed a number of leadership development programs and activities—but with no vision or strategy for moving leadership development forward to achieve specific and desired outcomes. Each leadership program acts independently of one another, making it difficult externally for members to understand all leadership development offerings as well as internally for staff to work together. It was determined that the Association needs a common goal that provides a unifying vision—that, in turn, moves ASHA's multiple leadership development programs in the same direction while continuing to propel ASHA professionals forward in their careers and foster a robust pipeline of volunteer leaders within the Association.

As per BOD 21-2022, the AHC LS received a directive to present a leadership development strategy with recommendations, submitting their report to the ASHA BOD by December 31, 2023; please refer to **Appendix A.**

The AHC LS comprised seven members, including the chair, with representation from both the audiology and speech-language pathology professions. Specifically, the Committee consisted of three audiologists and three speech-language pathologists. The immediate past president of the BOD assumed the role of BOD liaison, actively engaging in all committee activities. Additionally, the ASHA Chief Executive Officer (CEO) appointed the Senior Director of Association Governance Operations as the ex officio member of the Committee. Moreover, an ASHA staff working group, consisting of members directly involved in current leadership programs, was invited to contribute to the information-gathering process.

It was determined that ASHA hire a consultant who specializes in leadership development strategies to work with the AHC LS to facilitate their work and execute a data-informed process to develop a set of recommendations and a vision that will lead to an effective and efficient decision-making structure. Debbie Trueblood with Association Management Center (AMC) was hired to conduct three meetings with the Committee as well as to complete interviews with members and the ASHA staff working group and submit a final report to the Committee—noted in **Appendix B.**

On October 18, 2023, through BOD 17-2023, the AHC LS formally requested—and was subsequently granted—an extension of their work until June 1, 2024, as outlined in **Appendix C.** This extension allowed them to further expand the consultant's contributions and craft a comprehensive final report. This resolution included the appointment of Judy Rich as a full voting member of the Committee and extended the work of the Committee until June 1, 2024. As per the initial enabling resolution, the AHC LS was charged to develop a leadership strategy for the Association and discipline and to make recommendations on how to implement the strategy. The findings and recommendations are as follows in the report.

Committee Members

Barbara Goodson, MS, CCC-SLP, Chair
Samuel K. Johnson, AuD, CCC-A, Member-Audiology
Kevin Kock, AuD, MPH, CCC-A, Member-Audiology
Alison A. Lemke, MA, MPA, CCC-SLP, Member-Speech-Language Pathology
Ashley Munoz Lopez, MBA, MS, CCC-SLP, Member-Speech-Language Pathology (2023)
Judy Rich, EdD, CCC-SLP, Member-Speech-Language Pathology
Jessica R. Sullivan, AuD, CCC-A, Member-Audiology
A. Lynn Williams, PhD, CCC-SLP, Member-Speech-Language Pathology
Robert Augustine, PhD, CCC-SLP, BOD Liaison
Andrea M. Falzarano, CAE, ASHA Ex Officio

ASHA Staff Leadership Working Group

Vicki R. Deal-Williams, Chief Executive Officer
Tricia Ashby, Senior Director, Audiology Practices
Judy Blackburn, Director of Academic and Clinical Education
Andrea M. Falzarano, Senior Director, Association Governance Operations
Brooke Hatfield, Associate Director, Health Care Services
Andrea (Dee Dee) Moxley, Associate Director, Multicultural Practices
Kate Stephens, Senior Director, Membership and Communications

Consultants to the Committee

Vicki R. Deal-Williams, MA, CCC-SLP, FASAE, CAE, ASHA CEO
Rozsa Felix, MSOD, PMP, PROSCI, Senior Director, Office of Business Excellence, ASHA
Luciane Raymond, MBA, Project Manager, Office of Business Excellence ASHA
Debbie Trueblood, MSW, FASAE, IOM, CAE Senior Consultant, Association Management
   Center

Background and Current State

Throughout its history, ASHA has established several leadership development programs and initiatives. However, there has been a lack of cohesive vision or strategy guiding these efforts toward specific and desired outcomes. Each program has operated independently, resulting in challenges for both members seeking to navigate available leadership development opportunities and internal staff attempting to collaborate effectively. To address these issues, the Association requires a shared goal that offers a unifying vision. This overarching objective will align ASHA's diverse leadership development programs, activities, and strategies, fostering synergy and coherence across the organization.

What Has Worked Well

- ASHA has a strong history of leadership development programs already in place—e.g., Minority Student Leadership Program (MSLP), Leadership

Development Program (LDP), Student to Empowered Professional (S.T.E.P.), Leadership Mentoring Program (LMP), etc.
- ASHA staff are well engaged with members in current leadership programs.
- Members use leadership development training to further their volunteer and professional goals.
- ASHA members have a keen interest and desire to engage and volunteer with the Association.
- The ASHA Leadership Academy, which launched in 2017, allows all ASHA members to develop their leadership skills based on their interest, time, and budget.
- ASHA continues to be innovative in developing specialized leadership programs for members.

What Has Not Worked Well

- There are a limited number of volunteer opportunities for the large number of members who wish to volunteer with the Association.
- There are a limited number of spaces available in current leadership development programs for the number of members that apply annually.
- There is confusion as to what volunteer opportunities are available to members and where those opportunities are posted for consideration.
- A heightened focus remains on more time committed to volunteer service on Committees, Boards, and Councils and a lack of microvolunteering, or less time-intensive volunteer opportunities available to members.
- There is a lack of a clear volunteer pathway for volunteers to utilize to advance in their ASHA volunteer leadership engagement.
- Although ASHA has a robust selection of leadership development training, information on that training is difficult for members to find—resulting in frustration or a lack of knowledge of the offerings.
- The Leadership Academy is difficult to find, does not have resources consistently dedicated to it, and ASHA cannot track usage of the site—and data is very limited to evaluate programming.
- There is a lack of internal coordination between existing leadership programs, which has created duplication, members not understanding the difference between programs, and a high level of effort for staff to administer each program.

Committee Activities

Meeting Timelines
- Kickoff Meeting With AHC-LS Members and AMC—1/17/2023
- Individual Interviews With AHC-LS Members and ASHA Staff—January and February 2023
- Second Meeting With AHC-LS Members and AMC—4/06/2023
- Third Meeting With AHC-LS Members and AMC—7/23/2023
- Receipt of Final Report From AMC—9/18/2023
- Online Committee Meeting—9/26/2023
- Facilitated Meeting With ASHA Staff and AHC LS—1/27/2024
- Online Committee Meeting—3/18/2024
- Online Committee Meeting—4/15/2024

- Final of Report—05/06/2024
- Submission of Final Report to BOD—06/01/2024

Committee and Staff Work With Association Management Center

In early 2023, the AHC LS and the ASHA Staff Leadership Working Group discussed key topics and prioritized changes to help develop a path toward a Leadership Development Strategy with AMC Facilitator Debbie Trueblood. Trueblood used the following methodology to guide the Committee.

Methodology of Association Management Center

1. Phase I: Discovery
   a. Kickoff call
   b. Draft and complete the competencies matrix
   c. Provide a detailed work plan
   d. Document review
   e. Leadership Task Force Charter
2. Phase II: Research with ASHA leaders and stakeholders
   a. Interviews (18–20 interviews, 30 minutes each)
   b. Analysis of existing employer survey results
3. Phase III: Interaction with AHC LS
   a. Three 90-minute virtual meetings
4. Phase IV: Interaction with Staff Leadership Working Group
   a. Two 60-minute virtual meetings
5. Phase V: Findings and Recommendations
   a. Present findings to AHC LS
   b. Develop a final recommendation report

During the information-gathering stages with Committee members and ASHA staff, the key questions proposed by AMC to the AHC LS and the Staff Leadership Working Group were:

- How does ASHA's current leadership development compare with the practices of high performing associations, and what can be done to optimize the association's leadership development roadmap?

- What are the skillsets, education, and experiences that ASHA-related employers look for throughout the typical ASHA member's career trajectories and how can ASHA better prepare members for these opportunities?

- What can be done to tie together the existing and potential ASHA education, leadership development, and mentoring programs into a comprehensive strategy creating efficiency within ASHA, options for members, and better preparing the members to advance in their careers and the association?

- What can ASHA do to ensure that the association volunteer pipeline is preparing ASHA members to serve as volunteers by training these emerging leaders in the competencies that will eventually be needed for volunteer leadership?

Additionally, the Committee conducted 19 individual interviews with a combination of members and staff. Topics covered were:

- Volunteers: Your perspective on the leadership pathway.
- Staff: Your perspective on the leadership development and educational programs currently offered by ASHA.
- Elicit feedback on specific educational needs in the professional community.
- Stimulate thinking specifically on how ASHA can streamline the leadership pathway and leadership development programs.
- What would lead to a more engaging experience in ASHA?

Please reference the complete *Interview Guide* in **Appendix D.**

Final Report and Recommendation of AMC

In September 2023, the final report from the AMC outlined a series of recommended changes categorized into "Robust Changes" and "Incremental Changes." These suggestions encompassed enhancements to ASHA's leadership mentoring programs, the expansion of educational leadership resources for members, the establishment of pathways for professionals at various career stages (including mid- and late-career as well as early-career individuals), the optimization and allocation of additional resources to the Leadership Academy, and the amplification of marketing efforts to promote all volunteer and leadership opportunities within ASHA. These recommendations were thoroughly integrated into the development of the Leadership Development Strategy. For a comprehensive list of recommendations, please refer to **Appendix B.**

Although the report offered recommendations, additional effort was required from the Committee to develop a structured framework and roadmap delineating measurable objectives and strategies for ASHA's implementation of the proposed changes. The ASHA Board of Directors granted an extension of the Committee's mandate under BOD 17-2023—as referred to in **Appendix C**—to facilitate this ongoing work. This extension encompassed the refinement of key objectives and strategies as well as the establishment of an implementation timeline, culminating in the presentation of the plan by June 1, 2024, to fulfill the Committee's charge.

