



 **ASHA LEADERSHIP** ACADEMY

LEADERSHIP DEVELOPMENT PROGRAM TOOLKIT



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Implementing a Leadership Development Program Utilizing ASHA's Leadership Academy for Content

Step by Step Instructions

Get Started

Timeframe needed: 6 months prior to Call for Applications

Congratulations on your interest in offering a Leadership Development Program (LDP) for your members. ASHA is committed to support association efforts to offer leadership development to help grow members' skills. This document provides instructions to develop and implement an LDP for organizations of various sizes. We understand every association is different, and needs may vary. Consider this toolkit a guideline; use as much or as little of the information provided to fit your organization's needs. In the Appendices of this toolkit, there are forms, templates, timelines, and suggested meeting agendas. Please feel free to use the information to help launch your LDP.

We understand associations vary in budget size, number of members, and volunteers. While there may be a minimal amount of funding and effort needed to implement an LDP, we have provided suggested levels under **Program Categories** on page 8, which features programming options based on budget and volunteer availability.

Should you have questions about this Toolkit, please feel free to contact Andrea Falzarano, CAE, Director, Association Governance Operations (afalzarano@asha.org) or Haley Jones, CAE, Volunteer Operations Manager (hjones@asha.org).

Core Assumptions

While this manual provides guidance on implementing an LDP to allow many associations to offer this program, the design is based on some key assumptions:

1. There is a core number of volunteers who are able to implement the program and manage it throughout the entire cycle of the LDP and that the association's Board of Directors has provided its support for the program.
2. Although only a minimal budget is needed in the "Self-Study" page 8 and "Basic" categories page 8, there still may be some funds required for tools, such as an online meeting service (e.g., GoToMeeting or Adobe Connect).

Form a Committee

Timeframe: 6 months prior to Call for Applications

The first step to developing an LDP is to form a working group of volunteers who will be charged with developing and managing the LDP. This Leadership Program Committee should have a Team Lead or Chair and anywhere from 5 to 10 volunteers as members of the committee. If staff is available, they should be brought into the planning process as well, if not lead the operational aspects of the program. Determine what duties will reside with staff versus volunteers.

Please refer to [Appendix A](#) for sample committee member assignments.

Determine Program Goal, Outcomes, and Learner Audience and Stakeholders

Timeframe: 5 to 6 months prior to Call for Applications

Define achievement by specifying program goals or purpose. Determine 3 to 4 program outcomes by identifying what success looks like for the LDP. Determine and be clear about the audience the LDP will serve. Examples of target audiences are early career professionals, volunteer leaders for the association, current or future board members, emerging or experienced leaders in the profession or with the association. Finally, determine stakeholders who have a vested interest in the program's outcome.

Example of Goal/Purpose:

The purpose of ASHA's LDP is to:

- build self-awareness and knowledge of essential leadership skills;
- develop interpersonal and team building skills while working on a leadership project;
- develop strong peer relationships and an ongoing support network;
- apply acquired knowledge and skills in future professional and volunteer leadership roles; and
- build a strong pipeline of future leaders for ASHA volunteer roles.

Example of ASHA's LDP Program Outcomes:

By the end of the LDP workshop, participants will be able to:

- describe essential leadership skills and increase their awareness of personal areas of strength;
- apply leadership skills by planning and executing a leadership project;
- identify information resources on leadership skills for future reference and development;
- develop goals for applying leadership knowledge and skills to professional and volunteer roles.

Example of Stakeholders:

- Members interested in leadership growth
- Board of Directors
- Staff (leadership and those managing the program)
- LDP Committee
- LDP participants

Please refer to [Appendix B](#) for sample questions to define program design.

Program Budget and Other Resources

Timeframe: 5 months prior to Call for Applications

The availability of funding and volunteer management support will be fundamental factors in determining the LDP program category (see page 8) to choose. All four categories will provide content that will enhance members' skills. The difference to consider is whether any portion of the program will occur in person utilizing a consultant that specializes in leadership development.

It is important to also fund the LDP on an ongoing basis and to consider how this will happen in your long range planning for the program. Board of director support for an on-going investment in leadership development is critical for long term success.

Determine the availability of other resources to assist in planning a leadership development program. Are there ASHA LDP graduates who can assist in planning the program for the association? ASHA LDP graduates have a familiarity with the format of an LDP and could provide guidance based on their experience. Are there volunteers who could research or who may be aware of grants to help with funding (if needed)? Are there other volunteers with a particular expertise who can be asked to assist the committee, even if it is a short task that would not require much of their time?

Determine if the LDP will be free to participants or if there will be a fee to offset costs or generate non-dues revenue for the organization. Be sure to include the fee in all marketing materials.

Please refer to [Appendix C](#) for a sample budget.

Program Categories

Once program goals and resources have been determined, it is time to review Program Category options. This toolkit provides four different options to consider from a minimal effort and budget ("Self Study") to the greatest effort and budget ("Advanced LDP"). Categories should be a guideline for consideration and can be restructured to fit each organization's needs.

Assumptions about levels:

1. Associations evolve over time as they gain experience with formal leadership development programs; with this experience, they may be able to take on riskier, more complex leadership development efforts.
2. Associations without existing, formal leadership development need to start with basic leadership concepts and skills.
3. A formal leadership development program differs from individual training programs or sessions in the following ways:
 - Emerging leaders who demonstrate potential are selected for the program.

- A formal program uses a cohort concept to build a supportive community that lasts beyond the formal program.
- The program is offered on an ongoing basis.
- The program has an exclusive brand; entry is competitive.
- There is the expectation of a final outcome, such as a project summary or integrative/reflective written summary.
- The program provides state-specific context, such as the regulatory context faced by CSD professionals and the association's position or response.

