



 **ASHA LEADERSHIP** ACADEMY

# LEADERSHIP DEVELOPMENT PROGRAM TOOLKIT

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Facilitator's Guide to Webinars

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## Introduction

This guide is a resource for ASHA members who are interested in facilitating discussions about topics introduced by the On-Demand webinars in the ASHA Leadership Academy.

Included in this guide for each webinar in the Leadership Academy are the following components:

- ▲ An introduction including the overall purpose of the webinar and the learning objectives.
- ▲ Reflection questions taken from the webinar.
- ▲ Suggested timed agenda and facilitator guide that identifies key points to discuss, questions to ask the participants, and a reference to the page number in the webinar handout.

Please consider this resource as a guide and adapt it as needed to the specific needs of your audience.

In order to prepare to facilitate a webinar discussion, we suggest the following steps:

- 1. Watch the On-Demand webinar.**

Watch the video for which you will be facilitating a discussion, and take notes on the handout regarding key concepts as well as responses from the audience attending the recorded session. Also, take note of strategies used by the facilitators to engage the audience.

- 2. Determine the communication platform you will use for your session.**

Determine the appropriate communication platform you will be using (e.g., conference call, Zoom, GoToWebinar, etc.). The platform you choose will have a big impact on the way you facilitate the session. For example, if you are using a platform with a video or screen share component, you could use the webinar handout as a visual aid during the session, which would enhance your ability to engage the audience. However, the more sophisticated the platform, the more you will need to prepare for the session to ensure you know how to operate it. If you are new to online meeting facilitation, consider watching the On-Demand webinar, *Running a Successful Virtual Meeting*, to learn tips and techniques that will help you facilitate more effectively.

- 3. Review the section in this guide associated with the webinar you will be facilitating.**

As you review the guide for your selected webinar, be sure to capture your thoughts associated with the three primary reflection questions so that you will be prepared to

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share your thoughts with the audience if there are long periods of silence. Also, feel free to adapt the design based on the unique needs of your audience, including the time allocation, key points you want to reinforce, and other comments you want to share with your audience (e.g., relevant announcements for your state association).

#### **4. Reflect on your facilitation experiences**

Online facilitation is an art and a science – it takes time to become masterful. We strongly suggest you reflect on the experience afterward on what worked, what didn't work, and what you might do differently next time. Consider asking participants for feedback on the session, and incorporate these suggestions into future sessions.

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# Webinar: Change Leadership

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## Introduction

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- ▲ Purpose: Learn the fundamentals of change leadership.
  - ▲ Summary of key points:
    - Successful leaders recognize how their change style can impact their approach to leading change.
    - Skilled change leaders draw upon a core set of change skills or competencies.
    - The Kotter model of change identifies eight core steps associated with successful change efforts.
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## Reflection Questions

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This webinar contains three key reflection questions as identified below. As part of your preparation to facilitate this webinar, we recommend you take some time and capture thoughts associated with each of these questions in advance of the session.

1. Where would you place yourself on the change style continuum? What are the implications of your change style on the way you lead/guide change in your organization?

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2. What change competency (creativity, empathy, flexibility, resiliency, strategic thinking, vision) would you most like to develop or enhance? What impact would it have on your ability to lead change?

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3. Reflect on a change project you are familiar with in your role. Which of the 8 steps in the Kotter change framework (increase urgency, build the guiding team, get the vision right, communicate for buy-in, empower action, create short-term wins, don't let up, make change stick) would have the greatest positive impact on your project?

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## Suggested Agenda and Facilitator Notes

This section contains a suggested design for facilitating a session for participants. In the “Facilitator Notes” section, we provide key points to make, questions to ask, and the actual page number from the webinar handout.

Duration (Minutes)	Facilitator Notes
5	<p data-bbox="394 690 829 722">Introduction (Handout Page 3)</p> <ul data-bbox="443 747 1341 982" style="list-style-type: none"> <li data-bbox="443 747 1341 825">• Welcome participants to the facilitated discussion on change leadership.</li> <li data-bbox="443 846 1341 924">• Introduce yourself, and allow the participants to introduce themselves (if time allows).</li> <li data-bbox="443 945 1341 982">• Summarize the webinar purpose and objectives.</li> </ul>
15	<p data-bbox="394 1060 951 1092">Change Styles Profile (Handout Page 7)</p> <ul data-bbox="443 1117 1463 1570" style="list-style-type: none"> <li data-bbox="443 1117 1463 1194">• Explain: The webinar introduces the change styles continuum, which represents a way to assess your typical reaction to change.</li> <li data-bbox="443 1215 1463 1335">• Ask: Where would you place yourself on the change style continuum? What are the implications of your change style on the way you lead/guide change in your organization?</li> <li data-bbox="443 1356 1463 1476">• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience and invite others to share; consider calling individuals by name to prompt their participation.</li> <li data-bbox="443 1497 1463 1570">• Acknowledge the participants’ ideas, and probe for more details if needed.</li> </ul>
15	<p data-bbox="394 1656 1130 1688">Change Leadership Competencies (Handout Page 9)</p> <ul data-bbox="443 1713 1455 1925" style="list-style-type: none"> <li data-bbox="443 1713 1455 1833">• Explain: The webinar identifies six competencies associated with change leadership (creativity, flexibility, resiliency, strategic thinking, empathy, and vision)</li> <li data-bbox="443 1854 1455 1925">• Ask: What change competency (creativity, empathy, flexibility, resiliency, strategic thinking, vision) would you most like to develop</li> </ul>

Duration (Minutes)	Facilitator Notes
	<p>or enhance? What impact would it have on your ability to lead change?</p> <ul style="list-style-type: none"> <li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience and invite others to share; consider calling individuals by name to prompt their participation.</li> <li>• Acknowledge the participants' ideas, and probe for more details if needed: <ul style="list-style-type: none"> <li>○ Can you say more about your experience?</li> <li>○ That sounds intriguing . . . can you expand on what you shared?</li> </ul> </li> </ul>
15	<p>Change Leadership Framework (Handout Page 11)</p> <ul style="list-style-type: none"> <li>• Explain: The webinar identifies an eight-stage model for leading change.</li> <li>• Ask: Reflect on a change project you are familiar with in your role. Which of the eight steps in the Kotter change framework (increase urgency, build the guiding team, get the vision right, communicate for buy-in, empower action, create short-term wins, don't let up, make change stick) would have the greatest positive impact on your project?</li> <li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience and invite others to share; consider calling individuals by name to prompt their participation.</li> <li>• Acknowledge and validate insights gained by participants; probe for more detail as needed: <ul style="list-style-type: none"> <li>○ Can you say more about your experience?</li> <li>○ That sounds intriguing . . . can you expand on what you shared?</li> </ul> </li> </ul>
10	<p>Key Points and Next Steps (Handout Pages 13–14)</p> <ul style="list-style-type: none"> <li>• Review the three key summary points for participants:</li> </ul>