After receiving and thoroughly examining the report from AMC, the AHC LS collaborated closely with ASHA staff to meticulously review and refine an updated plan. The Committee's aim was to craft a comprehensive and attainable strategy to address the evolving leadership requirements of both the Association and its members. Throughout this process, the Committee prioritized several key objectives. These objectives included ensuring that members have access to resources tailored to every stage of their careers and enhancing their volunteer and leadership proficiencies to facilitate clearer pathways to success. Additionally, the focus extended to augmenting educational opportunities and transforming the Leadership Academy. Furthermore, the plan endeavored to enhance the visibility and perceived value of leadership offerings available to ASHA members.

Research Conducted by Committee and Consultants to Committee

- Committee Meeting to Discuss Potential Strategies: 9/26/2023

- Meeting Between ASHA and National Education Association Leadership (NEA) Teams: 11/30/2023
- Review of NEA Website Leadership Section: Throughout entire Committee tenure
- Review of American College of Radiology Leadership Institute: Throughout entire Committee tenure
- Review of Various Leadership Development Frameworks: December 2023 – January 2024

Facilitated Meeting and Follow-Up Development of Framework

On January 27, 2024, the AHC LS convened virtually, joined by ASHA staff consultants, for an intensive day-long session. The purpose of the meeting was to consolidate findings gathered over the course of the year into a cohesive framework and roadmap. Throughout the session, the Committee deliberated on various options and ultimately selected a leadership framework. Additionally, consensus was reached on defining the general competencies essential for all leaders, and key objectives for the Association were identified through collaborative discussion.

By definition, a *competency* is "a measurable pattern of knowledge, skill, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully" (U.S. Office of Personnel Management. (n.d.). Competencies).

In addition, characteristics of great competencies are found in leadership models that are:

- **Well defined and appropriately specific:** It's important to be specific enough to know what a behavior looks like—but not so specific that the behavior is limited to a particular role or function. Describes what the competency looks like in practice.

- **Behavioral**: You need to define the behaviors that a leader should use to perform the competency.

- **Observable and measurable**: Behaviors related to the competency need to be observable and easy to measure so leaders can receive feedback on their performance of the competency and

- **Provide a framework for coaching and feedback**: Team members should be able to give specific feedback about how someone is performing actions based on behaviors outlined in the competency. DDI. (n.d.). Leadership Competency Framework. In Ultimate Guide to Leadership Development.

Further exploration found that there are three areas of intelligence found in many competency-based models: **(1) Leadership of Self, (2) Leadership of a Team,** and **(3) Leadership of an Organization.** Under each profile, a different set of skills and competencies are required for success. Therefore, different resources are also needed by members in order to develop the skillsets needed to advance their volunteer and leadership pathways. Boyden. (n.d.). Boyden: Global Executive Search Firm & Leadership Consulting Partner.

The Committee believed that adopting this model aligned perfectly with the overarching goals and intentions of devising a strategy to propel ASHA professionals forward in their careers

and foster a robust pipeline of volunteer leaders within the Association. This model then formed the basis of the Leadership Development Framework:

- Leadership of Self
- Leadership of a Team
- Leadership of an Organization

The AHC LS acknowledged that ASHA already offers numerous resources for members at various levels to enhance their leadership skills. Nevertheless, the Committee recognized the potential necessity for additional resources to complement and enrich this evolving framework. Currently, the following are in place under each Leadership Profile:

- Leadership of Self
  - Leadership Academy
  - Foundational Basic Leadership Training
  - Self-Assessment
  - ASHA Mentoring Programs

- Leadership of a Team
  - Leadership Academy
  - Strategic Leadership Training

- Leadership of an Organization
  - Leadership Academy
  - Forward-Thinking Advanced Leadership Training

After the facilitation meeting, the Committee convened twice more to refine strategic approaches that harmonized with the outlined objectives, culminating in the final framework spanning 3 years. These strategies, once enacted, will achieve the Committee's objectives and initial goals. They will establish clear pathways for members at different career stages to enhance their knowledge and skills in volunteer leadership, enrich educational leadership opportunities, and elevate the significance that ASHA attributes to cultivating leaders within the discipline and Association.

After the April 15, 2024, AHC-LS meeting, a vote was held, and the Committee unanimously approved the Leadership Strategy Plan, affirming its submission to the ASHA BOD for consideration. A comprehensive overview of the proposed ASHA Leadership Development Framework follows.

Proposed Leadership Development Framework

The proposed framework comprises **leadership profiles** encompassing Self, Team, and Organizational Leadership. Each profile is accompanied by a **primary objective** and a **key leadership focus.** Moreover, these profiles are intricately connected to core competencies essential for leaders at various stages of their leadership progression, along with the necessary tools and resources for achieving success. The details of each profile—including the Primary Objective, Key Leadership Focus, Core Competencies, and Currently Available Tools and Resources within ASHA—are provided below. An infographic depicting the proposed Leadership Development Framework can be found in **Appendix E.**

Self-Leadership

<u>Primary Objective</u>	**Management and advancement of self-performance**
<u>Key Leadership Focus</u>	Self-preparedness and development of leadership skills, knowledge, and subject-matter expertise
<u>Core Competencies</u>	Self-reflection and awareness; planning and organizing; growth mindset
<u>Tools and Resources</u>	Leadership academy; foundational leadership training; self-assessment; ASHA mentoring programs

Team Leadership

<u>Primary Objective</u>	**Management and advancement of team performance**
<u>Key Leadership Focus</u>	Identifying, cultivating, and empowering individuals to function as a high-performing team to meet key initiatives and directives
<u>Core Competencies</u>	Teaching, coaching, mentoring; developing relationships; risk management; problem-solving to drive results
<u>Tools and Resources</u>	Leadership academy; strategic leadership training

Organizational Leadership

<u>Primary Objective</u>	Creating and managing the organization's **vision and mission**
<u>Key Leadership Focus</u>	Providing foresight, strategic direction, and defining core ideology (vision, mission, and core values)
<u>Core Competencies</u>	Leading and advocating for the professions; strategic thinking and alignment; setting and communicating a compelling vision; leading change and innovation
<u>Tools and Resources</u>	Leadership academy; forward-thinking leadership training

Additionally, the framework **incorporates general competencies** essential for leaders across all stages of their career development. These overarching competencies encompass the following:

- *Cultural Competence*
- *Courage*
- *Trust and Collaboration*
- *Critical Thinking*
- *Communication and Influence*
- *Ethical Integrity*
- *Sharing a Compelling Vision*

Objectives, Strategies, and Timeline

In addition to the Leadership Development Framework, a **timeline of three key objectives** and corresponding strategies was established to span 3 years that—when combined—will facilitate the emergence of a transformational leadership plan for ASHA and its members. This recommendation can be found in **Appendix F.** Under each key objective, **targeted strategies** were developed that would then lead to measurable completion of each objective.

Objective #1: Establish management and governance structure for leadership development.
- Strategy #1 (Year 1): Filter AMC recommendations through January 27, 2024, leadership planning.
  - o Initiatives:

1. Identify recommendations that are priorities with the Leadership Development Strategy (LDS).
2. Identify recommendations aligned with self, team, organizational leadership per LDS.

- Strategy #2 (Year 1): Complete an inventory assessment of leadership offerings.
  - o Initiatives:
    1. Define "What is a leadership offering?"
    2. Identify gaps and duplication in programming.
    3. Identify and sort them per the plan (self, team, organizational).
    4. Identify core competencies within programs per LDS.

- Strategy #3 (Years 2, 3): Develop a mechanism for LDS governance oversight.
  - o Initiatives:
    1. Committee on Nominations and Elections (CNE) will provide oversight.
    2. Staff would be responsible for implementing strategies.
    3. Investigate renaming CNE and expand its role to reflect leadership development.

Objective #2: Transform leadership development training program offerings.
- Strategy #1 (Year 2): Develop and create new offerings for career pathways.
  - o Initiatives:
    1. Develop offerings based on gap analysis and career stages (self, team, and organization per LDS framework).
    2. Emphasize competencies of LDS Framework within offerings.

- Strategy #2 (Year 2): Identify pathways for volunteer participation within ASHA.
  - o Initiatives:
    1. Create microvolunteering opportunities through the Leadership Profile and Tracking System.
    2. Increase pathways for targeted groups based on data/trends.
    3. Develop a recognition system (e.g., digital badge) for microvolunteering engagement

- Strategy #3 (Years 1, 2, 3): Assess and transform the ASHA Leadership Academy.
  - o Initiatives:
    1. The presence of the Leadership Academy has to be more visible and accessible for all members (e.g., asha.org microsite)
    2. Centralize leadership development offerings to members (one stop shop)
    3. Investigate and implement a move to ASHA's Learning Management System
    4. Consistently develop new content or update existing content within the categories of self, team, and organizational leadership.
    5. Create micro-certification pathways for completion of specific content categories.

- Strategy #4 (Years 2, 3): Develop leadership trainings for mid-level to advanced professionals.
  - o Initiatives:
    1. Convene a periodic leadership development conference.

Objective #3: Increase the visibility, value, and importance of ASHA's leadership programs and resources.

- Strategy #1 (Years 1, 2): Develop a constellation for content strategy around leadership development.
    - o Initiatives:
        1. Develop offerings based on gap analysis and career stages (self, team, and organization per LDS framework).
        2. Emphasize competencies of LDS Framework within offerings.

- Strategy #2 (Year 3): Establish a leadership development award.
    - o Initiatives:
        1. Recognizes competency and achievement in leadership training.
        2. Develop criteria for the award.
        3. Recognize those that are awarded.

This 3-year plan recognizes that resources and funding need to be available; therefore, exact years (e.g., 2024, 2025) are not specified. However, it is the recommendation of the Committee that, when funding and resources become available, they continue for the entirety of this plan and beyond.