Factors that determine which level to choose:

1. **Experience in implementing leadership programs.** An organization with less experience in leadership programs translates to a need to simplify the design and approach, keeping it narrow in scope.
2. **Availability of volunteers or staff to implement and manage the program.** A team of volunteers and/or staff, including a Team Leader, is needed to implement the program. The number of people available to coordinate the logistics will be a major factor in determining the level of complexity.
3. **Available budget.** A small budget means an organization will need to rely more on its own leadership and volunteers to implement the program. The organization would also have a need to keep the design simple and off-the-shelf. A larger budget means the program can be more complex, have a longer duration, and be more customized to the unique needs of the association.
4. **Current level of leadership ability among the target audience.** Little or no leadership development experience may mean the program needs to focus on the basic skills needed by leaders; if the target audience members have more experience or knowledge as leaders, the program may be able to focus on higher-level leadership skills.
5. **The goal of the LDP.** If the goal is to identify members for association volunteer leadership roles, the level chosen should provide a way for the association to identify, track, and get to know participants for future volunteer placement.

Table 1: Examples of Program Categories

Element	Level 1 – Self-Study	Level 2 – Basic LDP	Level 3 – Foundational LDP	Level 4 – Advanced LDP
Form a steering committee	No	Yes	Yes	Yes
Determine program goals, outcomes and budget	No	Yes	Yes	Yes
Identify how to engage program graduates upon graduation	No	Yes	Yes	Yes
Develop and implement marketing plan	No	Yes	Yes	Yes
Design application process	No	Yes	Yes	Yes
Create evaluation methods	No	Yes	Yes	Yes
Cohort Size	N/A	15–30	30	30-45
Duration	N/A	6 months	9 months	12 months
Cost to Organization	None	<ul style="list-style-type: none"> • ASHA CE Credit – Participant pays ASHA, then association reimburses participant • Technology for facilitated discussions (e.g., 	<ul style="list-style-type: none"> • ASHA CE Credit – Participant pays ASHA, then association reimburses participant • Technology for facilitated discussions (e.g., 	<ul style="list-style-type: none"> • ASHA CE Credit – Participant pays ASHA then association reimburses participant • Technology for facilitated discussions (e.g.,

Element	Level 1 – Self-Study	Level 2 – Basic LDP	Level 3 – Foundational LDP	Level 4 – Advanced LDP
		Go-To-Meeting, Adobe Connect) <ul style="list-style-type: none"> • Certificates of Completion charges • Copying charges – Marketing efforts and certificates • Net revenue per participant to association 	Go-To-Meeting, Adobe Connect) <ul style="list-style-type: none"> • Certificates of Completion charges • Copying charges – Marketing efforts and certificates • Consultant fees – 2 days (1 –prep, 1 – delivery) • Consultant travel costs • EQ-i (Emotional Quotient Inventory) assessments through consultants • Meeting Room charges for kick off workshop • Food and beverage charges • Audio/visual charges • Travel cost of staff or volunteers • Net revenue per participant to association 	Go-To-Meeting, Adobe Connect) <ul style="list-style-type: none"> • Certificates of Completion charges • Copying charges – Marketing efforts and certificates • Consultant fees – 2 days (1 –prep, 2 – delivery) • Consultant travel costs • EQ-i assessments through consultants • Meeting Room charges for kick off workshop • Food and beverage charges • Audio/visual charges • Travel cost of staff or volunteers • Net revenue per participant to association

Element	Level 1 – Self-Study	Level 2 – Basic LDP	Level 3 – Foundational LDP	Level 4 – Advanced LDP
Program initiation/kickoff	None	90 minutes Live webinar with volunteer facilitator <ul style="list-style-type: none"> Content of kick off Program overview 	1 day In person with a leadership consultant Content of kick off <ul style="list-style-type: none"> Intro to leadership State association context Emotional intelligence Development planning Project planning 	1.5 days In person with a leadership consultant Content of kick off <ul style="list-style-type: none"> Intro to Leadership State association context Emotional intelligence Development planning Project planning Governance (state organizational structure)
Leadership Project	No	No	Yes	Yes
Emotional Intelligence Assessment	No	Leadership Skills Assessment on Leadership Academy	MHS Assessments EQ-i instrument (purchased and administered by a Leadership Consultant)	MHS Assessments EQ-i instrument (purchased and administered by a Leadership Consultant)
Webinars/Media (Recorded)	Refer all members to ASHA's Leadership Academy to take the assessments and view the webinars as they choose.	Recorded Number: 6 Sequence: <ol style="list-style-type: none"> Introduction to Leadership Emotional Intelligence Virtual Meetings 	Recorded Number: 7 Sequence: <ol style="list-style-type: none"> Virtual Meetings Conflict Management High-Performing Teams Influencing Others 	Live with a leadership consultant Number: 9 Sequence: <ol style="list-style-type: none"> Virtual Meetings Conflict Management High-Performing Teams