Duration (Minutes)	Facilitator Notes
	<ul style="list-style-type: none"><li>○ Successful leaders recognize how their change style can impact their approach to leading change.</li><li>○ Skilled change leaders draw upon a core set of change skills or competencies.</li><li>○ The Kotter model of change identifies eight core steps associated with successful change efforts.</li><li>● Ask: What was your biggest discovery or key takeaway from this webinar?</li><li>● Acknowledge and validate participants' responses:<ul style="list-style-type: none"><li>○ What a great insight!</li><li>○ Can you say more about that?</li></ul></li><li>● Review: On page 14 in your handout, there is a list of three potential action steps you could take to enhance your knowledge and skill.</li><li>● Ask: In the next 3 weeks, what actions could you take to enhance your ability to lead change?</li><li>● Acknowledge and validate their contributions; probe one or two examples for more details (subject to time constraints); remind participants that they may want to read more about the subject, and refer them to the bibliography on page 15.</li><li>● Conclude the webinar.</li></ul>

# Webinar: Coaching

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## Introduction

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- ▲ Purpose: Learn the fundamentals of coaching others to improve performance
  - ▲ Summary of key points:
    - Coaching is not telling someone what to do; it is using a combination of listening and speaking behaviors for self-reflection and learning.
    - Coaching is more than just a good conversation; skilled coaches use a process to help their coaches take action.
    - Mentoring is an important approach that coaches can use to support the learning of their coachees.
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## Reflection Questions

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This webinar contains three key reflection questions as identified below. As part of your preparation to facilitate this webinar, we recommend that you take some time and capture thoughts associated with each of these questions in advance of the session.

1. How can someone enhance the relationship they have with their coachee so that the coaching is effective?

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2. Which of the coaching behaviors introduced would you most like to incorporate into future coaching interactions? What might be the impact on your coachee?

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3. Think of a recent situation where you were coaching someone. To what extent did the interaction demonstrate the coaching steps or behaviors? What could have been improved?

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## Suggested Agenda and Facilitator Notes

This section contains a suggested design for facilitating a session for participants. In the “Facilitator Notes” section, we provide key points to make, questions to ask, and the actual page number from the webinar handouts.

Duration (Minutes)	Facilitator Notes
5	<p data-bbox="391 688 829 730">Introduction (Handout Page 3)</p> <ul data-bbox="443 747 1373 940" style="list-style-type: none"> <li data-bbox="443 747 1373 789">• Welcome participants to the facilitated discussion on coaching.</li> <li data-bbox="443 806 1373 890">• Introduce yourself, and allow the participants to introduce themselves (if time allows).</li> <li data-bbox="443 907 1373 940">• Summarize the webinar purpose and objectives.</li> </ul>
15	<p data-bbox="391 1016 1159 1058">Coaching Relationship and Mindset (Handout Page 8)</p> <ul data-bbox="443 1075 1463 1528" style="list-style-type: none"> <li data-bbox="443 1075 1463 1201">• Explain: The webinar explores important mindsets or assumptions that a coach needs to adopt as well as the nature of the coaching relationship.</li> <li data-bbox="443 1218 1463 1302">• Ask: How can someone enhance the relationship they have with their coachee so that the coaching is effective?</li> <li data-bbox="443 1318 1463 1444">• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience and invite others to share; consider calling individuals by name to prompt their participation.</li> <li data-bbox="443 1461 1463 1528">• Acknowledge the participants’ ideas, and probe for more detail if needed.</li> </ul>
15	<p data-bbox="391 1612 1062 1654">Critical Coaching Behaviors (Handout Page 12)</p> <ul data-bbox="443 1671 1446 1883" style="list-style-type: none"> <li data-bbox="443 1671 1446 1755">• Explain: The webinar identifies essential coaching behaviors – both listening and speaking skills.</li> <li data-bbox="443 1772 1446 1883">• Ask: Which of the coaching behaviors introduced would you most like to incorporate into future coaching interactions? What might be the impact on your coachee of using these coaching behaviors?</li> </ul>

Duration (Minutes)	Facilitator Notes
15	Coaching Process (Handout Page 19)
10	Key Points and Next Steps (Handout Pages 23–24)

- Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience and invite others to share; consider calling individuals by name to prompt their participation.
- Acknowledge the participants' ideas and probe for more details if needed:
  - Can you say more about your experience?
  - That sounds intriguing . . . can you expand on what you shared?

- Explain: The webinar identifies a four-step process (contract the relationship, explore performance goals & outcomes, observe coachee & collect feedback, debrief performance) for coaching others on their performance.
- Ask: Think of a recent situation where you were coaching someone. To what extent did the interaction demonstrate the coaching steps or behaviors? What could have been improved?
- Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.
- Acknowledge and validate insights gained by participants; probe for more details as needed:
  - Can you say more about your experience?
  - That sounds intriguing . . . can you expand on what you shared?

- Review the three key summary points for participants:

Duration (Minutes)	Facilitator Notes
	<ul style="list-style-type: none"><li>○ Coaching is not telling someone what to do; it is using a combination of listening and speaking behaviors for self-reflection and learning.</li><li>○ Coaching is more than just a good conversation; skilled coaches use a process to help their coachees take action.</li><li>○ Mentoring is an important approach that coaches can use to support the learning of their coachees.</li><li>● Ask: What was your biggest discovery or key takeaway from this webinar?</li><li>● Acknowledge and validate participants' responses:<ul style="list-style-type: none"><li>○ What a great insight!</li><li>○ Can you say more about that?</li></ul></li><li>● Review: On page 24 in your handout, there is a list of three potential action steps you could take to enhance your knowledge and skills.</li><li>● Ask: In the next 3 weeks, what actions could you take to enhance your ability to coach others?</li><li>● Acknowledge and validate their contributions; probe one or two examples for more details (subject to time constraints); remind participants that they may want to read more about the subject, and refer them to the bibliography on Page 25.</li><li>● Conclude the webinar.</li></ul>

# Webinar: Conflict Management

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## Introduction

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- ▲ Purpose: Learn the fundamentals of managing conflict
  - ▲ Summary of key points:
    - Conflict is natural and plays an important role in human interaction.
    - Understanding the sources of conflict and inaccurate assumptions can help de-personalize the situation and make it easier to resolve.
    - There are three steps to responding to conflict: (1) neutralizing the emotions, (2) resolving the conflict, and (3) preventing future conflict.
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## Reflection Questions

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This webinar contains three key reflection questions as identified below. As part of your preparation to facilitate this webinar, we recommend that you take some time and capture thoughts associated with each of these questions in advance of the session.

1. Reflect on a past conflict situation in your professional life. What were the sources of conflict?

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2. Reflect on a recent conflict situation you have experienced. What are some of the inaccurate assumptions that you or your conflict partner may be making about each other?

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3. What strategies could you use to navigate a current conflict situation?

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## Suggested Agenda and Facilitator Notes

This section contains a suggested design for facilitating a session for participants. In the “Facilitator Notes” section, we provide key points to make, questions to ask, and the actual page number from the webinar handout.