References

Boyden. (n.d.). *Boyden: Global Executive Search Firm & Leadership Consulting Partner.* https://www.boyden.com

DDI. (n.d.). *Build your leadership competency framework: Ultimate guide to leadership development.* https://ddiworld.com/guide/ultimate-guide-leadership-development/leadership-competency-framework/

National Education Association. (n.d.). *Leadership development.* https://www.nea/org/leadership-development/

U.S. Office of Personnel Management. (n.d.). *Competencies.* https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/

American College of Radiology. (n.d.). *Radiology Leadership Institute.* https://www.acr.org/Practice-Management-Quality-Informatics/Radiology-Leadership-Institute

Appendix A: BOD 21-2022

American Speech-Language-Hearing Association

ASHA Resolution Form: Part I

A. Abstract: Approve the Creation of the Ad Hoc Committee on Leadership Strategy

B. Document Changes:

☐ ASHA Bylaws – Routine

☐ ASHA Bylaws – Urgent

☐ Board of Directors (BOD) Operational Procedures

☐ Code of Ethics

☒ No Change Needed

C. Resolves: (use numbered lines only)

1. **RESOLVED,** That the American Speech-Language-Hearing Association (ASHA) Board of Directors
2. (BOD) approve the establishment of an Ad Hoc Committee on Leadership Strategy (AHC LS),
3. charged to (1) develop a leadership strategy for the Association and discipline and to make
4. recommendations on how to implement the strategy; and further
5. **RESOLVED,** That the AHC LS will comprise seven members—including the chair, three member
6. audiologists, and three member speech-language pathologists—who all have voting rights, to be
7. appointed by the Committee on Committees (CoC); and further
8. **RESOLVED,** That the AHC LS chair will be from either profession and shall only vote in case of a
9. tie; and further
10. **RESOLVED,** That the immediate past president of the BOD shall serve as BOD liaison and shall
11. participate in all activities of the AHC LS but without a vote, and that the ASHA chief executive
12. officer (CEO) shall appoint the ex officio; and further
13. **RESOLVED,** That the AHC LS shall submit a *Leadership Development Strategy* with
14. recommendations to the ASHA BOD by December 31, 2023; and further
15. **RESOLVED,** That the AHC LS *Standard Operating Procedures* policy section be approved, and
16. further

17 **RESOLVED,** That ASHA hire a consultant who specializes in leadership development strategies to

18 work with the AHC LS to facilitate the process and develop a final version of ASHA's leadership

19 strategy as well as make recommendations on implementation of the strategy.

D. Rationale: *(Statement telling why this resolution was prepared. Indicate issue of concern. Include reference to related policies.)*

Over the years, ASHA has developed a number of leadership development programs and activities, but with no vision or strategy for moving leadership development forward to achieve specific and desired outcomes. Each leadership program acts independently of one another, making it difficult externally for members to understand all leadership development offerings as well as internally for staff to work together. The Association needs a common goal that provides a unifying vision—that, in turn, moves ASHA's multiple leadership development programs in the same direction.

Although the work of the AHC LS is expected to be virtual, the fee associated with this resolution would be used to retain a consultant that specializes in leadership development strategies to facilitate the work of the Committee in meeting its charge.

E. Explain how this resolution aligns with the *Strategic Pathway*. Include the *Strategic Objective* to which the resolution relates.

This resolution relates to the operational priorities of the *Strategic Pathway*—in particular, "enhance membership value and satisfaction" and "management and utilization of resources and data."

F. Resolution Contact Designee:

Name: Andrea Falzarano   **Phone:** 301.296.5710
Email: afalzarano@asha.org

G. Submitted to:

By: A. Lynn Williams, Immediate Past President

ASHA Resolution Form: Part II—Budget

A. Financial Data

1. Budget year: 2022 and 2023
    The work of the Ad Hoc Committee will be virtual. This is for the consultant that will begin their work in 2022 but most of the work will occur in 2023.
2. In budget for specified year?   ☐ Yes   ☒ No
3. If yes, source of funds (program) and amount:
4. If not in budget, source of funding and amount: 2022 BOD Contingency Fund $17,000
                                                            2023 BOD Contingency Fund $35,000

B. Budget Impact

1. Estimated Revenue: $ [Total Estimated Revenue]
2. Estimated Expense: $52,000   [Line A3 or A4 – Total Direct Expense on p. 3, line B(3)]
3. Estimated Net: $(52,000)   [Revenue – Expense]

C. Staff Impact *(Incumbent staff)*

1. Estimated number of hours: 10 hours in 2022   20 hours in 2023 (annually)
2. Estimated cost per hour: $86
3. Total staff impact (# of hours x cost/hour): 2022: $860; 2023: $1,720

D. Fiscal Projection

Specify Year	1st Year: 2022	2nd Year: 2023
Revenue:	$	$
Expense:	$17,000	$35,000

ASHA Resolution Form: Part III—Budget Worksheet

A. **Revenue** *(Specify source from which this activity will generate revenue—including, where applicable, the number of estimated attendees and registration rate, the sale price of a resulting publication, etc.)*

    1. Source: $

    2. Source: $

    3. Source: $

    4. Total Estimated Revenue: $

B. **Expense** *[Itemized detail(s) must be attached.]*

    1. **Non-Personnel Expense—Direct**

        a. Telephone ....$

        b. Travel ....$

        c. Professional services *(e.g., consulting services, workshop expenses)*......................$17,000 (2022);
            ....$35,000 (2023)
            ....$52,000 (Total)

        d. Other...$

        e. **Total Non-Personnel Expense—Direct** *(add lines a through d)* $52,000

    2. **Personnel Expense**

        a. Incumbent staff *[transfer amount from p. 2, line C(3)]*...$$860 (2022)
            ....$1,720 (2023)

        b. **Additional staff** ....$

    3. **Total Direct Expense** *[Total Direct Expense – Budget Impact]*
       Add Lines 1e and 2b (above, this section)...$52,000

Instructions for ASHA Resolution Form: Part III—Budget Worksheet

Revenue: Follow instructions on Part III—Budget Worksheet (p. 3).

Total Estimated Direct Non-Personnel Expense and Personnel Expense should be calculated as follows:

A list of items that could comprise Non-Personnel Expense—Direct (p. 3, line B(1) is given. Estimate the cost involved for each item listed. If a more detailed expense breakdown is desired, attach a separate schedule to this form, but show the total of each separate schedule under p. 3, line B.

Note: Under Personnel Expense, p. 3 line B(2), distinguish between personnel already working with ASHA ("Incumbent staff" [p. 3, line B(2)a]), who are expected to use some or all of their time on the proposed program/activity, and personnel who must be newly hired ("Additional staff" [p. 3, line B(2)b, p. 3]) on either a permanent or temporary basis to complete the project. Estimate Personnel Expense by performing all of the following actions:

    (1) Select from the following classification levels:
        Chief Executive Officer.....................$2,348 daily/$313 hourly
        Chief Staff Officer............................$1,448 daily/$193 hourly
        Service Cluster Leader ....$818 daily/$109 hourly
        Home Team Leader ....$645 daily/$86 hourly
        Home Team Member (Exempt).............$495 daily/$66 hourly
    (2) Determine how many in each classification will be required.
    (3) Estimate the number of days required.
    (4) Multiply the number in each classification by the daily rate indicated above by the number of days required.
    (5) Add all of the above, and enter the total on Line a ("Incumbent staff" [p. 3, line B(2)a]) or Line b ("Additional staff" [p. 3, line B(2)b]).

Transfer the following items from Part III—Budget Worksheet to Part II—Budget (p. 2, Section B, "Budget Impact").

- Revenue (Total Estimated Revenue; p. 3, line A[4])
- Expense (Total Direct Expense; p. 3, line B[3])

If revenue and expense vary from year to year, you may wish to prepare a separate Part III—Budget Worksheet for each of the first 2 years of activity related to the resolution. Resolutions affecting only 1 year will require only one Budget Worksheet.

Transfer the totals from p. 2, lines B(1) (Revenue) and B(2) (Expense) to the appropriate areas in the Part II—Budget, Fiscal Projection table (p. 2, line D), and enter the year in the table header titled "1st Year: 20xx." If more than one year has been projected, transfer the appropriate totals to second column, and enter the year in the table header titled "2nd Year: 20xx."

Note: National Office ex officios are responsible for completing Parts II and III in consultation with committee/board chairs. Members needing assistance may call the National Office at (301) 296-8640 and speak with the Director of Budget and Pensions.

Instructions for ASHA Resolution Form: Part IV—Creation of a New Committee, Board, or Council

When preparing a resolution for the creation of an ad hoc or standing committee, board, or council (CBC), the following information should be included to help inform the BOD of the work and structure of the proposed CBC. In addition, a copy of the proposed CBC's *Standard Operating Procedures* utilizing the standard template should accompany the resolution when submitted to the BOD for consideration.

Specific information in the enabling resolution should include the following items:

Charge: A CBC mission, purpose, or rationale statement should clearly identify the CBC alignment with ASHA's strategic goals and with any membership needs' statements that were developed to guide creation of this CBC.

Defined Products, Services and Outcomes: Clearly identify products, services, or outcomes that the CBC is expected to produce in service to its mission and the timetable in which this will be accomplished.

Defined Timeline: Every ad hoc CBC should have a defined beginning and end for meeting its charge. Clearly state in the resolution the start and end dates for the ad hoc CBC.

Specification of Chair and Vice Chair Roles and Responsibilities: The resolution should include well-defined CBC chair selection processes. If there is a vice chair, their roles and responsibilities should also be defined. Among the processes that should be included for both a chair and a vice chair are:

- the chair's term and the number of terms that they can serve;
- the process for appointing or selecting the chair;
- definition of the body who appoints or selects the chair;
- the chair's voting privileges;
- the chair's temporary replacement process;
- whether the chair serves concurrently as a member of the committee and as the chair; and
- the policy on term extensions if the chair's term extends beyond their CBC appointment term.

Service Eligibility Requirements: Are there any requirements to serve on the committee? (e.g., to serve on Committee ABC, an individual has to be an ASHA Fellow.) In addition to what is required to serve, indicate any DESIRED qualifications/experiences for serving on the CBC.

Composition of the CBC: Note the makeup for the committee.

- How many members make up the committee?
- How many members are there from each profession?
- Are there any other criteria used to ensure a diverse range of members?
- Are there any requirements for a member to serve on this committee?
- How are members selected for this committee? (e.g., appointed by the Committee on Committees, elected by the membership, some other process)

Term of Office: Note the term of office for each committee member.

BOD Liaison: Include the BOD position that should serve as the BOD liaison to this CBC.