Element	Level 1 – Self-Study	Level 2 – Basic LDP	Level 3 – Foundational LDP	Level 4 – Advanced LDP
		4. Conflict Management 5. High-Performing Teams 6. Influencing Others	5. Coaching Others 6. Leadership Styles 7. Strategic Thinking	4. Influencing Others 5. Coaching Others 6. Leadership Styles 7. Strategic Thinking 8. Generative Thinking 9. Change Leadership
Learning teams	No	No	Yes	Yes
Facilitated webinar discussion with volunteer leaders	No	Yes	Yes	No (incorporated into live webinars facilitated by a leadership consultant)
Graduation	No	Virtual graduation and certificate of completion from state association.	Virtual or In-person certificate of completion from state association Project summary submitted.	In person certificate of completion from state association Project summary or poster at conference or meeting.
Advantages	<ul style="list-style-type: none"> Minimal association budget needed. Minimal volunteer/staff time required. 	<ul style="list-style-type: none"> Can identify and track participants for future association volunteer roles. Potential for non-dues revenue for association. Minimal association funds needed as the program is 100% virtual. 	<ul style="list-style-type: none"> Can identify and track participants for future association volunteer roles. Potential for non-dues revenue for association. More opportunity for participants to learn foundational leadership skills with 	<ul style="list-style-type: none"> Can identify and track participants for future association volunteer roles. Potential for non-dues revenue for association. More opportunity for participants to learn foundational leadership skills with

Element	Level 1 – Self-Study	Level 2 – Basic LDP	Level 3 – Foundational LDP	Level 4 – Advanced LDP
			<p>the kickoff workshop and 7 webinars.</p> <ul style="list-style-type: none"> • Applied learning component with project implementation. • Use of a leadership consultant in the kick off workshop—a consultant with expertise in leadership development—provides an opportunity for participants to have a deeper, more enriched understanding of leadership concepts. 	<p>the kickoff workshop and 9 webinars.</p> <ul style="list-style-type: none"> • Applied learning component with project implementation. • Use of a leadership consultant in the kickoff workshop and the webinars—a consultant with expertise in leadership development provides an opportunity for participants to maximize a deeper, more enriched understanding of leadership concepts. • The extended kickoff workshop allows the organization to provide an overview of its governance structure and thus to begin participants’ understanding of the association.

Element	Level 1 – Self-Study	Level 2 – Basic LDP	Level 3 – Foundational LDP	Level 4 – Advanced LDP
				<ul style="list-style-type: none"> Includes two webinars on more advanced concepts important for volunteer leadership.
Disadvantages	<ul style="list-style-type: none"> Unable to identify and track members' leadership development for association volunteer roles. 	<ul style="list-style-type: none"> Minimal opportunity for participants to bond and network. Minimal opportunity for association to get to know strengths of participants for volunteer roles. Program does not allow participants to apply learning to a real-life project. 	<ul style="list-style-type: none"> Sizable association funds needed for consultant and costs associated with program. Considerable volunteer and/or staff time needed to develop and manage program. Amount of planning and lead time to develop program. 	<ul style="list-style-type: none"> Sizable association funds needed for consultant and costs associated with program. Considerable volunteer and/or staff time needed to develop and manage program. Amount of planning and lead time to develop program.

Program Categories

Self-Study LDP

- There is no formal program; therefore, there is no steering committee, program goals, application process, and so forth.
- Association encourages/markets ASHA Leadership Academy as a self-study tool to their members.

Entry LDP

- Form a committee.
- Determine the goals, outcomes, and budget of an LDP.
- Determine how to path graduates into association volunteer leadership roles (i.e., how will they be integrated upon graduation? This should be considered in the planning process.)
- Develop and implement a marketing plan.
- The recommended cohort size is 15–30 participants to allow for maximum interaction on webinars.
- Plan for a 90-minute orientation webinar explaining how the program works and unique challenges that may be faced. The orientation webinar should be facilitated by volunteer leader.
- Participants must view the webinar prior to facilitated webinar discussions.
- The program may include six (6) live webinars with a volunteer(s) facilitating discussion on the ASHA Leadership Academy webinar topics.
- The program may include a virtual graduation; teams may report out on their projects.
- Participants must attend all webinars and may receive a certificate of completion.
- Participants may complete a program evaluation; program staff/volunteers may participate in a debrief.

Foundational LDP

- Form a committee.
- Determine the goals, outcomes, and budget of an LDP.
- Determine how to path graduates into association volunteer leadership roles (i.e., how will they be integrated upon graduation? This should be considered in the planning process.).
- Develop and implement a marketing plan.
- The recommended cohort size is no more than 30 participants to allow for maximum interaction on webinars.
- This program includes applied learning; applicants must propose a leadership project during the application process.
- Participants may be appointed to learning teams.
- This program includes a 1-day kickoff workshop, which will discuss (1) how the program works; (2) an introduction to leadership development with a leadership consultant; and (3) emotional intelligence, with the consultant administering an EQ-i to the participants.
- This program may include seven (7) live webinars with volunteers facilitating discussion on the ASHA Leadership Academy webinar topics.

- In between facilitated webinars, learning teams may meet virtually to discuss the most recent webinar and any project updates.
- This program may include a virtual or in-person graduation; teams may report out on their projects.
- Participants must attend all webinars and may receive a certificate of completion.
- Participants may complete a program evaluation; program staff/volunteers may participate in a debrief.

Advanced LDP

- Form a committee.
- Determine the goals, outcomes, and budget of an LDP.
- Determine how to path graduates into association volunteer leadership roles (i.e., how will they be integrated upon graduation? This should be considered in the planning process.).
- Develop and implement a marketing plan.
- The recommended cohort size is 30-45 participants to allow for maximum interaction in the webinars.
- This program may include applied learning; applicants must propose a leadership project during the application process.
- Participants may be appointed to learning teams.
- This program includes a 1.5 day kick-off workshop which will discuss: (1) how the program works; (2) an introduction to leadership development with a leadership consultant; and (3) emotional intelligence, with the consultant administering an EQ-i assessment to the participants.
- This program may include nine (9) live webinars with a leadership consultant facilitating discussion on the ASHA Leadership Academy webinar topics.
- In between facilitated webinars, learning teams may meet virtually to discuss the most recent webinar and any project updates.
- This program may include an in-person graduation; teams will report out on their projects.
- Participants must attend all webinars and may receive a certificate of completion.
- Participants may complete a program evaluation; program staff/volunteers may participate in a debrief.