Duration (Minutes)	Facilitator Notes
5	<p data-bbox="391 688 829 722">Introduction (Handout Page 3)</p> <ul data-bbox="443 747 1349 982" style="list-style-type: none"> <li data-bbox="443 747 1349 825">• Welcome participants to the facilitated discussion on conflict management.</li> <li data-bbox="443 846 1349 924">• Introduce yourself, and allow the participants to introduce themselves (if time allows).</li> <li data-bbox="443 945 1349 982">• Summarize the webinar purpose and objectives.</li> </ul>
15	<p data-bbox="391 1058 915 1092">Sources of Conflict (Handout Page 7)</p> <ul data-bbox="443 1117 1463 1528" style="list-style-type: none"> <li data-bbox="443 1117 1463 1194">• Explain: The webinar identifies three major sources of conflict – personal, interpersonal, and structural.</li> <li data-bbox="443 1215 1463 1293">• Ask: Reflect on a past conflict situation in your professional life. What were the sources of conflict?</li> <li data-bbox="443 1314 1463 1436">• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li data-bbox="443 1457 1463 1528">• Acknowledge the participants’ ideas, and probe for more details, if needed.</li> </ul>
15	<p data-bbox="391 1610 984 1644">Perception and Conflict (Handout Page 9)</p> <ul data-bbox="443 1669 1433 1883" style="list-style-type: none"> <li data-bbox="443 1669 1433 1747">• Explain: The webinar introduces the ladder of inference as a useful theory for explaining how we perceive conflict.</li> <li data-bbox="443 1768 1433 1883">• Ask: Reflect on a recent conflict situation you have experienced. What are some of the inaccurate assumptions that you or your conflict partner may be making about each other?</li> </ul>

Duration (Minutes)	Facilitator Notes
15	Responding to Conflict (Handout Page 11)
10	Key Points and Next Steps (Handout Pages 14–15)

Duration  
(Minutes)

Facilitator Notes

- Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.
- Acknowledge the participants' ideas, and probe for more details, if needed:
  - Can you say more about your experience?
  - That sounds intriguing . . . can you expand on what you shared?

**15** Responding to Conflict (Handout Page 11)

- Explain: The webinar identifies a three-step process for responding to conflict – neutralize the emotions, resolve the conflict, and prevent future conflict.
- Ask: What strategies could you use to navigate a current conflict situation?
- Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.
- Acknowledge and validate insights gained by participants; probe for more details as needed:
  - Can you say more about your experience?
  - That sounds intriguing . . . can you expand on what you shared?

**10** Key Points and Next Steps (Handout Pages 14–15)

- Review the three key summary points:
  - Conflict is natural and plays an important role in human interaction.
  - Understanding the sources of conflict and inaccurate assumptions can help de-personalize the situation and make it easier to resolve.

Duration (Minutes)	Facilitator Notes
	<ul style="list-style-type: none"><li>○ There are three steps to responding to conflict: (1) neutralizing the emotions, (2) resolving the conflict, and (3) preventing future conflict.</li><li>● Ask: What was your biggest discovery or key takeaway from this webinar?</li><li>● Acknowledge and validate participants' responses:<ul style="list-style-type: none"><li>○ What a great insight!</li><li>○ Can you say more about that?</li></ul></li><li>● Review: On page 15 in your handout, there is a list of three potential action steps you could take to enhance your knowledge and skills.</li><li>● Ask: In the next 3 weeks, what actions could you take to enhance your ability to manage conflict?</li><li>● Acknowledge and validate their contributions; probe one or two examples for more details (subject to time constraints); remind participants that they may want to read more about the subject, and refer them to the bibliography on Page 16.</li><li>● Conclude the webinar.</li></ul>

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# Webinar: Emotional Intelligence

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## Introduction

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- ▲ Purpose: Learn the fundamentals of emotional intelligence
  - ▲ Summary of key points:
    - Studies show that emotional intelligence is up to four times more important for professional success than IQ.
    - Awareness of our emotions and those of others is critical for leadership success.
    - Developing emotional intelligence involves experimenting with new behavior and reflecting on the changes.
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## Reflection Questions

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This webinar contains three key reflection questions as identified below. As part of your preparation to facilitate this webinar, we recommend that you take some time and capture thoughts associated with each of these questions in advance of the session.

1. Think of a leader who you feel was highly emotionally intelligent. What behaviors did they exhibit that made you feel that they were displaying emotional intelligence?

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2. Which EQ-i subscales (behaviors; e.g., problem solving, assertiveness, empathy, etc.) are in your comfort zone, and which ones are challenging for you?

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3. How will you develop those emotional intelligence attributes that you find challenging?

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## Suggested Agenda and Facilitator Notes

This section contains a suggested design for facilitating a session for participants. In the “Facilitator Notes” section, we provide key points to make, questions to ask, and the actual page number from the webinar handout.

Duration (Minutes)	Facilitator Notes
5	<p data-bbox="391 688 829 722">Introduction (Handout Page 3)</p> <ul data-bbox="443 747 1386 982" style="list-style-type: none"> <li data-bbox="443 747 1386 825">• Welcome participants to the facilitated discussion on emotional intelligence.</li> <li data-bbox="443 846 1386 924">• Introduce yourself, and allow the participants to introduce themselves (if time allows).</li> <li data-bbox="443 945 1386 982">• Summarize the webinar purpose and objectives.</li> </ul>
15	<p data-bbox="391 1058 967 1092">Overview and History (Handout Page 7)</p> <ul data-bbox="443 1117 1463 1570" style="list-style-type: none"> <li data-bbox="443 1117 1463 1194">• Explain: The webinar reviews the history of research on emotional intelligence and distinguishes what emotional intelligence is not.</li> <li data-bbox="443 1215 1463 1335">• Ask: Think of a leader who you feel was highly emotionally intelligent. What behaviors did they exhibit that made you feel that they were displaying emotional intelligence?</li> <li data-bbox="443 1356 1463 1476">• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li data-bbox="443 1497 1463 1570">• Acknowledge the participants’ ideas, and probe for more details, if needed.</li> </ul>
15	<p data-bbox="391 1656 1101 1690">EQi Composites and Subscales (Handout Page 10)</p> <ul data-bbox="443 1715 1409 1793" style="list-style-type: none"> <li data-bbox="443 1715 1409 1793">• Explain: The webinar identifies a model of emotional intelligence that breaks it down into five major composites and 15 subscales.</li> </ul> <p data-bbox="488 1814 1349 1883"><b>Five Composites</b> – Stress Management, Self-Perception, Self-Expression, Interpersonal, and Decision Making</p>

Duration (Minutes)	Facilitator Notes
	<p><b>15 Subscales</b> – Flexibility, Stress Tolerance, Optimism, Self-Regard, Self-Actualization, Emotional Self-Awareness, Emotional Expression, Assertiveness, Independence, Interpersonal Relationships, Empathy, Social Responsibility, Problem Solving, Reality Testing, and Impulse Control</p> <ul style="list-style-type: none"> <li>• Ask: Which EQi subscales are in your comfort zone, and which ones are challenging for you?</li> <li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li>• Acknowledge the participants' ideas, and probe for more details if needed: <ul style="list-style-type: none"> <li>○ Can you say more about your experience?</li> <li>○ What makes that subscale or component challenging?</li> <li>○ That sounds intriguing . . . can you expand on what you shared?</li> </ul> </li> </ul>
15	<p>Developing Emotional Intelligence (Handout Page 17)</p> <ul style="list-style-type: none"> <li>• Explain: The webinar explores the steps to developing emotional intelligence, actions and activities you can use to develop your emotional intelligence, and a framework for a development plan.</li> <li>• Ask: How will you develop those emotional intelligence attributes that you find challenging?</li> <li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li>• Acknowledge and validate insights gained by participants; probe for more details, as needed: <ul style="list-style-type: none"> <li>○ Can you say more about your experience?</li> </ul> </li> </ul>