Appendix B: AMC Recommendations Report

ASHA Leadership Development

Recommendations Report

August 2023

OVERVIEW

The American Speech-Language-Hearing Association (ASHA) is the nation's leading professional, credentialing, and scientific organization serving more than 223,000 audiologists, speech-language pathologists, speech, language, and hearing scientists, and audiology and speech-language pathology affiliated professionals and students.

ASHA offers its members a robust selection of leadership development training and programs and has engaged Association Management Center (AMC) Consulting to analyze the association's current offerings and program utilization and provide recommendations to developing an effective leadership development model that moves professionals forward in their careers and within ASHA while avoiding duplicate efforts within the association.

The following report focuses on the recommendations, both robust and incremental, which came from our research and partnership.

EXECUTIVE SUMMARY

OVERALL KEY FINDINGS

- ASHA has too many similar programs. Each one started as a promising idea, but now staff have too many programs and are spread too thin, while members seem overwhelmed with the options and have a decreasing understanding of how each of these programs is different.
- Volunteer opportunities are few and rare, especially compared to the number of ASHA members who wish to volunteer with the association. While attempts have been made to create systems to allow for equitable opportunities for volunteers, the positions are still too often filled with people connected or known by decision-makers.
- The key programs that ASHA has become known for: MSLP, LMP, STEP, and LDP are typically restricted in size in an effort to keep these programs small and intimate, but two problems arise from this. First, there are too few opportunities for the high demand from members to access these programs and secondly, staff are occupied serving just a few key members through these programs.
- There is a lack of a clear volunteer pathway for volunteers to utilize to advance in their ASHA engagement. One outcome from this is confusion about what opportunities are available, while another outcome is a heightened focus on board service with ASHA, seen by some as maybe the only key volunteer opportunity, or at least the most prominent. This also blurs the volunteer pipeline for ASHA, making it less clear who is actively moving towards and gaining the skills appropriate for board service.
- Staff in general are buried in the details of each of these programs. While some programs are very specific and others duplicate one another, there is an opportunity for greater efficiency by coordinating staff roles across programs.
- Members are generally confused by the numerous programs, separate timelines, applications, etc.
- While there are many opportunities for early careerists to get support in their careers. Many individuals that we spoke to wish there were more opportunities to support mid-career and advanced career professionals.

2

OVERALL STRATEGY RECOMMENDATIONS

While this report includes both incremental recommendations as well as more robust changes, the key vision for the overall strategy moving forward is as follows:

What Does it Mean to Be a Leader:

In reviewing ASHA, one key finding was that the leadership pipeline for ASHA is heavily focused on the ASHA board as the sole destination for volunteers. But there are various other ways to volunteer and engage. Only a small percentage of ASHA members will ever have the opportunity to serve on the board.

While there are many committees, too often the same people serve in these committees because the skills or demographics needed are so restrictive that once ASHA identifies someone who is a match, they become over-utilized.

In order for ASHA to truly advance leaders, a few things need to happen:

- First, there needs to be space for others to have an opportunity to serve. This includes developing a database of skills and demographics so that ASHA can easily find other qualified individuals to fill volunteer vacancies.
- Secondly, there needs to be a consistent and equitable process for appointing volunteers, using that database, in lieu of using people leaders already know and feel comfortable with.
- Thirdly, the skills needed for each of these committees and opportunities need to be reassessed. In reviewing the skills noted for the ASHA board positions a total of 71 skills are referred to. For example, for the position of National Student Speech-Language Hearing Association (NSSLHA) National Advisor, 28 separate skills are required.

Rather than focusing on a journey with a singular destination- the ASHA board, **ASHA should create a volunteer pathway checklist/toolkit.** This would show different possible volunteer pathways. For example, it could show early careerist mentoring programs, conference scholarships (if applicable), committees they would be eligible for, etc. It could highlight committees as well as micro-volunteering opportunities and the skills needed to be eligible, how to sign up, etc. for each opportunity. The checklist/toolkit would also need to list expectations and purpose of each experience. The checklist should include career stages for each role. This would also show long term volunteers what other opportunities they may choose to do next, such as presenting at conference, mentoring, and serving on the more advanced committees such as ethics. This would also be useful in centralizing information about volunteering and micro-volunteering opportunities within ASHA. It could also connect to the volunteer database so that the skills noted on the checklist would match up with the skills identified in the database. This would mean that while the volunteers could see how their skills can continue to grow and see what they need to do next to advance in ASHA, the database would allow decision makers to see who has the skills and background they are looking for when they fill appointments.

As the skills needed for the board and other positions are refreshed, they should once again match up with the database and toolkit and make it easier to more clearly communicate the gaps that are trying to be filled. For example, many of the 70+ skills needed for the various board positions are similar but written differently. Moving to unified language will make it easier to manage the data and identify leaders in the pipeline with matching skills.

3

Further, ASHA may want to consider completion of certain programs a pre-requisite to run for the board, grandfathering people in who were already at least mid-career before the change is adopted. Once skills are determined/refreshed and unified language is used, the educational and leadership development programs ASHA hosts can train towards the needs identified for the pipeline.

A key finding that emerged through interviews was that nearly every ASHA volunteer leader noted that the pathway they took towards leadership was "nontraditional," meaning there is clearly confusion and a lack of a direct approach towards leadership. When asked if they received the training in the skills identified for board positions from ASHA specifically, they generally did not see ASHA as the place that provided them with the necessary leadership training. This reinforces the need to identify and refresh the skills needed for different leadership roles including the board, and then program/teach towards these skills sets. This will protect ASHA's leadership pipeline and prepare them for the needs ASHA has for them in the future.

Additionally, ASHA could also create a more robust set of training videos for ASHA volunteers on these specific skills and make different videos mandatory at different points along their volunteer leadership pathway.

Mentoring Programs:

1) Focus on the MSLP, LMP, STEP, and LDP programs and let go of all similar programs. This can be accomplished by streamlining the other programs, combining them into one of the remaining programs, or turning them over to the states. But these key programs are the brand differentials for ASHA. Everything else is blurring service to members and draining staff time.

2) Make each of the remaining programs (MSLP, LMP, STEP, and LDP) more generalized for all members (MLSP should keep the diversity focus and STEP should keep the student focus, but anything else more specific should be removed). Add customization through mentor relationships, educational curriculum, etc. In other words, make the program general for everyone rather than trying to create a specific program for every unique situation. For example, rather than having a separate program which prepares professionals to become an academic department chair, include them in the regular mentoring program and assign them a mentor who can support that specific need.

3) Make MSLP and other key cohort-based programs larger to accommodate more people. This can be done by running multiple cohorts at one time. Recommendation would be three cohorts of 30 participants running concurrently. This allows each group to feel small and intimate while still serving more people. It will also allow for combined keynotes and social events and the use of breakout speakers in rotation across cohorts to streamline administrative staff support. One option would be to run one cohort for early career individuals, a second cohort for mid-career individuals, and another cohort for advanced career professionals who still want mentoring. This would create distinctly different experiences, while serving a wide variety of people. This also meets the needs of those who noted the lack of career advancement programs for mid and advanced career professionals.

4) Bring all of these programs under one mentoring/leadership development umbrella so that they have a singular application with questions that may help staff score them, rank them, and place them in the program most appropriate for their needs. This also means running all the programs at the same time so that the application window makes sense for

4

all programs. By doing so, it allows for staff to streamline keynote speakers, socials, meals, etc. This could look like a mentoring conference with different concurrent "tracks" for each of the programs/cohorts.

5) For each program, create certificates of completion. Offer to provide these to former graduates upon request. These would go to both mentors and mentees. For programs with such significant competition for entree, it makes sense to celebrate completion of the programs as a major achievement. For mentors, it makes sense to celebrate another year of authentic altruism; giving back to the profession, in the hopes that by showing appreciation, they may be more inclined to do it again. Further, certificates signify accountability for both mentors and mentees that being part of the program indicates expectations of completion.

6) Create a Board of Regents for each remaining program, focus on graduates of each program and include a balanced mix of mentors and mentees; a mix of early/mid/advanced careerists. The concept of these Boards will be that they are tasked with recommendations for their respective program, focusing them to stay within the confines of the established structure and format, but to give advice to ASHA within that narrow pathway. They may be asked to suggest speakers, topics, venues, etc. One benefit from this is that more members will have an opportunity to volunteer in a meaningful way for ASHA, at all levels of their careers. And, by combining mentors and mentees, the mentorship continues through this volunteer service. This will also have the added benefit of reducing the burden on staff who manage these programs. But staff should continue to have a key leadership role in the oversight of leadership programs.

7) Broaden the definition of what it means to be a mentor. Rather than over-using the same mentors for all of these mentoring needs, consider that early careerists do not need to be mentored by an icon in the field. They can be mentored by a mid-careerist who is closer in age. By running the leadership programs simultaneously, ASHA will not be able to use the same mentors in multiple programs. The most iconic leaders in the field should be matched to mentor those professionals who are later in their careers and utilize other leaders to mentor early and mid-careerists. Consider mentoring triads: early career, mid-career, and advanced career mentoring together.

8) For all ASHA leadership development and mentoring programs, ASHA needs to create a standardized rubric on how to test "new ideas" for programs. This rubric can include the goal of the program, ensuring that the need cannot be fulfilled by an existing program, the number of members who might utilize the program, the staff and direct costs, the technology costs, and the connection to ASHA's overall educational and strategic priorities. This is important to ensure that as ASHA streamlines the current programs, that a whole new crop of duplicating programs do not immediately re-start with new staff and new volunteer input.

5

PROJECT OVERVIEW

OPPORTUNITY STATEMENT

To meet the growing needs of ASHA's members, the Board wishes to conduct a leadership assessment and develop a leadership strategy framework.

The Ad Hoc Committee on Leadership Strategy (Ad Hoc LS) and the ASHA Staff Leadership Working Group (SLWG) will discuss key topics and prioritize potential changes to help develop a path toward a Leadership Development Strategy.

Key questions to answer:

- How does ASHA's current leadership development compare with the practices of high-performing associations, and what can be done to optimize the association's leadership development roadmap?