Program Outline

It is important to understand the flow of an LDP to understand how the different elements come together to provide the desired participant experience. Depending on the category chosen, the different components can allow the learning of foundational concepts while applying these skills to real-life situations. The LDP components are noted below and are provided in detail, in subsequent sections. This section is meant to provide a basic structure or flow of an LDP. For demonstration purposes, the flow of a “Foundational LDP” is demonstrated below.

Please refer to [Appendix D](#) for a more detailed timeline.

- **Call for applicants (open for 6 weeks)**
- **Application review and scoring (allow 6 weeks)**
- **Notification to successful and unsuccessful candidates (allow 2 weeks)**
- **Month 1**
 - **Face-to-face kick-off workshop**
 - Meet learning team
 - 1. Learning team meeting (discuss project status, review/discuss workshop lessons)w
 - 2. Each participant views “Virtual Meetings” webinar prior to facilitated webinar discussion.
- **Month 2**
 - **“Virtual Meetings” Webinar** with a volunteer facilitator
 - Learning team meeting (introductions, discuss project status, review/discuss previous webinar’s lessons).
 - Each participant views “Conflict Management” webinar prior to facilitated webinar discussion.
- **Month 3**
 - **“Conflict Management” webinar** with a volunteer facilitator
 - Learning team meeting (introductions, discuss project status, review/discuss previous webinar’s lessons).
 - Each participant views “Building Healthy Teams” webinar prior to facilitated webinar discussion.
- **Month 4**
 - **“Building Healthy Teams” webinar** with a volunteer facilitator
 - Learning team meeting (introductions, discuss project status, review/discuss previous webinar’s lessons).

- Each participant views “Influencing” webinar prior to facilitated webinar discussion.
- **Month 5**
 - **“Influencing” webinar** with a volunteer facilitator
 - Learning team meeting (introductions, discuss project status, review/discuss previous webinar’s lessons).
 - Each participant views “Coaching and Mentoring” webinar prior to facilitated webinar discussion.
- **Month 6**
 - **“Coaching and Mentoring” webinar** with a volunteer facilitator
 - Learning team meeting (introductions, discuss project status, review/discuss previous webinar’s lessons).
 - Each participant views “Leadership Styles” webinar prior to facilitated webinar discussion.
- **Month 7**
 - **“Leadership Styles” webinar** with a volunteer facilitator
 - Learning team meeting (introductions, discuss project status, review/discuss previous webinar’s lessons)
 - Each participant views “Strategic Thinking” webinar prior to facilitated webinar discussion.
- **Month 8**
 - **“Strategic Thinking” webinar** with a volunteer facilitator
 - Learning team meeting (introductions, discuss project status, review/discuss previous webinar’s lessons).
 - Each learning team completes final team presentation to be presented at graduation.
- **Month 9**
 - **Virtual or in-person graduation**

Learning Teams (for Foundational and Advanced Categories)

The Foundational and Advanced LDP categories include dividing LDP participants into learning teams.

In each LDP cohort, participants are divided into equal teams (e.g., 5 teams of 6 participants, or vice versa). Participants are assigned to a learning team composed of fellow participants with similarities in project goal, scope, area of expertise, or workplace setting. Participants meet with their teams in person at the workshop, work in breakout activities together and after the workshop, meet virtually throughout the year.

A learning team serves as a participant's project advisory group. Additionally, a learning team provides a venue for deeper interactions and exploration of the content provided by the LDP webinars. ***Teams are meant to be independent and schedule their own virtual team meetings throughout the year. Volunteer facilitators do not organize, get involved with, or participate on these calls.***

Have some fun with the learning teams! Encourage teams to come up with team names – and even create a team logo—during the kickoff workshop. Past team names have included, “Hear-oes,” “Green Tongues,” and “AuDreachers.” Once team names have been created, refer to each team accordingly for the remainder of the program.

For each LDP cohort, participants are divided into equal teams. For instance, 30 participants could result in 5 teams of 6 or 6 teams of 5. Consideration can be given on selecting the teams such as workplace setting, themes for their projects (projects are discussed later in this section), or other identified criteria.

Learning teams are intentionally an unstructured element of an LDP to allow the members of each team to exercise their leadership skills. The learning teams autonomously make decisions on how they meet, when they meet, the agenda for meetings, and who leads each one.

Generally, learning team meetings occur between facilitated webinars. Teams discuss the status of their projects as well as thoughts and lessons learned from the previous facilitated leadership competencies webinar. They also select one person to provide a project update on the next facilitated webinar. The updates might consist of a 2- to 3- minute summary where the team member answers the following about their project:

- What is your project?
- What is one key insight or lesson learned so far?

Please refer to [Appendix E](#) for a sample agenda that learning teams could consider for their calls.

Leadership Projects (for Foundational and Advanced LDP Categories)

For the Foundational and Advanced LDP categories, the application process asks candidates to submit individual learning projects that they will work on and implement in the timeframe of the LDP. These projects are meant to benefit their professional or volunteer community and serve as learning labs for participants to apply leadership tools and techniques contained in the program. Application reviewers can look carefully at the project as part of the overall application review to help decide if the candidate should be accepted into the program.