Duration (Minutes)	Facilitator Notes
10	<p data-bbox="391 527 1101 558">Key Points and Next Steps (Handout Pages 22–23)</p> <ul style="list-style-type: none"><li data-bbox="444 583 1458 915">• Review the three key summary points:<ul style="list-style-type: none"><li data-bbox="537 638 1458 716">○ Studies show that emotional intelligence is up to four times more important for professional success than IQ.</li><li data-bbox="537 737 1458 814">○ Awareness of our emotions and those of others is critical for leadership success.</li><li data-bbox="537 835 1458 915">○ Developing emotional intelligence involves experimenting with new behavior and reflecting on the changes.</li></ul></li><li data-bbox="444 936 1458 1014">• Ask: What was your biggest discovery or key takeaway from this webinar?</li><li data-bbox="444 1035 1458 1184">• Acknowledge and validate participants' responses:<ul style="list-style-type: none"><li data-bbox="537 1092 878 1123">○ What a great insight!</li><li data-bbox="537 1144 1008 1184">○ Can you say more about that?</li></ul></li><li data-bbox="444 1205 1458 1325">• Review: On page 23 in your handout, there is a list of three potential action steps that you could take to enhance your knowledge and skills.</li><li data-bbox="444 1346 1458 1423">• Ask: In the next 3 weeks, what actions could you take to enhance your ability to demonstrate emotional intelligence?</li><li data-bbox="444 1444 1458 1614">• Acknowledge and validate their contributions; probe one or two examples for more details (subject to time constraints); remind participants they may want to read more about the subject, and refer them to the bibliography on Page 24.</li><li data-bbox="444 1635 808 1661">• Conclude the webinar.</li></ul>

# Webinar: Generative Thinking

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## Introduction

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- ▲ Purpose: Learn the fundamentals of generative thinking
  - ▲ Summary of key points:
    - Generative thinking is a critical leadership skill.
    - There are five criteria for what constitutes generative thinking.
    - Generative thinking happens in two stages: (1) identify the issues and (2) explore the issues in depth.
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## Reflection Questions

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This webinar contains three key reflection questions as identified below. As part of your preparation to facilitate this webinar, we recommend that you take some time and capture thoughts associated with each of these questions in advance of the session.

1. Reflect on your own experience of these three modes of governance—fiduciary, strategic, and generative—for an organization where you play a leadership role. How can you and your colleagues allocate your time to all three modes of governance?
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2. Reflect on one of the issues that you identified in the initial reflection about issues in your organization that could be best addressed using a generative approach. To what extent does the example embody the five criteria (ambiguity, saliency, stakes, strife, and irreversibility)?

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3. What strategies will you use to conduct a generative thinking (generative discussion) session with your organization?

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## Suggested Agenda and Facilitator Notes

This section contains a suggested design for facilitating a session for participants. In the “Facilitator Notes” section, we provide key points to make, questions to ask, and the actual page number from the webinar handout.

Duration (Minutes)	Facilitator Notes
5	<p data-bbox="391 688 829 722">Introduction (Handout Page 3)</p> <ul data-bbox="443 747 1390 982" style="list-style-type: none"> <li data-bbox="443 747 1390 827">• Welcome participants to the facilitated discussion on generative thinking.</li> <li data-bbox="443 848 1390 928">• Introduce yourself, and allow the participants to introduce themselves (if time allows).</li> <li data-bbox="443 949 1390 982">• Summarize the webinar purpose and objectives.</li> </ul>
15	<p data-bbox="391 1058 959 1092">Modes of Governance (Handout Page 7)</p> <ul data-bbox="443 1117 1461 1617" style="list-style-type: none"> <li data-bbox="443 1117 1461 1197">• Explain: The webinar explores the three modes of governance: fiduciary, strategic, and generative.</li> <li data-bbox="443 1218 1461 1381">• Ask: Reflect on your own experience of these three modes of governance (fiduciary, strategic, and generative) for an organization where you play a leadership role. How can you and your colleagues allocate your time to all three modes of governance?</li> <li data-bbox="443 1402 1461 1524">• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li data-bbox="443 1545 1461 1617">• Acknowledge the participants’ ideas, and probe for more details, if needed.</li> </ul>
15	<p data-bbox="391 1696 1073 1730">Generative Thinking Criteria (Handout Page 10)</p> <ul data-bbox="443 1755 1409 1871" style="list-style-type: none"> <li data-bbox="443 1755 1409 1871">• Explain: The webinar identifies five criteria to use in determining whether an issue is generative: ambiguity, saliency, stakes, strife, and irreversibility.</li> </ul>

Duration (Minutes)	Facilitator Notes
15	<p>Applying Generative Thinking (Handout Page 12)</p> <ul style="list-style-type: none"> <li>• Explain: The webinar identifies a four-step process for implementing a generative thinking effort in an organization: (1) educate stakeholders, (2) identify generative topics, (3) frame and explore issues, and (4) reflect.</li> <li>• Ask: What strategies will you use to conduct a generative thinking (generative discussion) session with your organization?</li> <li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li>• Acknowledge and validate insights gained by participants; probe for more details, as needed: <ul style="list-style-type: none"> <li>○ Can you say more about your experience?</li> <li>○ That sounds intriguing . . . can you expand on what you shared?</li> </ul> </li> </ul>
10	<p>Key Points and Next Steps (Handout Pages 18–19)</p>

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Duration (Minutes)	Facilitator Notes
	<ul style="list-style-type: none"><li>• Review the three key summary points for participants:<ul style="list-style-type: none"><li>○ Generative thinking is a critical leadership skill.</li><li>○ There are five criteria for what constitutes generative thinking.</li><li>○ Generative thinking happens in two stages: (1) identify the issues and (2) explore the issues in depth.</li></ul></li><li>• Ask: What was your biggest discovery or key takeaway from this webinar?</li><li>• Acknowledge and validate participants' responses:<ul style="list-style-type: none"><li>○ What a great insight!</li><li>○ Can you say more about that?</li></ul></li><li>• Review: On page 19 in your handout, there is a list of three potential action steps you could take to enhance your knowledge and skills.</li><li>• Ask: In the next 3 weeks, what actions could you take to enhance your ability to implement generative thinking?</li><li>• Acknowledge and validate their contributions; probe one or two examples for more details (subject to time constraints); remind participants they may want to read more about the subject, and refer them to the bibliography on Page 20.</li><li>• Conclude the webinar.</li></ul>

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# Webinar: Influencing Others

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## Introduction

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- ▲ Purpose: Learn the fundamentals of influencing
  - ▲ Summary of key points:
    - Power can be either formal or informal; effective influencers rely on their informal or personal sources of power to achieve results.
    - There are three key steps to influencing: (1) understand your influence target, (2) determine your success outcomes, and (3) prepare your approach.
    - Leadership behaviors include both advocacy and inquiry; skilled influencers use a balance of both.
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## Reflection Questions

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This webinar contains three key reflection questions as identified below. As part of your preparation to facilitate this webinar, we recommend that you take some time and capture thoughts associated with each of these questions in advance of the session.

1. What are your primary sources of personal power? How could you increase your personal power?

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2. Reflect on a past attempt to influence another person. How well did you understand your influence target or clarify your success outcomes in advance? What would you do differently if you tried it again?