- What are the skillsets, education, and experiences that ASHA-related employers look for throughout the typical ASHA member's career trajectories and how can ASHA better prepare members for these opportunities?

- What can be done to tie together the existing and potential ASHA education, leadership development, and mentoring programs into a comprehensive strategy creating efficiency within ASHA, options for members, and better preparing the members to advance in their careers and the association?

- What can ASHA do to ensure that the association volunteer pipeline is preparing ASHA members to serve as volunteers by training these emerging leaders in the competencies that will eventually be needed for volunteer leadership?

METHODOLOGY

1. **Phase I: Discovery**
   a. Kickoff call
   b. Draft and complete the competencies matrix.
   c. Provide a detailed work plan.
   d. Document review
   e. Leadership Task Force Charter
2. **Phase II: Research with ASHA Leaders and Stakeholders**
   a. Interviews (18-20 interviews, 30-minutes each)
   b. Analysis of existing employer survey results
3. **Phase III: Interaction with Ad Hoc LS**
   a. Three 90-minute virtual meetings
4. **Phase IV: Interaction with Staff Leadership Working Group**
   a. Two 60-minute virtual meetings.
5. **Phase V: Findings and Recommendations**
   a. Present findings to Ad Hoc LS
   b. Develop final recommendation report.

GOAL STATEMENT

- **The goal is to develop an effective, inclusive, competency-based leadership development model which advances ASHA professionals upward in both their careers as well as the association volunteer leader pipeline.**

- The recommendations are a vision for making changes that will lead to a more effective and efficient decision-making structure, which will naturally make ASHA a more nimble and successful organization overall.

- **The roadmap will identify leadership priorities and implementation recommendations, including sequence and timeline.**

- Recommendations are aligned with and supportive of ASHA's stated goals and values that include leading and effective practices as well as inclusive leadership opportunities and roles at all levels: members, committees, Board, etc.

- Options are provided for how to move forward, including two pathways: one for incremental change over time and another more robust vision for rapid change.

Our thanks to the following who supported the research and development of these recommendations:

Ad Hoc Committee on Leadership Strategy

- Barbara Goodson – Chair
- Sam Johnson
- Kevin Kock
- Alison Lemke
- Ashley Munoz Lopez
- Jessica Sullivan
- Lynn Williams
- Judy Rich -BOD Liaison

Staff Leadership Working Group

- Andrea Falzarano (key staff lead on the project)
- Vicki Deal-Williams (ASHA CEO)
- Tricia Ashby
- Dee Dee Moxley
- Kate Stevens
- Brooke Hatfield
- Judy Blackburn

RECOMMENDATIONS

LEADERSHIP DEVELOPMENT STRATEGY RECOMMENDATIONS: ROBUST CHANGES

Robust changes outline the bigger, more innovative ideas that ASHA can implement. Some will resonate, some may not.

A. **Align the timing of these programs so that they all run at the same time. Maybe even a "mentoring conference" that would allow them to run simultaneously in person with different tracks.**

- The value in running them at the same time of year is to market them collectively with one message about mentoring, one set of timelines, one set of applications, etc. and applicants could be sorted out to be in different programs where they fit best using a singular application with different questions for different programs.

- This would require ASHA to expand their pool of mentors, many of whom seem to be mentoring in multiple programs at once.

- This would also alleviate confusion surrounding the various programs and streamline marketing to avoid members being overwhelmed with communication, which might be leading them to disregard current messaging.

- Mentoring resources could be combined in one place for all mentors and all mentees.

  - *"A centralized, visual, curated pathway for leadership opportunities shared online that provides timelines, application links, resources, etc."*
  - *"Centralize, centralize, centralize! Internal organization and outward on the website."*
  - *"Training that would apply across settings rather than career or position specific."*
  - *"Communication is oversaturated, resulting in members being confused, overwhelmed, and ultimately ignoring it."*
  - *"Too many options. Limited visibility."*
  - *"Opportunity to streamline marketing for these programs, maybe showing mentoring as a whole with different options for different audiences."*
  - *"Like the conference for mentoring and piloting programs within the conference."*

B. **With mentoring programs running concurrently, combine general sessions and social events across programs.**

- This will allow for staff to share the load on some of the planning, add value to the budgets for each program, and allow attendees a greater networking opportunity.

  - *"Multiple people reported how staff intensive these programs ultimately become."*
  - *"We find something that works for this constituency and then apply it to another and end up with a lot of very similar programs. We end up with duplication and confusion. They are essentially the same."*

8

C. **Form Boards of Regents for the key mentoring programs, to give volunteers a role in administering these programs.**

- The Boards would be made up of "graduates" of these programs, including mentors and mentees, serving with equal voice/vote on the Boards to both add value to the programs, and give the earlier career professionals a way to engage as leaders in ASHA.

- The Board of Regents could be used to expand the number of facilitators in each of these programs as there is already a gap in supply and demand.

- This would also reduce/change staffing and over time would allow these programs to evolve on separate paths to become increasingly differentiated as they are updated by volunteers.

- This also gives early careerists a stronger voice as equals.

- Ensure terms and term limits to keep the opportunity accessible to a wide audience.

- For those who have already completed a leadership program, grandfather them in for volunteer leadership roles and offer a certificate if they would like.

  - *"We have 600 people in the volunteer pool, and we have 40 positions...There is just not enough room for everyone under the current structure."*

  - *"As you rise in the national student group, you will evolve as a student and then be immediately knocked out of relevancy as soon as you graduate."*

  - *"We are failing at giving people leadership opportunities. There are many more leaders than there are opportunities."*

D. **Broaden the definition of what it means to be a mentor. Consider mentoring triads: early career, mid-career, and advanced career mentoring together.**

- Currently, the "icons" are mentoring numerous people, across programs, year after year, and are burned out.

- This allows for an early careerist to be mentored by someone with maybe 10+ years in the field as opposed to putting all the pressure to mentor on those with 20+ years in the field.

- This also helps meet the need of mentors who said they could not relate to their mentee because of the age gap.

E. **Consider the format, design, and budget in constructing the programs to possibly reduce the educational focus and increase structured relationship building activities.**

- Many individuals reflected that the mentoring programs are successful more because of the relationship than the education.

- This would also create clarity and separation between mentoring programs and leadership development programs.

  - *"The experience gave me the network. The training was not the "end all be all". "The programs themselves have not really prepared me, but my mentors have been really helpful."*

9

F. **Expand the size of MSLP and LDP. This could be done with an added session cycle or by expanding cohort groups. The group size is not aligned with the large size of ASHA.**

- One way to do this is to run two cohorts simultaneously. This would allow the size of the groups to remain small, find efficiency in combined keynotes or meals, even use the same speakers in rotation with each group. This would keep staff time lower than running two separate cohorts, keep the small group intimacy of the program, and expand the number of people served by it.

- By shifting some of this work to volunteers and blending the mentoring programs to have some shared general sessions and shared networking events, this should reduce staff time enough to expand the size of the programs.

    - *"Disconnect between the number of leadership development programs, slots available, and the opportunities for leadership within ASHA."*

    - *"Some feel that providing leadership development training when the majority of interested volunteers cannot get into the volunteer pathway is inauthentic/ "elitist" or "performative."*

    - *LDP: "12 years' worth of evaluations to support the increase in confidence and positive feedback about the content. The number of people applying to the program continues to increase. 100-150 applications per cohort that is capped at 30, 32 max. We could run another cohort or two easily."*

    - *MSLP: "Large numbers of applicants (270+ applicants), capped at 40 now and was previously 30."*

    - *"One of the things that makes the programs successful is the small cohort nature of the program. Adding more individuals to cohorts might not be the best solution. Maybe we can add more cohorts."*

G. **Consider scholarships/travel stipends for certain leadership positions for audiologists, school-based clinicians, early careerists, and non-academics, or anyone who cannot be financially supported by their employer.**

H. **Create mentoring and leadership development specifically for mid-level and senior level careerists.**

- This can be done similarly to other mentoring programs, by changing the definitions of mentor and mentee to have more years of experience.

- For example, mentees in this program might need 10-15 years of professional experience and mentors might need 20+ years of experience.

    - *"Would like to see a more advanced leadership program with ASHA. I want to know what I can learn next."*

I. **Create a standardized rubric on how to test "new ideas" for programs for viability, originality, and necessity. This should include:**

- What is the need for this program that is not being served through another program?

- What is the possible number of members served by it annually?

10

- What is the staff cost?
- What is the direct cost?
- How does this connect to ASHA's overall educational and strategic priorities?
- What technology investments and staff investments may be necessary to make this program successful?
  - *"Need a group (staff or volunteer) that filters mentoring and leadership ideas. Is this something we want to pursue? Is it already being offered or similar to other programs?"*

J. **Create a more robust set of training videos for ASHA volunteers, make them mandatory.**

- *"Others requested advanced training, DEI, negotiating skills, communicating difficult information to hear, Roberts Rules of Order, professional writing, public speaking, increased orientations and onboarding for boards, committees, and councils, advocating for patients, etc."*
- *"There is a need for more comprehensive orientation about what it is that you are supposed to do and what your role is (in the board, committee, or council) .... sometimes you just get thrown in."*
- *"I would have liked more training on conflict resolution, like how to set clear boundaries before a conflict arises."*

K. **MSLP, LMP, STEP, and LDP were repeatedly noted as the most valuable programs. One extreme option would be to eliminate/streamline/combine some of the other mentoring programs and focus the freed resources on these four to make them larger to support more people and really build the reputation of ASHA instead of having so many programs that are confusing and less known to members.**

- One solution for the more niche programs is to shift them to being offered by the state associations. States would not be obligated to offer the programs but could if they were looking for more ways to support members. The key is for ASHA to focus on the four core programs and eliminate/streamline/combine/ hand over to the states the remaining programs. It is important to note that ASHA would not be providing state associations with staff support to execute any programs they choose to offer.
- ASHA could provide templates and tools to help states create these programs in lieu of providing ASHA staff support.
  - *"Resources for state associations (templates, collaborations) to create more niche programs."*
  - *"Need to figure out what the two-three things are that we are doing really well and focus our energies there."*
  - *"The more we have, the more diluted and under resourced the programs will be. These few programs will be the value proposition for members coming to ASHA."*