Project objectives should be reachable and possibly achieved during the course of the LDP. At the very least, participants should make progress toward reaching their project goal during the LDP timeframe.

Project Examples

- Working on a project for a state association (e.g., planning their annual conference)
- Developing a support group or family training program
- Working with a team to implement a new clinical or educational program
- Working to advocate for reimbursement, legislation, or policy change

Marketing the Program

Whether the category chosen is “Self-Study” or “Advanced LDP,” marketing it to members is a key component to the success of the program. Marketing efforts depend on budget and volunteer/staff support.

Primary and Secondary Messaging

Consider the primary and secondary message for marketing pieces. An example of a primary message for an LDP could be:

“Leadership Training created for you, to prepare you for your next step in your volunteer role with your state association.”

An example of a secondary message for an LDP could be:

“Tailored for your career stage to prepare you for your next step up the ladder.”

Think about messaging goals in all pieces. What needs to be said, and is it being said in all pieces?

Target Audience

Identify the target audience to receive the marketing pieces. Are they past and current association volunteers? Early career professional members? Incoming board members or experienced members that will be encouraged to take a leadership role with the association?

Desired Look, Feel, Tone

What words describe the feeling to convey marketing pieces? What look and tone should it convey? For example, the look of marketing piece(s) can align with the colors of the association logo or other identifiable themes.

Consider identifying words to convey in content and art (e.g., Empowering, Excelling, Successful, Confidence, Achievement, Powerful, or Transform). Once the look, feel, and tone have been identified, make sure all marketing efforts support these decisions.

Consider answering the following questions in marketing materials:

- What is the LDP?

- Why is it important? (How will it help the member's career—as a volunteer or professionally?)
- What are the different program components?
- Who can apply?
- How does one apply?
- What is the deadline for applying?
- Are there any fees associated with the program?
- What is the schedule of events?
- Who does one contact with questions?

Please refer to [Appendix F](#) for a sample promotional flyer.

Develop and Execute a Marketing Plan

A marketing plan is a comprehensive document that outlines marketing efforts for a program. To develop a marketing plan, consider designing and scheduling distribution of the following: social media posts (e.g., Facebook, Instagram, Twitter), blog posts, email blasts, newsletter articles, print and/or web advertisements, association's web page, and brochures and/or flyers at a conference or at other events. Be sure to take time into consideration as marketing efforts are planned.

Please refer to [Appendix G](#) for a sample marketing plan.

Application and Review Process

6 months prior to LDP kickoff

Application Subcommittee

The application process should begin approximately 6 months prior to the LDP kickoff. A team should be appointed to develop the application, manage the application process, review the applications, and notify applicants as to the status of their respective applications.

Select a lead for the team who is responsible for making sure deadlines are met and tasks are accomplished. Consider forming an Application Subcommittee from the LDP Committee. The subcommittee will be tasked with developing and managing the application process as well as notifying applicants; however, the entire LDP committee can be involved in reviewing and scoring applications received, as it can be a time-consuming task if a large number of applications are received.

Develop the Application

The application should ask questions (and allow candidates to provide answers) that support the goals of the association's LDP. If the LDP goal is to provide a strong pipeline of future state association leaders, then a question asking about their leadership goals in the profession might not be necessary. Questions asking why applicants are interested in volunteer leadership, what they hope to learn from the LDP, or how they would like to apply their new skills in a volunteer role might be more appropriate.

Be sure to ask for basic contact information as well as background information on the applicants: years in the profession; profession (audiology; speech-language pathology; speech-language and hearing science); certification; employment facility; and education level. Consider developing a *Candidate's Commitment Agreement*. Outline the roles and responsibilities of the LDP participants, and have them agree to adhere to those rules. Some examples include the following:

- Participate in the LDP Kick-off Workshop.
- Participate in the discussions or online chats through a program community site.
- Stay accessible and engaged during the length of the program.
- Participate in all webinars; communicate in advance if a participant needs to be excused from a webinar discussion.
- Be an active participant in assigned learning teams.
- Adhere to all deadlines of the program.
- Maintain a positive relationship and open line of communication with other LDP participants.
- Fulfill any expectations of LDP graduates (volunteer role).

Decide how the application will be made available to members. Providing it on your website as an online form is the most efficient method. Consider providing a link as an editable PDF—that is, a pdf that people can download, complete, scan and email to the association or, if resources allow, to Wufoo or OpenWater.

Please refer to [Appendix H](#) for a sample application form.

Review the Application

Determining the number of application reviewers correlates with how many applications are received. In order to control the number of applications each person has to read, consider dividing reviewers into teams of 3 people. Each team will review and score a subset of the same applications. For example, if 30 applications are received, and it's decided that each team will review 10 applications, then 3 teams of 3 for a total of 9 people will be needed. This can be adjusted depending on the number of reviewers you have and the number of applications you have received.

Once the reviewing body is selected, schedule a reviewer orientation with the group so they understand what to focus on in the applications and how to score them. In your presentation slides, considering including the items detailed below.

- Information on the structure of the LDP
- A brief history of the program (if appropriate)
- Important deadlines for reviewers
- Any applicant criteria that reviewers need to note (e.g., member in good standing, no prior leadership service for the association, etc.)
- Potential for leadership growth and to meet the goals of the program
- Quality of the applicant's leadership experience
- How to score applications

Score the Application

A reviewer's scoring sheet can range from a simple Word or Excel document to an online survey platform, such as Survey Monkey or Wufoo. The goal would be to have each reviewer score each application that

they have received and then combine and tally the results with their respective reviewing team. Each team would then submit their scores to the team lead, who tallies results for all applicants to determine successful candidates.