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3. Think about an upcoming influence opportunity. Which influence behaviors will you use?

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## Suggested Agenda and Facilitator Notes

This section contains a suggested design for facilitating a session for participants. In the “Facilitator Notes” section, we provide key points to make, questions to ask, and the actual page number from the webinar handout.

Duration (Minutes)	Facilitator Notes
5	<p data-bbox="391 688 829 722">Introduction (Handout Page 3)</p> <ul data-bbox="443 747 1403 982" style="list-style-type: none"> <li data-bbox="443 747 1403 821">• Welcome participants to the facilitated discussion on influencing others.</li> <li data-bbox="443 846 1403 919">• Introduce yourself, and allow the participants to introduce themselves (if time allows).</li> <li data-bbox="443 945 1403 982">• Summarize the webinar purpose and objectives,</li> </ul>
15	<p data-bbox="391 1058 894 1092">Sources of Power (Handout Page 7)</p> <ul data-bbox="443 1117 1463 1528" style="list-style-type: none"> <li data-bbox="443 1117 1463 1190">• Explain: The webinar identifies two sources of power—formal and informal.</li> <li data-bbox="443 1215 1463 1289">• Ask: What are your primary sources of personal power? How could you increase your personal power?</li> <li data-bbox="443 1314 1463 1434">• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li data-bbox="443 1459 1463 1528">• Acknowledge the participants’ ideas, and probe for more details, if needed.</li> </ul>
15	<p data-bbox="391 1612 1036 1646">Steps to Influencing Others (Handout Page 9)</p> <ul data-bbox="443 1671 1463 1787" style="list-style-type: none"> <li data-bbox="443 1671 1463 1787">• Explain: The webinar identifies a three-step model to getting ready to influence: (1) understand your influence target, (2) determine your success outcomes, and (3) prepare your approach.</li> </ul>

Duration (Minutes)	Facilitator Notes
15	Influence Behaviors (Handout Page 11) <ul style="list-style-type: none"> <li>• Explain: The webinar identifies two primary types of influence behavior—advocacy and inquiry. <i>Advocating behavior</i> includes requesting, providing evidence, visioning, and empathizing. <i>Inquiry</i> includes questioning, active listening, and focusing.</li> <li>• Ask: Think about an upcoming influence opportunity. Which influence behaviors will you use?</li> <li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li>• Acknowledge and validate insights gained by participants; probe for more details, as needed:               <ul style="list-style-type: none"> <li>○ Can you say more about your experience?</li> <li>○ That sounds intriguing . . . can you expand on what you shared?</li> </ul> </li> </ul>
10	Key Points and Next Steps (Handout Pages 15–16)

Duration (Minutes)	Facilitator Notes
	<ul style="list-style-type: none"><li>• Review the three key summary points:<ul style="list-style-type: none"><li>○ Power can be either formal or informal; effective influencers rely on their informal or personal sources of power to achieve results.</li><li>○ There are three key steps to influencing: (1) understand your influence target, (2) determine your success outcomes, and (3) prepare your approach.</li><li>○ Leadership behaviors include both advocacy and inquiry; skilled influencers use a balance of both.</li></ul></li><li>• Ask: What was your biggest discovery or key takeaway from this webinar?</li><li>• Acknowledge and validate participants responses:<ul style="list-style-type: none"><li>○ What a great insight!</li><li>○ Can you say more about that?</li></ul></li><li>• Review: On page 16 in your handout, there is a list of three potential action steps you could take to enhance your knowledge and skills.</li><li>• Ask: In the next 3 weeks, what actions could you take to enhance your ability to influence others?</li><li>• Acknowledge and validate their contributions; probe one or two examples for more detail (subject to time constraints); remind participants that they may want to read more about the subject, and refer them to the bibliography on Page 17.</li><li>• Conclude the webinar.</li></ul>

# Webinar: Introduction to Leadership

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## Introduction

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- ▲ Purpose: Learn the fundamentals of leadership
  - ▲ Summary of key points:
    - Leadership is not a title or position.
    - Leadership and management are not the same; they are complimentary skill sets.
    - Leadership development is a process of moving from being unaware of what you don't know (*unconscious incompetence*) to being unaware of what you do know (*unconscious competence*).
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## Reflection Questions

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This webinar contains three key reflection questions as identified below. As part of your preparation to facilitate this webinar, we recommend that you take some time and capture thoughts associated with each of these questions in advance of the session.

1. Think of a person who you believe is a great leader. What do you observe in their behavior that leads you to conclude they are effective?

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2. Let's reword this question differently from the webinar. Let's discuss this question: What is the difference between *management* and *leadership*? (This question replaces the webinar question.) Why does management have a negative connotation for some people as opposed to the positive view people believe about leadership?

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3. Review the list of Communication Sciences and Disorders leadership competencies below. Conduct a self-assessment, and identify your skill level and potential developmental focus. What are two of the modules you would like to focus on and why?

List of CSD leadership competencies—change leadership, coaching, conflict management, emotional intelligence, generative thinking, influence, leadership styles, strategic thinking, team leadership, virtual meeting management, other:

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## Suggested Agenda and Facilitator Notes

This section contains a suggested design for facilitating a session for participants. In the “Facilitator Notes” section, we provide key points to make, questions to ask, and the actual page number from the webinar handout.

Duration (Minutes)	Facilitator Notes
5	<p data-bbox="391 688 829 730">Introduction (Handout Page 3)</p> <ul data-bbox="443 747 1398 940" style="list-style-type: none"> <li data-bbox="443 747 1398 789">• Welcome participants to the facilitated discussion on leadership.</li> <li data-bbox="443 806 1398 884">• Introduce yourself, and allow the participants to introduce themselves (if time allows).</li> <li data-bbox="443 900 1398 940">• Summarize the webinar purpose and objectives.</li> </ul>
15	<p data-bbox="391 1016 967 1058">Overview and History (Handout Page 8)</p> <ul data-bbox="443 1075 1463 1486" style="list-style-type: none"> <li data-bbox="443 1075 1377 1117">• Explain: The webinar traces the evolution of leadership theory.</li> <li data-bbox="443 1134 1419 1251">• Ask: Think of a person who you believe is a great leader. What do you observe in their behavior that leads you to conclude they are effective?</li> <li data-bbox="443 1268 1463 1386">• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li data-bbox="443 1402 1435 1486">• Acknowledge the participants’ ideas, and probe for more details, if needed.</li> </ul>
15	<p data-bbox="391 1570 1081 1612">Leadership and Management (Handout Page 11)</p> <ul data-bbox="443 1629 1333 1707" style="list-style-type: none"> <li data-bbox="443 1629 1333 1707">• Explain: The webinar distinguishes between leadership and management attributes.</li> </ul> <p data-bbox="391 1724 1463 1850">Ask: Let’s reword this question differently from the webinar. Let’s discuss this question: What is the difference between <i>management</i> and <i>leadership</i>? (This question replaces the webinar question.) Why does <i>management</i> have a</p>