11

L. **For each mentoring program, incorporate in a certificate of completion for both mentors and mentees.**
  - Have requirements for graduation to get the certification.
  - Finish each program with a graduation for mentors and mentees to graduate together as a team.
  - This supports the idea that mentors and mentees BOTH benefit from these programs.
  - Offer certificates as requested to those who have already graduated from these programs.
    - *"Expand Leadership Academy as a virtual way to get leadership certificates and move your career forward."*
    - *"We need to do a better job at presenting to the members with some kind of finality, such as a certificate, it has to be more of an intentional program, so that people know they are achieving something, not just attending a webinar."*

M. **ASHA could consider completion of certain programs a pre-requisite to run for the board, grandfathering people in who were already at least mid-career before the change was adopted.**
  - This would in time create a more logical track towards volunteer leadership and would ensure that those who are promoted to ASHA leadership roles are well prepared for those roles.
    - *"Having a certain number of courses or certificates from the Learning Academy completed before qualifying for leadership positions. "*
    - *"Having centralized training and getting a certification of completion clears confusion and evens the playing field when there are steps that everyone is aware of in order to serve on a committee/board."*
    - *"Creating clear expectations that completing the leadership pipeline programs does not mean you will be selected."*

N. **Streamline the Leadership Academy.**
  - Devote more resources to the Leadership Academy.
  - Clean up the database.
  - Elevate marketing- it needs more member awareness and staff support. It is getting lost in the shuffle.
  - Add certificates for completion of courses.
  - Update programs routinely, based on member needs/interests, availability, and budget.
    - *"Having the Academy placed on an LMS or on Learning Pass (ASHA education portal) to be able to track participation."*
    - *"Centralizing all trainings under the Academy and creating an online portal that is the Academy."*

12

O. **Ensure that there is not just one pinnacle of volunteerism in ASHA- the Board of Directors. There are lots of different ways to volunteer and engage. Only a tiny percentage of ASHA members will ever have the opportunity to serve on the board.**

- *"Define leadership without using the Board as the pinnacle of service."*
- *"Communicating the various ways in which a person can engage with ASHA, the various pathways they can take, not necessarily all of the programming moving you up the ladder to a Board position."*

P. **Support and market the value of micro-volunteering. Centralize information about micro-volunteering opportunities.**

- *"Micro-volunteering opportunities for those that do not want to move up the ladder."*

Q. **Change the curriculum of STEP to be more focused on mentoring and less on general career development. Refer participants to the career portal instead.**

- Career development is something that participants can likely acquire through a variety of other places.
- This focus creates a duplication of services and blurs the brand differential of ASHA.

13

LEADERSHIP DEVELOPMENT STRATEGY RECOMMENDATIONS: INCREMENTAL CHANGES

High Priority Incremental Changes		
Order	Recommendation	Notes
1	**Focus on ways to use transparent and consistent processes to appoint volunteers vs. people who are visible or who you know. Use the Volunteer Pool.**	• *"Some think ASHA recycles leaders on committees, boards, and councils. Part of the problem is some of these groups require specific skills or experience, so they get re-used. Other times it is because a person fills a niche needed for diversity (e.g., audiologist)."* • Pay close attention to how introverts move up the ranks and recognize the value of transferrable skills.
2	**Use a database to manage skills, demographics, and volunteer experience. And collect this data from members if you do not already.**	• *"School-based clinicians are 51% of the membership and do not have any representation on the board."* • *"Some people have been languishing in the volunteer pool for 10 years and have not gotten a chance to serve yet."* • **The database is already being pursued by administration.**
3	**Utilize gap analysis with both desired competencies and demographics (including early career, later career, audiologists, school-based clinicians, non-academics, rural settings, Latino/Latina, Asian American, LGBTQ+, as well as other factors of diversity) both for recruiting board candidates as well as for committee appointments. Use the gap analysis for all volunteer opportunities.**	
4	**Do a formal call for volunteers for committees and show the competencies desired.**	
5	**Specifically reach out to graduates of MSLP when there are openings for volunteers.**	
6	**Create a communication plan to show the value of ASHA volunteering**	• *"A way to communicate or relate the value proposition of these programs to employers."*

14

	to employers, especially those outside of academia.	• Use testimonials from former mentors talking about how it improved their work at their agency.
7	Create a communication plan to show the value of ASHA to audiologists and school-based clinicians specifically.	• Audiologists and school-based clinicians are voicing their complaints on social media.
8	Support more ASHA wide trainings on DEI and inclusivity and micro-aggressions. Make it a requirement for volunteers to attend the training.	• *"Ethnic minorities and LGBTQ+ populations have barriers- micro-aggressions."* • Conference will have a pilot DEI training for volunteers.
9	Educate all volunteers on inclusivity of early careerists specifically, in committees. This could be a training for volunteer committee/board chair annually on how to engage all volunteers equitably, how to best utilize early careerists, etc.	• *"Some committees are forced to have an early careerist, but it is forced so that person is welcome to attend, but they are expected to just listen and learn, not welcome to contribute."* • *"Really value continuing to expand ECPs on Boards and committees and valuing their input."* • *"Creating a more well-rounded committee with early, mid, senior level individuals."* • In the survey, when asked, "Early Career Professionals who served or are serving on the Committee, Board, or Council for which I was the Chair or Vice Chair have contributed effectively to the work of the group." 12.5% Strongly disagree; 1.6% Somewhat disagree; 7.8% Neutral; 6.3% Uncertain; 34.4% Somewhat agree; 37.5% Strongly agree. This suggests that 28%+ of Chairs/Vice Chairs do not entirely value the early careerists on their committees and need education on this topic.
10	Create a toolkit/graphically interesting document and a video to explain each of the leadership development programs, how to navigate them, the audience they are for, and what they intend to help with.	• *"I would like to see a video on how to navigate these programs, criteria, how to apply, what type of person are we looking for, what skills we hope to achieve."* • *"Those outside academia just does not know about the programs."*
11	Have at monthly staff meetings for all those who work on mentoring programs and leadership development programs to ensure that all the staff know what is being done, speakers who were popular, how different problems have been solved in other programs, etc.	• Most staff answered questions from the perspective of the programs they manage, vs. professional development at ASHA comprehensively. • Staff are already doing quarterly staff meetings, but staff still seem extremely isolated and do not have comprehensive knowledge of what other staff are doing.

12	While there were mixed views as to if business acumen courses were helpful as part of these mentoring programs, employers want people to get this training. ASHA could offer business acumen training separately from these leadership development/mentoring programs.	• Multiple people noted a need for more training in business acumen, leading teams/managing people, and critical thinking. • *"Certification course on business acumen"* • *"We focus on volunteer pipeline, but we lack training on the skills that would help people advance in their careers."* • *"Need to focus on treating audiologists as business owners and provide related education."* • *"Critical thinking, ability to be an active problem solver, the difference in a clinical setting between being able to look something up on the internet and being able to implement a strategy. Leadership skills in general. Skills for management and supervisory roles. Skills to communicate and face confrontation appropriately."* • *"Student do not know how to manage or influence people or how to be strategic."* • *"Conflict management. Inclusive leadership. Facilitation skills through conflict and in difficult DEI related situations. People who understand accreditation and ethics."* • *"Would like to see more DEI… not learning about it, but how to advocate for it at your workplace, the strategic part of DEI."* • *"I wish there were trainings in public speaking. Academics get this training in their work; clinicians do not get that training. You can see the deficit in these speakers, and it intimidates a lot of clinicians."*

Moderate Priority Incremental Changes

Order	Recommendation	Notes
On-going	**As much as possible, provide these programs in a hybrid setting to allow for open accessibility for more people.**	Access/equity

16

13	Provide some education and training that is specifically for higher level/more advanced professionals.	• *"Training/education reported that members need: advanced leadership (e.g., how to prioritize wants and needs), ethics, communication with each other in difficult situations, how ASHA works (things like the role of the Board of Ethics and who to bring complaints to), more support for members outside of academia, teach them how to self-advocate to employers, etc."* • *"We need some kind of advanced program to prepare people to really advance in their career to high level positions as well as to prepare them for senior level volunteer leadership."*
14	Create opportunities for ASHA staff to either attend these types of programs or participate in programs outside of ASHA, such as through ASAE's Ready Me program or other programs.	• Multiple people noted a desire for ASHA staff to get the same type of opportunities provided to members for professional development and leadership development.
15	Conduct research to determine how mentoring (not having a mentor) supports one's career, use that to market to employers to recruit more mentors.	• Suspect those who mentor get practice with problem solving, relationship building, and may become more supportive or understanding of their earlier career staff team members.
16	Ensure each mentoring program provides training for mentors and mentees (maybe separately) on how to mentor and how to manage the program as a mentee so that there are clearer, more consistent experiences.	• *"A friend said the LMP was a waste of time... It did not work out with the mentor, and they did not achieve the goals... We need to tailor the programs to make sure the mentors lead the same way."*
17	Track volunteer movement through committees and the board, be able to search on it to find things like those who have served on the ethics committee before or members of identity-based sections (e.g., LGBTQ or BIPOC). Use this information to recruit volunteers in a more inclusive/equitable way.	
18	In using the gap analysis, streamline the skills and competencies required for board roles to use consistent language throughout so that candidates can be evaluated against the requirements more consistently.	• *"Nominations and recruitment committee will need to look through the 71 skills required to serve."* • Consider where some of these requirements can be removed due to an experience bias which may create barriers for some candidates with relevant transferable skills to be included.

17

		• We identified 71 ASHA Board Required Skills and Experiences for the various board roles and it seems there is inconsistency.