If the number of applicants accepted is less than the number that the association desires in a cohort, consider reviewing applicants whose scores were not accepted and why. Was the project scope too large? If so, you may want to call the participant(s) to discuss revising the project, or you may want to have a deeper conversation around their leadership goals. Often, after a phone call and a few revisions, unsuccessful applicants can be accepted, as well.

Please refer to [Appendix I](#) for the sample reviewer's scoring sheet.

Notification to Applicants

Once successful and unsuccessful applicants have been identified, it is time to email notification letters.

Consider including the following information in a letter to successful applicants:

- Program requirements and financial commitments (if applicable).
- Schedule of orientation/kick-off workshop and webinar dates.
- A statement that the applicant agrees to participate in the program and all of the program requirements, including any financial commitments; verify that their employer supports their participation in the program (in case webinars occur during the workday).
- Any logistical information (hotel information, parking, etc.) for in-person portions of the program (if applicable).
- Details on the financial commitment(s) and payment process.
- What the association will provide for the program:
 - Breakfast and lunch at kickoff workshop
 - Facilitated webinars (6, 7, or 9, depending on the program category)
 - Educational materials
 - Certificate of completion

Please refer to [Appendix J](#) for a sample letter of congratulations.

An email letter of regret should be sent to unsuccessful program applicants. Consider including the following information in letters to unsuccessful applicants:

- Thank them for their interest in the program.
- Inform them that they were not selected by the team of reviewers to participate in the program.
- Provide a link to ASHA's Leadership Academy site, and encourage them to take advantage of the free offerings.
- Encourage applicants to participate in other association opportunities or apply again in the future.

Please refer to [Appendix K](#) for a sample letter of regret.

Kickoff Orientation/Workshop

The kickoff orientation webinar/workshop will differ in format and content, depending on the LDP category selected.

In the Foundational or Advanced LDPs, the Leadership Program Committee should work with its leadership consultant for content, per the kickoff topics outlined in the chart on page 10.

In the Basic LDP, a PowerPoint presentation delivered through an online platform, such as GoToMeeting or Adobe Connect, should focus on program overview. Consider including slides on the following information:

- Goal of the Program
- History of the LDP
- Program Overview
- Roles and Responsibilities of Participants
- Graduation Requirements
- Engagement of LDP graduates Within the Association (if applicable)
- Next Steps (e.g., homework assignments, if applicable)

Graduation

All participants must meet certain requirements in order to graduate from the program. Some examples of requirements include participating in all webinars and completing evaluations, submitting a final project summary, and submitting a team presentation for the graduation program.

Celebrate graduation for participants by having either a virtual webinar or a face-to-face graduation program. Consider having an association leader(s) provide congratulatory remarks at the beginning of the session. A facilitator can provide an overview of the program and everything that was accomplished by the participants. In addition, every team can have a 5-minute presentation on their project accomplishments and the team's thoughts on participation in the program.

Please refer to [Appendix L](#) for more information on graduation requirements, [Appendix M](#) for a sample webinar evaluation, [Appendix N](#) for a sample program evaluation, and [Appendix O](#) for a sample virtual graduation agenda.

Program Book for Participants

[The ASHA Leadership Academy](#) has a page for each webinar offered. Each page offers a summary of the content, a link to the webinar, and a link to the handouts (this link directs participants to the PowerPoint presentation that was used in the webinar. Consider developing a participant program booklet, and include this information as a handout. Participants can choose to print the handout or use it electronically during the program.

Facilitator's Guide to Webinars

The Facilitator's Guide to Webinars provides guidance to volunteers on how to facilitate discussion around topics introduced in ASHA's Leadership Academy webinars. The following components are included in the facilitators' guide:

- An introduction, including the overall purpose of the webinar and the learning objectives.
- Reflection questions taken from the webinar.
- Suggested timed agenda and a 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 the LDP.

Please refer to [Appendix P](#) for the *Facilitator's Guide to Webinars*.

Technology Tools

A variety of technology tools can be used in an LDP, depending on budget and comfort level with technology. Below are some technology suggestions for the different elements of the LDP process.

Application process

- Provide a link to a PDF application on the organization's web page. Candidates can complete it and email it to the association.
- A more robust option is an online platform, such as [OpenWater](#), which requires comfort with technology and a subscription/license.

Application review process

- All reviewers complete a scoring sheet and send it to a central person to tally the scores of each applicant, using Excel, and to create a formula that calculates a total average score. A scoring sheet sample is provided below:

Applicant Name	5pt scale Question 1	5pt scale Question 2	Yes (1) / No (0) Question 3	Total Avg. Score
Jane Doe	5	5	1	3.67
Sally Jesse	3	2	0	1.67
John Doh	3	3	1	2.33

- An online survey platform (e.g., [Survey Monkey](#) or [Wufoo](#)) can also be used to enter scores and tally results.

Webinar platforms

All LDP categories need an online meeting platform in some form to conduct LDP webinars and engage participants. Some examples include:

- [GoToMeeting](#)
- [Zoom](#)
- [FreeConferenceCall.com](#)
- [Cisco WebEx](#)

Participant engagement tools

Participants may also enjoy using an online platform as a space to engage, ask questions, receive feedback, and generally network. Some examples include:

- Facebook Group
- [Google Hangouts](#)
- [Skype](#)
- [Yahoo! Groups](#)

Engaging LDP Graduates

LDP participants have graduated from the program. Now what?

Does the association need more member volunteers?