Duration (Minutes)	Facilitator Notes
	<p>negative connotation for some people as opposed to the positive view people believe about <i>leadership</i>?</p> <ul style="list-style-type: none"> <li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li>• Acknowledge the participants' ideas, and probe for more details, if needed: <ul style="list-style-type: none"> <li>○ Can you say more about your experience?</li> <li>○ That sounds intriguing . . . can you expand on what you shared?</li> </ul> </li> </ul>
15	<p>Developing Your Leadership Abilities (Handout Page 14)</p> <ul style="list-style-type: none"> <li>• Explain: The webinar identifies a framework for developing your leadership skills and knowledge.</li> <li>• Ask: Review the list of CSD leadership competencies below. Conduct a self-assessment, and identify your skill level and potential developmental focus. What are two of the modules you would like to focus on, and why?</li> <li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li>• Acknowledge and validate insights gained by participants; probe for more details, as needed: <ul style="list-style-type: none"> <li>○ Can you say more about your experience?</li> <li>○ That sounds intriguing . . . can you expand on what you shared?</li> </ul> </li> </ul>
10	<p>Key Points and Next Steps (Handout Pages 17–18)</p> <ul style="list-style-type: none"> <li>• Review the three key summary points for participants: <ul style="list-style-type: none"> <li>○ Leadership is not a title or position.</li> </ul> </li> </ul>

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Duration (Minutes)	Facilitator Notes
	<ul style="list-style-type: none"><li>○ <i>Leadership</i> and <i>management</i> are not the same; they are complimentary skill sets.</li><li>○ Leadership development is a process of moving from being unaware of what you don't know (<i>unconscious incompetence</i>) to being unaware of what you do know (<i>unconscious competence</i>).</li><li>● Ask: What was your biggest discovery or key takeaway from this webinar?</li><li>● Acknowledge and validate participants' responses:<ul style="list-style-type: none"><li>○ What a great insight!</li><li>○ Can you say more about that?</li></ul></li><li>● Review: On page 18 in your handout, there is a list of three potential action steps you could take to enhance your knowledge and skills.</li><li>● Ask: In the next 3 weeks, what actions could you take to enhance your ability to lead?</li><li>● Acknowledge and validate their contributions; probe one or two examples for more details (subject to time constraints); remind participants that they may want to read more about the subject, and refer them to the bibliography on Page 19.</li><li>● Conclude the webinar.</li></ul>

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# Webinar: Leadership Styles

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## Introduction

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- ▲ Purpose: Learn about different leadership styles that can be used to direct the work of others
  - ▲ Summary of key points:
    - Every leadership style has situations where it is appropriate to use and times when using it will be less effective than using another style.
    - Highly effective leaders learn how to read a situation and then adapt their style to be successful.
    - Leaders need to know the capabilities of their followers to use the most effective style.
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## Reflection Questions

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This webinar contains three key reflection questions as identified below. As part of your preparation to facilitate this webinar, we recommend that you take some time and capture thoughts associated with each of these questions in advance of the session.

1. Which style(s) seem most natural to you? Which style(s) do you most need to develop?

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2. Reflect on a leader who you admire. What style(s) did they use, and what impact did those styles have on you?

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3. Reflect on a situation where a manager used a leadership style that was not effective with you. What was the impact? What would have been a better style to use with you?

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## Suggested Agenda and Facilitator Notes

This section contains a suggested design for facilitating a session for participants. In the “Facilitator Notes” section, we provide key points to make, questions to ask, and the actual page number from the webinar handout.

Duration (Minutes)	Facilitator Notes
5	<p data-bbox="391 688 829 722">Introduction (Handout Page 3)</p> <ul data-bbox="443 747 1390 982" style="list-style-type: none"> <li data-bbox="443 747 1390 825">• Welcome participants to the facilitated discussion on leadership styles.</li> <li data-bbox="443 846 1390 924">• Introduce yourself, and allow the participants to introduce themselves (if time allows).</li> <li data-bbox="443 945 1390 982">• Summarize the webinar purpose and objectives.</li> </ul>
15	<p data-bbox="391 1058 899 1092">Leadership Styles (Handout Page 7)</p> <ul data-bbox="443 1117 1463 1570" style="list-style-type: none"> <li data-bbox="443 1117 1463 1234">• Explain: The webinar introduces seven different leadership styles: laissez-faire, directive, visionary, affiliative, participative, pacesetting, and coaching.</li> <li data-bbox="443 1255 1463 1333">• Ask: Which style(s) seem most natural to you? Which style(s) do you most need to develop?</li> <li data-bbox="443 1354 1463 1472">• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li data-bbox="443 1493 1463 1570">• Acknowledge the participants’ ideas, and probe for more details, if needed.</li> </ul>
15	<p data-bbox="391 1654 959 1688">Leadership Behavior (Handout Page 11)</p> <ul data-bbox="443 1713 1455 1883" style="list-style-type: none"> <li data-bbox="443 1713 1455 1791">• Explain: The webinar identifies specific behavior associated with each of the seven leadership styles.</li> <li data-bbox="443 1812 1455 1883">• Ask: Reflect on a leader who you admire. What style(s) did they use, and what impact did those styles have on you?</li> </ul>

Duration (Minutes)	Facilitator Notes
15	Adapting Your Leadership Style (Handout Page 13) <ul style="list-style-type: none"><li>• Explain: The webinar identifies a three-step model for adapting your leadership style: (1) assess the task, (2) assess the person, and (3) choose your style.</li><li>• Ask: Reflect on a situation where a manager used a leadership style that was not effective with you. What was the impact? What would have been a better style to use with you?</li><li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li><li>• Acknowledge and validate insights gained by participants; probe for more details, as needed:<ul style="list-style-type: none"><li>○ Can you say more about your experience?</li><li>○ That sounds intriguing . . . can you expand on what you shared?</li></ul></li></ul>
10	Key Points and Next Steps (Handout Pages 16–17) <ul style="list-style-type: none"><li>• Review the three key summary points for participants:<ul style="list-style-type: none"><li>○ Every leadership style has situations where it is appropriate to use and times when using it will be less effective than using another style.</li></ul></li></ul>

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Duration (Minutes)	Facilitator Notes
	<ul style="list-style-type: none"><li>○ Highly effective leaders learn how to read a situation and then adapt their style to be successful.</li><li>○ Leaders need to know the capabilities of their followers to use the most effective style.</li><li>● Ask: What was your biggest discovery or key takeaway from this webinar?</li><li>● Acknowledge and validate participants responses:<ul style="list-style-type: none"><li>○ What a great insight!</li><li>○ Can you say more about that?</li></ul></li><li>● Review: On page 17 in your handout, there is a list of three potential action steps you could take to enhance your knowledge and skills.</li><li>● Ask: In the next 3 weeks, what actions could you take to enhance your ability to demonstrate different leadership styles?</li><li>● Acknowledge and validate their contributions; probe one or two examples for more detail (subject to time constraints); remind participants that they may want to read more about the subject, and refer them to the bibliography on Page 18.</li><li>● Conclude the webinar.</li></ul>

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# Webinar: Strategic Thinking

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## Introduction

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- ▲ Purpose: Learn the fundamentals of strategic thinking
  - ▲ Summary of key points:
    - *Strategic thinking* is composed of three types of thinking: critical, creative, and systems oriented.
    - Strategic thinking can lead to new career opportunities by identifying critical challenges faced by your organization for which you have skills and interests to solve.
    - The SWOT analysis tool can be applied to individuals and organizations.
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## Reflection Questions

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This webinar contains three key reflection questions, as identified below. As part of your preparation to facilitate this webinar, we recommend that you take some time and capture thoughts associated with each of these questions in advance of the session.