Low Priority Incremental Changes

Order	Recommendation	Notes
On-going	**Consider a change in terminology to be more inclusive of clinician needs/culture.**	• *"I do not know how much the term, "leadership" resonates for a busy clinician vs. someone who has a more linear career track. Some of these things may need to change names to have a bigger wider reach."*
19	**Provide education surrounding generational differences in the workplace.**	• This came up several times.
20	**May also want to do some partnerships with other audiology associations to spread awareness of ASHA to a larger pool.**	• ASHA only has a portion of the potential audiologists as members.
21	**Create a personal journey checklist/volunteer pathway checklist. This would show different opportunities and the skills needed to be eligible, how to sign up, etc. This would also show long-term volunteers what other opportunities they may choose to do next. The checklist would also need to list the expectations and purpose of each experience. The checklist needs to include career stages for each role.**	• *"We need a personal journey checklist with what are you developing in terms of leadership skills in different domains. It would allow all members to utilize it as it is just a checklist."*

Appendix C: BOD 17-2023

American Speech-Language-Hearing Association

ASHA Resolution Form: Part I

A. Abstract: Approve the Extension of the Ad Hoc Committee on Leadership Strategy

B. Document Changes:

☐ ASHA Bylaws – Routine

☐ ASHA Bylaws – Urgent

☐ Board of Directors (BOD) Operational Procedures

☐ Code of Ethics

☒ No Change Needed

AGOT's USE ONLY

Resolution Number:		BOD 17-2023	
Approved:	X	Denied:	
Referred to:			
Other:			
Yes	No	Abstain	Recuse
11	0	1	0

C. Resolves: (use numbered lines only)

1   **RESOLVED,** That the American Speech-Language-Hearing Association (ASHA) Board of Directors

2   (BOD) approve the extension of the Ad Hoc Committee on Leadership Strategy (AHC LS) until June 1,

3   2024; this Committee has been charged to (1) develop a leadership strategy for the Association and

4   discipline and (2) to make recommendations on how to implement the strategy; and further

5   **RESOLVED,** That the Committee on Committees appoint Judy Rich as a committee member effective

6   January 1, 2024, who will have voting rights; and further

7   **RESOLVED,** That the AHC LS submit a *Leadership Development Strategy* with recommendations to the

8   ASHA BOD by June 1, 2024; and further

9   **RESOLVED,** That the ASHA BOD approve the Policy section of the revised AHC LS *Standard*

10   *Operating Procedures.*

D. Rationale: *(Statement telling why this resolution was prepared. Indicate issue of concern. Include reference to related policies.)*

ASHA hired a consultant to work with the AHC LS; the consultant's final report submitted in September 2023. The AHC LS has determined that the consultant's recommendations need further development because the document did not contain a roadmap or timeline of implementation. This Committee is requesting an extension to further consider the recommendations and to reframe them into a Strategic Planning format complete with a roadmap and timelines.

Also, Judy Rich—as past president—has been serving as board liaison to the Committee. It is the recommendation of the AHC LS that—effective January 1, 2024—Judy Rich transition to a voting member of the committee when Robert (Bob) Augustine becomes the board liaison to the committee as past president.

Page 1 of 6
Rev. 5/31/2022

The Committee's work has been virtual and is expected to continue to be virtual if the extension is approved.

E. Explain how this resolution aligns with the *Strategic Pathway*. Include the *Strategic Objective* to which the resolution relates.

This resolution relates to the operational priorities of the *Strategic Pathway*—in particular, "enhance membership value and satisfaction" and "management and utilization of resources and data."

F. Resolution Contact Designee:

Name: Andrea Falzarano   **Phone:** 301.296.5710
Email: afalzarano@asha.org

G. Submitted to:

By: Judy Rich, Immediate Past President

ASHA Resolution Form: Part II—Budget

A. Financial Data

1. Budget year:
2. In budget for specified year? ☐ Yes ☐ No
3. If yes, source of funds (program) and amount: $
4. If not in budget, source of funding and amount: $

There is no additional budgetary impact for ASHA associated with this resolution.

B. Budget Impact

1. Estimated Revenue: $ [Total Estimated Revenue]
2. Estimated Expense: $ [Line A3 or A4 – Total Direct Expense on p. 3, line B(3)]
3. Estimated Net: $ [Revenue – Expense]

C. Staff Impact *(Incumbent staff)*

1. Estimated number of hours: 40 hours (2024)
2. Estimated cost per hour: $86
3. Total staff impact (# of hours x cost/hour): $3,440

D. Fiscal Projection

Specify Year	1st Year:	2nd Year:
Revenue:	$	$
Expense:	$	

40

ASHA Resolution Form: Part III—Budget Worksheet

A. Revenue *(Specify source from which this activity will generate revenue—including, where applicable, the number of estimated attendees and registration rate, the sale price of a resulting publication, etc.)*

1.	Source:	$
2.	Source:	$
3.	Source:	$
4.	Total Estimated Revenue:	$

B. Expense *[Itemized detail(s) must be attached.]*

1. **Non-Personnel Expense—Direct**

   a. Telephone ....$

   b. Travel ....$

   c. Professional services *(e.g., consulting services, workshop expenses)* ....$

   d. Other..$

   e. **Total Non-Personnel Expense—Direct** *(add lines a through d)* ....$

2. **Personnel Expense**

   a. Incumbent staff *[transfer amount from p. 2, line C(3)]* $3,440

   b. **Additional staff**..$

3. **Total Direct Expense** *[Total Direct Expense – Budget Impact]*
   Add Lines 1e and 2b (above, this section) ....$

Instructions for ASHA Resolution Form: Part III—Budget Worksheet

Revenue: Follow instructions on Part III—Budget Worksheet (p. 3).

Total Estimated Direct Non-Personnel Expense and Personnel Expense should be calculated as follows:

A list of items that could comprise Non-Personnel Expense—Direct (p. 3, line B(1) is given. Estimate the cost involved for each item listed. If a more detailed expense breakdown is desired, attach a separate schedule to this form, but show the total of each separate schedule under p. 3, line B.

Note: Under Personnel Expense, p. 3 line B(2), distinguish between personnel already working with ASHA ("Incumbent staff" [p. 3, line B(2)a]), who are expected to use some or all of their time on the proposed program/activity, and personnel who must be newly hired ("Additional staff" [p. 3, line B(2)b, p. 3]) on either a permanent or temporary basis to complete the project. Estimate Personnel Expense by performing all of the following actions:

    (1) Select from the following classification levels:

        Chief Executive Officer .... $2,348 daily/$313 hourly
        Chief Staff Officer .... $1,448 daily/$193 hourly
        Service Cluster Leader .... $818 daily/$109 hourly
        Home Team Leader................................. $645 daily/$86 hourly
        Home Team Member (Exempt) .... $495 daily/$66 hourly

    (2) Determine how many in each classification will be required.
    (3) Estimate the number of days required.
    (4) Multiply the number in each classification by the daily rate indicated above by the number of days required.
    (5) Add all of the above, and enter the total on Line a ("Incumbent staff" [p. 3, line B(2)a]) or Line b ("Additional staff" [p. 3, line B(2)b]).

Transfer the following items from Part III—Budget Worksheet to Part II—Budget (p. 2, Section B, "Budget Impact").

- Revenue (Total Estimated Revenue; p. 3, line A[4])
- Expense (Total Direct Expense; p. 3, line B[3])

If revenue and expense vary from year to year, you may wish to prepare a separate Part III—Budget Worksheet for each of the first 2 years of activity related to the resolution. Resolutions affecting only 1 year will require only one Budget Worksheet.

Transfer the totals from p. 2, lines B(1) (Revenue) and B(2) (Expense) to the appropriate areas in the Part II—Budget, Fiscal Projection table (p. 2, line D), and enter the year in the table header titled "1st Year: 20xx." If more than one year has been projected, transfer the appropriate totals to second column, and enter the year in the table header titled "2nd Year: 20xx."

Note: National Office ex officios are responsible for completing Parts II and III in consultation with committee/board chairs. Members needing assistance may call the National Office at (301) 296-8640 and speak with the Director of Budget and Pensions.

Instructions for ASHA Resolution Form: Part IV—Creation of a New Committee, Board, or Council

When preparing a resolution for the creation of an ad hoc or standing committee, board, or council (CBC), the following information should be included to help inform the BOD of the work and structure of the proposed CBC. In addition, a copy of the proposed CBC's *Standard Operating Procedures* utilizing the standard template should accompany the resolution when submitted to the BOD for consideration.

Specific information in the enabling resolution should include the following items:

Charge: A CBC mission, purpose, or rationale statement should clearly identify the CBC alignment with ASHA's strategic goals and with any membership needs' statements that were developed to guide creation of this CBC.

Defined Products, Services and Outcomes: Clearly identify products, services, or outcomes that the CBC is expected to produce in service to its mission and the timetable in which this will be accomplished.

Defined Timeline: Every ad hoc CBC should have a defined beginning and end for meeting its charge. Clearly state in the resolution the start and end dates for the ad hoc CBC.

Specification of Chair and Vice Chair Roles and Responsibilities: The resolution should include well-defined CBC chair selection processes. If there is a vice chair, their roles and responsibilities should also be defined. Among the processes that should be included for both a chair and a vice chair are:

- the chair's term and the number of terms that they can serve;
- the process for appointing or selecting the chair;
- definition of the body who appoints or selects the chair;
- the chair's voting privileges;
- the chair's temporary replacement process;
- whether the chair serves concurrently as a member of the committee and as the chair; and
- the policy on term extensions if the chair's term extends beyond their CBC appointment term.

Service Eligibility Requirements: Are there any requirements to serve on the committee? (e.g., to serve on Committee ABC, an individual has to be an ASHA Fellow.) In addition to what is required to serve, indicate any DESIRED qualifications/experiences for serving on the CBC.

Composition of the CBC: Note the makeup for the committee.

- How many members make up the committee?
- How many members are there from each profession?
- Are there any other criteria used to ensure a diverse range of members?
- Are there any requirements for a member to serve on this committee?
- How are members selected for this committee? (e.g., appointed by the Committee on Committees, elected by the membership, some other process)

Term of Office: Note the term of office for each committee member.

BOD Liaison: Include the BOD position that should serve as the BOD liaison to this CBC.

Appendix D: AMC Interview Questions

INTRODUCTION

Thank you for joining me today. My name is Debbie Trueblood, and I am a Senior Consultant with Association Management Center (AMC) Consulting. My firm is engaged with ASHA to support them in streamlining their educational programs. As a part of that process, I am meeting with you today to learn more from you about your perceptions of ASHA.