Will it be a program goal to engage LDP graduates in the activities of the association?

If the answer to either of those questions is, “Yes,” consider making it a requirement for LDP graduates to volunteer for the association upon graduation. **Be sure to note this requirement in promotional materials.** It is important to help participants plan ahead and know how they will be engaged upon graduating from the program.

Consider engaging them to take on any of the following roles:

- Participate or chair in the planning of future LDP cohorts.
- Participate as an application reviewer for future LDP cohorts.
- Participate or chair a committee of the association, such as the conference committee.
- Participate in or lead an advocacy effort.
- Participate on the Association’s Board of Directors (if appropriate).
- Develop and implement a membership development campaign.
- Coordinate, design, and draft the association newsletter.
- Participate as a mentor (if the association has a mentoring program).

Appendices

Appendix A

Committee Member Assignments (Recommended)

- **Chair** – Serves as project lead and point of contact for outside leadership consultants (if appropriate).
- **Application Team Lead** – Oversees subcommittee in charge of application process, including application development, application review, and candidate notification.
- **Webinar Facilitator Team Lead** – Manages the process of securing and scheduling facilitators for webinars.
- **LDP Graduate Engagement Team Lead** – Organizes and manages volunteer positions for LDP participants upon graduation.
- **Finance Team Lead** – Develops and manages budget, determines tuition, and manages accounts receivable and payable for program.
- **Marketing/Promotion Team Lead** – Determines and executes LDP marketing plan.
- **Learning Teams Lead** – Reviews participants' projects and determines Learning Teams. This position also serves as the primary contact for Learning Teams.
- **Committee Member** – Provides support to team leads as assigned.
- **Committee Member** – Provides support to team leads as assigned.
- **Committee Member** – Provides support to team leads as assigned.

Appendix B

Questions to Define Program Design:

- What are the goals of this program?
- To whom will this program be offered (all members or a subset of members)?
- What is the association's expectation of program graduates? (e.g., volunteer service with the state association)
- Is there a position for LDP graduates if state association service is the expectation?
- How will you measure outcomes and define success of the program?
- Who will be responsible (e.g., committee and committee chair) for execution and management of the program?
- Will this be available for [ASHA CE credit](#)? If so how will it be managed?

Appendix C

Sample Budget - Foundational LDP	
Revenue	
Revenue (Registration fee x # of participants)	\$
TOTAL REVENUE	\$
Item	Expenses
Breakfast – Kickoff Workshop	\$
Lunch – Kickoff Workshop	
Afternoon break – Kickoff Workshop	
Leadership Consultant Honorarium	
Leadership Consultant Expenses	
Audio/Visual Rental – LCD projector, screen, laptop, flipcharts, microphone(s)	
Room Rental (if appropriate) – Full day	
Hotel (2 nights for leadership consultant)	
Hotel (volunteer/staff management) – 2 nights	
Hotel (1 night's stay for participation. Tuition can include 1 night's hotel stay.)	
Expenses for staff/LDP volunteers (meals, checked bags, cab to/from airport)	
Technology for webinars – license (GoToMeeting, WebEx, etc.)	
Misc. office supplies – badges, badge holders, tent cards, markers	
Association Profit (don't forget to budget profit!)	
TOTAL EXPENSES:	\$0.00
Total (Revenue minus Expenses)	\$

Appendix D

Sample Timeline of LDP Implementation

LDP Proposed Timeline

# Days prior to orientation/workshop	Task
Pre-Planning	
6 months prior to Call for Applications	Form a leadership committee
6 months prior to Call for Applications	Determine program goals, outcomes, learner audience, and stakeholders
5 months prior to Call for Applications	Determine program budget and other resources
5 months prior to Call for Applications	Determine program category
Marketing and Promotion	
180 days prior (6 months)	Call for Applications – Announcement/email blast (Six week application period)
181 days prior (6 months)	Schedule social media promotions
170 days prior	Recruit and assign application reviewers
120 days prior	Application period closes

118 days prior	Reviewer orientation\review period officially open after orientation (6-week review period)
83 days prior	One-week reminder to review panel
77 days prior	Final reminder to review panel
76 days prior	Deadline for review panel
74 days prior	Compile reviewer results for leadership committee to approval final candidates, if need be
72 days prior	Send notifications to successful and unsuccessful applicants
60 days prior	Deadline for LDP applicants to confirm acceptance
60 days prior	Send "thank you" notes to LDP review panel, if necessary
57 days prior	Communication to LDP: Agenda, dates for webinars, travel/hotel information, pre-work assignments, registration fee collection process
45 days prior	Deadline to finish compiling program guide
30 days prior	Deadline to submit tuition payments
28 days prior	Send a link to the online emotional intelligence assessment or other pre-work, if necessary
21 days prior	Deadline to take emotional intelligence assessment, if necessary
14 days prior	Deadline to compile emotional intelligence assessment results, if necessary

14 days prior	Divide participants into Learning Teams
7 days prior	Print badges, tent cards, registration list, learning team rosters, other workshop/meeting materials
7 days prior	Send final logistics email to participants
Program Begins	
Month 1	Kickoff Workshop (Virtual or In Person)
	Learning Team meetings
	Each participant views “Virtual Meetings” webinar prior to facilitated webinar discussion.
Month 2	Webinar: Virtual Meetings
	Learning Team meetings
	Each participant views “Conflict Management” webinar prior to facilitated webinar discussion.
Month 3	Webinar: Conflict Management
	Learning Team meetings
	Each participant views “Building Healthy Teams” webinar prior to facilitated webinar discussion.