1. What are some examples of issues you face in your professional or volunteer roles where the “5 *why's*” activity could help you think critically?

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2. Refer back to the big challenges or problems that you identified in the first reflection activity. What unique talents or skills do you have that could resolve these issues?

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3. Perform a SWOT analysis on your own career. What did you discover? What actions do you need to take to address your opportunities or threats?

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## Suggested Agenda and Facilitator Notes

This section contains a suggested design for facilitating a session for participants. In the “Facilitator Notes” section, we provide key points to make, questions to ask, and the actual page number from the webinar handout.

Duration (Minutes)	Facilitator Notes
5	<p data-bbox="391 688 829 722">Introduction (Handout Page 3)</p> <ul data-bbox="443 747 1365 982" style="list-style-type: none"> <li data-bbox="443 747 1365 827">• Welcome participants to the facilitated discussion on strategic thinking.</li> <li data-bbox="443 846 1365 926">• Introduce yourself, and allow the participants to introduce themselves (if time allows).</li> <li data-bbox="443 945 1365 982">• Summarize the webinar purpose and objectives.</li> </ul>
15	<p data-bbox="391 1058 1159 1092">Types of Thinking/Critical Thinking (Handout Page 7)</p> <ul data-bbox="443 1117 1463 1619" style="list-style-type: none"> <li data-bbox="443 1117 1463 1241">• Explain: The webinar introduces different types of thinking associated with strategic thinking and specific practices that embody critical thinking.</li> <li data-bbox="443 1260 1463 1383">• Ask: What are some examples of issues you face in your professional or volunteer roles where the “5 <i>why's</i>” activity could help you think critically?</li> <li data-bbox="443 1402 1463 1526">• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li data-bbox="443 1545 1463 1619">• Acknowledge the participants’ ideas, and probe for more details, if needed</li> </ul>
15	<p data-bbox="391 1696 997 1730">Strategic Opportunities (Handout Page 10)</p> <ul data-bbox="443 1755 1382 1829" style="list-style-type: none"> <li data-bbox="443 1755 1382 1829">• Explain: The webinar defines <i>strategic opportunities</i> and ways to identify them.</li> </ul>

Duration (Minutes)	Facilitator Notes
15	SWOT Analysis (Handout Page 13)
10	Key Points and Next Steps (Handout Pages 16–17)

Duration  
(Minutes)

Facilitator Notes

- Ask: Refer back to the big challenges or problems you identified in the first reflection activity. What unique talents or skills do you have that could resolve these issues?
- Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.
- Acknowledge the participants' ideas, and probe for more details, if needed:
  - Can you say more about your experience?
  - That sounds intriguing . . . can you expand on what you shared?

**15** SWOT Analysis (Handout Page 13)

- Explain: The webinar identifies the SWOT analysis template consisting of strengths, weaknesses, opportunities, and threats.
- Ask: Perform a SWOT analysis on your own career. What did you discover? What actions do you need to take to address your opportunities or threats?
- Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.
- Acknowledge and validate insights gained by participants; probe for more details, as needed:
  - Can you say more about your experience?
  - That sounds intriguing . . . can you expand on what you shared?

**10** Key Points and Next Steps (Handout Pages 16–17)

- Review the three key summary points for participants:
  - Strategic thinking is composed of three types of thinking: critical, creative, and systems oriented.

Duration (Minutes)	Facilitator Notes
	<ul style="list-style-type: none"><li>○ Strategic thinking can lead to new career opportunities by identifying critical challenges faced by your organization for which you have skills and interests to solve.</li><li>○ The SWOT analysis tool can be applied to both individuals and organizations.</li><li>● Ask: What was your biggest discovery or key takeaway from this webinar?</li><li>● Acknowledge and validate participants' responses:<ul style="list-style-type: none"><li>○ What a great insight!</li><li>○ Can you say more about that?</li></ul></li><li>● Review: On page 17 in your handout, there is a list of three potential action steps that you could take to enhance your knowledge and skills.</li><li>● Ask: In the next 3 weeks, what actions could you take to enhance your ability to think strategically?</li><li>● Acknowledge and validate their contributions; probe one or two examples for more detail (subject to time constraints); remind participants that they may want to read more about the subject, and refer them to the bibliography on Page 18.</li><li>● Conclude the webinar.</li></ul>

# Webinar: Teams

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## Introduction

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- ▲ Purpose: Learn the fundamentals of building and maintaining high-performing teams
  - ▲ Summary of key points:
    - *Teams* differ from *work groups*.
    - Teams develop in predictable stages.
    - Team leaders need to adjust their behavior as the team evolves.
    - Teams can improve their functioning by ensuring the presence of critical components.
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## Reflection Questions

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This webinar contains three key reflection questions as identified below. As part of your preparation to facilitate this webinar, we recommend that you take some time and capture thoughts associated with each of these questions in advance of the session.

1. Think of a team you are currently leading or serving on as a member. What stage of team development is the team in now? What observations do you base this on?

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2. Reflect on a team you are currently a member of. How effective is the team leader in helping sustain performance of the team? If you were leading the team, what actions would you take to regain or sustain high performance?

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3. Think of a team you are currently leading or serving on as a member. Which of the team components (i.e., purpose and goals, roles, processes, relationships, interactions with other teams, resources, and leadership) need work? Which ones are working well?

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## Suggested Agenda and Facilitator Notes

This section contains a suggested design for facilitating a session for participants. In the “Facilitator Notes” section, we provide key points to make, questions to ask, and the actual page number from the webinar handout.

Duration (Minutes)	Facilitator Notes
5	<p data-bbox="391 688 829 730">Introduction (Handout Page 3)</p> <ul data-bbox="443 747 1463 940" style="list-style-type: none"> <li data-bbox="443 747 1463 789">• Welcome participants to the facilitated discussion on effective teams.</li> <li data-bbox="443 806 1463 884">• Introduce yourself, and allow the participants to introduce themselves (if time allows).</li> <li data-bbox="443 900 1463 940">• Summarize the webinar purpose and objectives.</li> </ul>
15	<p data-bbox="391 1016 1062 1058">Stages of Team Development (Handout Page 8)</p> <ul data-bbox="443 1075 1463 1577" style="list-style-type: none"> <li data-bbox="443 1075 1463 1194">• Explain: The webinar introduces the five stages of team development: Forming, storming, norming, performing, and mourning.</li> <li data-bbox="443 1211 1463 1331">• Ask: Think of a team that you are currently leading or serving on as a member. What stage of team development is the team in now? What observations do you base this on?</li> <li data-bbox="443 1348 1463 1476">• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li data-bbox="443 1493 1463 1577">• Acknowledge the participants' ideas, and probe for more details, if needed.</li> </ul>
15	<p data-bbox="391 1652 1013 1694">Role of the Team Leader (Handout Page 12)</p> <ul data-bbox="443 1711 1463 1883" style="list-style-type: none"> <li data-bbox="443 1711 1463 1789">• Explain: The webinar explains the importance of the team leader and their influence on the functioning of the team.</li> <li data-bbox="443 1806 1463 1883">• Ask: Reflect on a team that you are currently a member of. How effective is the team leader in helping sustain performance of the</li> </ul>