I will try to be respectful of your time. We are scheduled for 30 minutes today, and we have a list of questions to cover, so there may be times when we need to move on to the next topic. I apologize in advance if I must change topics before you had a chance to fully weigh in. But I'll share my email address at the end so you can send me any follow-up comments.

You will see me taking notes. Everything that you say today will be reported in aggregate only. Nothing that you say will be tied to you directly.

TOPICS WILL INCLUDE:

- ☐ Volunteers: Your perspective on the leadership pathway.
- ☐ Staff: Your perspective on the leadership development and educational programs currently offered by ASHA.
- ☐ Elicit feedback on specific educational needs in the professional community
- ☐ Stimulate thinking specifically on how ASHA can streamline the leadership pathway and leadership development programs.
- ☐ What would lead to a more engaging experience in ASHA

With that, we will get started . . .

DISCUSSION QUESTIONS

VOLUNTEERS:
General
1. Please tell me a little more about yourself.
    a. How long you have you been a member of ASHA?
    b. What volunteer positions have you held with ASHA? Tell me about your leadership journey within ASHA?

ASHA Leadership Pathways

2. How do people move up the ranks in the ASHA leadership structure? What are the positions they pursue on their way towards the ASHA board?
3. Do you think members understand how to move up through the ASHA volunteer pathway?
4. Do you see any barriers in the ASHA volunteer pathway which creates challenges which holds back any leaders?
5. Which, if any, of ASHA's educational and leadership development programs did you attend or participate in?
6. Do you believe ASHA's current leadership development offerings fully prepared you for your leadership journey in ASHA?
7. During your leadership journey within ASHA, were there skills that were needed which ASHA had not fully prepared you for?

ASHA Educational Programs

8. How would you describe the quality of the ASHA educational programs, specifically leadership development programs that you have personally participated in?
9. In your opinion, how do you think members perceive ASHA's educational leadership development programs?
10. Do you believe ASHA is currently fulfilling the members' educational leadership development needs? Is there something members want that ASHA is not currently providing?
11. Is there one ASHA educational leadership development program which you feel is the most valuable for members? Why?
12. Is there one ASHA educational leadership development program which you feel is the least valuable for members? Why?

Workforce/skillsets

13. Do you hire ASHA members? If so, are there skillsets in the workforce that you are having a difficult time finding in the applicant pool? What specific skills make an applicant standout positively as unique and difficult to find skills?
14. As a leader in ASHA, do you find that there is a skillset that volunteers lack as they serve on committees or the board?
15. Do you feel ASHA's educational leadership development programs are welcoming and inclusive for all attendees?

Closing

16. Is there anything else you would like to share?

STAFF:
General

1. Please tell me a little more about yourself.
2. Your current work role? What other roles have you held there?
3. How long have you been on staff at ASHA?

ASHA Educational Programs

4. What about ASHA's current educational leadership development programs are working well and what can be streamlined, eliminated, refined, or blended together?
    a. Where is there duplication?
    b. Where are there gaps?
5. What educational leadership development programs and/or leadership development programs do you staff?
    a. Tell me more about them- what is the problem they're trying to solve?
    b. What is the audience for these programs?
    c. How long has the program been around? How many people attend or participate in the program?
    d. In your opinion, would you say it is "successful" (*intentionally vague*)? Why or why not?
6. In your opinion, how do you think members perceive ASHA's educational leadership development programs?
7. Do you believe ASHA is currently fulfilling the members' educational leadership development needs? Is there something members want that ASHA is not currently providing?
8. Are you aware of any "sacred cows" or ASHA educational leadership development programs which politically are sensitive and may not be open for change?

Workforce/skillsets

9. Are you aware of a demand or desire for any specific training from the membership?
10. Are you aware of a skillset that members say they have a hard time identifying in the candidate pool for employment?
11. Are you aware of a skillset that is hard to find in volunteers when you're staffing a committee or program?

Closing

12. Is there anything else you would like to share?

Thank you for your engagement and contributions to ASHA's future!

Appendix E: Infographic of Leadership Development Framework
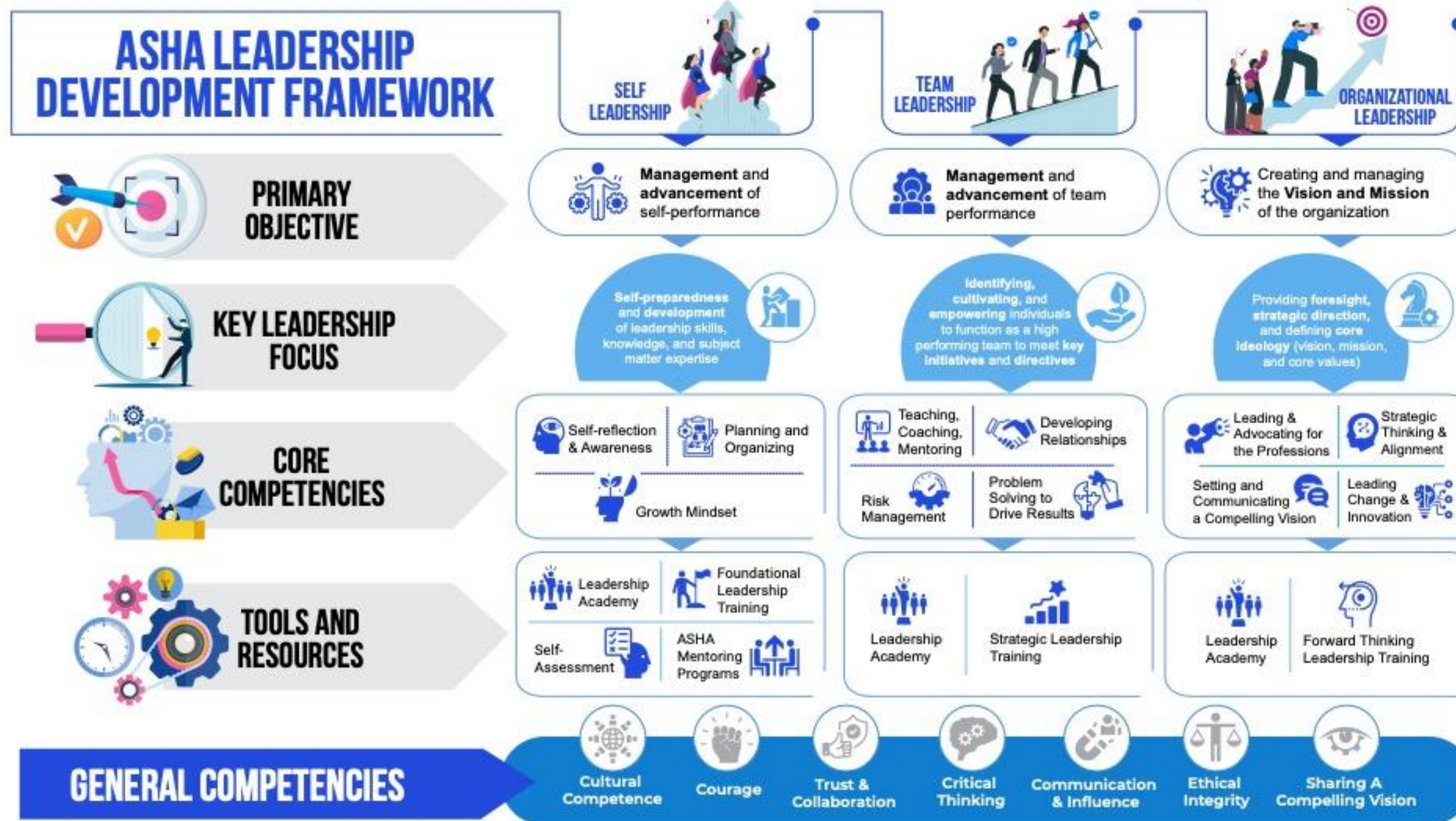
Appendix F: Objectives/Strategies/Timeline

Leadership Development Objectives and Strategies

	Year 1	Year 2	Year 3
Objective 1 Establish Management and Governance Structure for Leadership Development	**Filter Association Management Center (Trueblood) recommendations.** 1. Identify recommendations that are priorities with the Leadership Development Strategy (LDS). 2. Identify recommendations aligned with self, team, organizational leadership per LDS.		
	Complete inventory assessment of leadership offerings. 1. Define "What is a leadership offering?". 2. Identify gaps and duplication in programming. 3. Identify and sort them per the plan (self, team, organizational). 4. Identify core competencies within programs per LDS.	**Develop a Mechanism for LDS Governance Oversight.** 1. The Committee on Nominations and Elections (CNE) will provide oversight. 2. Staff would be responsible for implementing strategies. 3. Investigate renaming CNE and expand its role to reflect leadership development.	
Objective 2 Transform Leadership Development Training and Program Offerings		**Develop and Create New Offerings for Career Pathways.** 1. Develop offerings based on gap analysis and career stages (self, team and organization per LDS Framework). 2. Emphasize competencies of LDS Framework within offerings.	
		Identify Pathways for Volunteer Participation Within ASHA. 1. Create microvolunteering opportunities through the Leadership Profile and Tracking System. 2. Increase pathways for targeted groups based on data/trends. 3. Develop a recognition system (e.g. digital badge) for microvolunteering engagement.	
	Assess and Transform the Leadership Academy. 1. The presence of the Leadership Academy has to be more visible and accessible for all members (e.g. asha.org microsite). 2. Centralize leadership development offerings to members (one stop shop).	3. Investigate and implement move to ASHA's Learning Management System. 4. Consistently develop new content or update existing content within the categories of self, team and organizational leadership. 5. Create micro-certification pathways for completion of specific content strategies.	
		Develop Leadership Training for Mid-level/Advanced Professionals. 1. Periodic Leadership Development Conference.	
Objective 3 Increase the visibility, value, and importance of ASHA's Leadership Programs and Resources		Develop a constellation for content strategy around leadership development.	
		Establish a Leadership Development Award. 1. Recognizes competency and achievement in leadership development learning. 2. Develop criteria for the award. 3. Recognize those that are awarded.	