Duration (Minutes)	Facilitator Notes
	<p>team? If you were leading the team, what actions would you take to regain or sustain high performance?</p> <ul style="list-style-type: none"> <li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li>• Acknowledge the participants' ideas, and probe for more details, if needed: <ul style="list-style-type: none"> <li>○ Can you say more about your experience?</li> <li>○ That sounds intriguing . . . can you expand on what you shared?</li> </ul> </li> </ul>
15	<p>Components of Effective Teams (Handout Page 15)</p> <ul style="list-style-type: none"> <li>• Explain: The webinar identifies seven essential components of effective teams.</li> <li>• Ask: Think of a team that you are currently leading or serving on as a member. Which of the team components (i.e., purpose and goals, roles, processes, relationships, interactions with other teams, resources, and leadership) need work? Which ones are working well?</li> <li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li>• Acknowledge and validate insights gained by participants; probe for more details, as needed: <ul style="list-style-type: none"> <li>○ Can you say more about your experience?</li> <li>○ That sounds intriguing . . . can you expand on what you shared?</li> </ul> </li> </ul>
10	<p>Key Points and Next Steps (Handout Pages 17-18)</p> <ul style="list-style-type: none"> <li>• Review the three key summary points for participants: <ul style="list-style-type: none"> <li>○ <i>Teams</i> differ from <i>work groups</i>.</li> </ul> </li> </ul>

Duration (Minutes)	Facilitator Notes
	<ul style="list-style-type: none"><li>○ Teams develop in predictable stages.</li><li>○ Team leaders need to adjust their behavior as the team evolves.</li><li>○ Teams can improve their functioning by ensuring the presence of critical components.</li><li>● Ask: What was your biggest discovery or key takeaway from this webinar?</li><li>● Acknowledge and validate participants' responses:<ul style="list-style-type: none"><li>○ What a great insight!</li><li>○ Can you say more about that?</li></ul></li><li>● Review: On page 18 in your handout, there is a list of three potential action steps you could take to enhance your knowledge and skills.</li><li>● Ask: In the next 3 weeks, what actions could you take to enhance your ability to build an effective team?</li><li>● Acknowledge and validate their contributions; probe one or two examples for more detail (subject to time constraints); remind participants that they may want to read more about the subject, and refer them to the bibliography on Page 19.</li><li>● Conclude the webinar.</li></ul>

# Webinar: Virtual Meetings

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## Introduction

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- ▲ Purpose: Learn the fundamentals of running an effective virtual meeting
  - ▲ Summary of key points:
    - Because of the challenges of connecting people using technology and the lack of visible body language, virtual meetings call forth a greater need to prepare in advance.
    - In determining the type of technology needed for a virtual meeting, consider the level of interaction and productivity needed.
    - When facilitating a virtual meeting, it is particularly critical to identify the agenda in advance, test the technology, maintain a lively pace, and engage the entire audience.
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## Reflection Questions

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This webinar contains three key reflection questions as identified below. As part of your preparation to facilitate this webinar, we recommend that you take some time and capture thoughts associated with each of these questions in advance of the session.

- Reflect on a past virtual meeting that you participated in or facilitated. To what extent was the virtual meeting media used for the session the right choice? If you did it over again, would you use a different media?

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- What are some good ground rules to use in a virtual meeting?

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- Reflect on a recent virtual meeting that you either attended or led. What challenges did you experience? What did you or others do (or what could you have done) to improve on the success of the meeting?

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## Suggested Agenda and Facilitator Notes

This section contains a suggested design for facilitating a session for participants. In the “Facilitator Notes” section, we provide key points to make, questions to ask, and the actual page number from the webinar handout.

Duration (Minutes)	Facilitator Notes
5	<p data-bbox="391 688 829 722">Introduction (Handout Page 3)</p> <ul data-bbox="443 747 1463 982" style="list-style-type: none"> <li data-bbox="443 747 1463 825">• Welcome participants to the facilitated discussion on effective virtual meetings.</li> <li data-bbox="443 846 1463 924">• Introduce yourself, and allow the participants to introduce themselves (if time allows).</li> <li data-bbox="443 945 1463 982">• Summarize the webinar purpose and objectives.</li> </ul>
15	<p data-bbox="391 1058 984 1092">Selecting Virtual Media (Handout Page 7)</p> <ul data-bbox="443 1117 1463 1661" style="list-style-type: none"> <li data-bbox="443 1117 1463 1236">• Explain: The webinar indicates that the media you chose for a meeting should be based on the level of interaction and productivity needed in the meeting.</li> <li data-bbox="443 1257 1463 1417">• Ask: Reflect on a past virtual meeting that you participated in or facilitated. To what extent was the virtual meeting media used for the session the right choice? If you did it over again, would you use a different media?</li> <li data-bbox="443 1438 1463 1558">• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li data-bbox="443 1579 1463 1661">• Acknowledge the participants' ideas, and probe for more details, if needed.</li> </ul>
15	<p data-bbox="391 1738 1019 1772">Roles and Responsibilities (Handout Page 8)</p> <ul data-bbox="443 1797 1333 1871" style="list-style-type: none"> <li data-bbox="443 1797 1333 1871">• Explain: The webinar provides suggestions for the roles and responsibilities of the facilitator and participants.</li> </ul>

Duration (Minutes)	Facilitator Notes
15	Tips and Techniques (Handout Page 11) <ul style="list-style-type: none"> <li>• Ask: What are some good ground rules associated with the roles and responsibilities to use in a virtual meeting?</li> <li>• Allow 5–10 seconds of silence; if nobody responds, share an example from your own experience, and invite others to share; consider calling individuals by name to prompt their participation.</li> <li>• Acknowledge the participants' ideas, and probe for more details, if needed:               <ul style="list-style-type: none"> <li>○ Can you say more about your experience?</li> <li>○ That sounds intriguing . . . can you expand on what you shared?</li> </ul> </li> </ul>
10	Key Points and Next Steps (Handout Pages 13–14) <ul style="list-style-type: none"> <li>• Review the three key summary points:</li> </ul>

Duration (Minutes)	Facilitator Notes
	<ul style="list-style-type: none"><li>○ Because of the challenges of connecting people using technology and the lack of visible body language, virtual meetings call forth a greater need to prepare in advance.</li><li>○ In determining the type of technology needed for a virtual meeting, consider the level of interaction and productivity needed.</li><li>○ When facilitating a virtual meeting, it is particularly critical to identify the agenda in advance, test the technology, maintain a lively pace, and engage the entire audience.</li><li>● Ask: What was your biggest discovery or key takeaway from this webinar?</li><li>● Acknowledge and validate participants' responses:<ul style="list-style-type: none"><li>○ What a great insight!</li><li>○ Can you say more about that?</li></ul></li><li>● Review: On page 14 in your handout, there is a list of three potential action steps that you could take to enhance your knowledge and skill.</li><li>● Ask: In the next 3 weeks, what actions could you take to enhance your ability to facilitate effective virtual meetings?</li><li>● Acknowledge and validate their contributions; probe one or two examples for more detail (subject to time constraints); remind participants that they may want to read more about the subject, and refer them to the bibliography on Page 15.</li><li>● Conclude the webinar.</li></ul>