Month 4	Webinar: Building Healthy Teams
	Learning Team meetings
	Each participant views “Influencing” webinar prior to facilitated webinar discussion.
Month 5	Webinar: Influencing
	Learning Team meetings
	Each participant views “Coaching and Mentoring” webinar prior to facilitated webinar discussion.
Month 6	Webinar: Coaching and Mentoring
	Learning Team meetings
	Each participant views “Leadership Styles” webinar prior to facilitated webinar discussion.
Month 7	Webinar: Leadership Styles
	Learning Team meetings
	Each participant views “Strategic Thinking” webinar prior to facilitated webinar discussion.
Month 8	Webinar: Strategic Thinking

	Learning Team meetings
	Graduation requirements due (2 weeks prior to graduation date)
Month 9	Graduation (Virtual or In Person)
Month 9: After Graduation	Participants complete final program evaluation

Appendix E

Sample Learning Teams Meeting Agenda

- **Introductions:**
 - Conduct an icebreaker activity
 - Sample icebreakers:
 - What is one event that you're looking forward to participating in over the summer?
 - What is one of your biggest professional successes that you have accomplished this year?
 - What was the best trip you ever went on?
 - What is your favorite book and why?
 - Identify ground rules for the meeting
 - Confirm the roles. Who will be the timekeeper and facilitator for the meeting? Who will deliver the team report for the next LDP webinar?
- **Facilitate questions from the previous webinar discussion**
 - Sample questions could be: (Questions can be developed by the learning team based on the previous facilitated webinar learner outcomes.)
 - i. What attributes of successful virtual team meetings would be most relevant for your learning team? (from the "Virtual Teams" webinar)
 - ii. Reflect on a team you are a member of in your organization—what stage would you assess the team to be functioning within? What led you to conclude this?
 - iii. Influence draws on power to achieve results through others. Power comes in two primary forms: legitimate/externalized and personal. Based on your advance reflection, what is the source of your power?
- **Project check-in**
 - Each participant gets 5 minutes to update the group on their project and solicit input or feedback.
- **Wrap-up and next steps**
 - Solicit commitments that each participant will make toward their own development until the next team meeting.
 - Feedback on the meeting: strengths and opportunities for the facilitator
 - Confirm logistics for the next meeting (date, time, facilitator, time keeper)

Sample Promotional Flyer

[STATE ASSOCIATION LOGO]

[State Association]
Leadership Development Program

[Program LOGO]

Ready, Set, Lead!

If you want to . . .

- Expand and refine your leadership skills
- Become a leader within your state or professional association(s)
- Build a lifelong professional network
- Give back to your profession through volunteer service
- Influence policies, programs, and services

**Then you should consider participating in
[State Association]'s Leadership Development Program!**



What is the LDP?

The Leadership Development Program is a [virtual/in-person/hybrid] program for members with leadership potential. The program offers leadership training created to prepare you for your next step in your volunteer role with your state association.

What are the components of the program?

If selected, you must commit to all program components:

- *Participate* in a [full-day/virtual/etc.] Leadership Development Program orientation/workshop.
- *Participate* in scheduled webinars over the course of the program on selected leadership topics.
- *Develop and complete* an individual leadership project. [Please use this section for Foundational/Advanced LDPs, only]
- *Actively participate* on your learning team.

What is a Learning Team?

Learning Teams serve as participants' project advisory group. Participants meet/work with their team in person at the workshop and virtually throughout the year. Teams are meant to be independent and schedule their own virtual team meetings spread over the year and to provide the venue for deeper interactions and exploration of the content provided by the LDP webinar sessions.

Is there a fee to participate?

Yes. If your application is accepted, you pay a fee of [FEE], which covers [for a kickoff workshop/orientation, one night's hotel accommodation, meeting materials, and facilitated webinars].

Who can apply?

We're seeking energetic people who are motivated to influence professional issues in audiology or speech-language pathology. Each program accepts [] participants selected through a competitive application process. [If any applicants will receive preference, list here. For example, in ASHA's LDP, "Preference will be given to members who belong to a Special Interest Group, as well as to past members of the National Student Speech-Language-Hearing Association (NSSLHA)."]

Applicants must be a current [State Association] member, with [Include exclusions, for example in ASHA's LDP: no prior service as a chair on an ASHA committee, board, council, nor as a past, current, or incoming member of the ASHA Board of Directors. State association leaders are able to apply.]

How do I apply?

[Insert instructions for application process.]

The application period for the Leadership Development Program is open [Start Date] until [End Date].

When does the LDP begin?

The Leadership Development Program kicks off on [Date] at [Location].

The program begins with a [face-to-face/virtual] workshop followed by [six/seven/nine] facilitated webinars on various leadership topics.

Visit [website] for additional information.

Appendix G

Sample Marketing Plan

Item	Date needed	Live date	Cost
Direct mail promotional flyer – Provide at association events.			
Email blast to members announcing Call for Applications Open (if available).			
Association newsletter advertisement.	Run ad in issue 1 month prior to opening for Call for Applications. Run add in next issue when Call for Applications is open.		
Association website – front-page highlight, if applicable. “Call for Applications Open!”	When Call for Applications is open		
Instagram story (live video to association’s Instagram site).	When Call for Applications period opens.		
Instagram post.	15 days later.		
Facebook post to association’s page. Boost, if funds are available. Encourage committee members to share post.	When Call for Applications period opens.		\$100 to boost.
Facebook post.	15 days later.		\$100 to boost.
Facebook post.	15 days later.		\$100 to boost.
Facebook post.	15 days later.		\$100 to boost.
Facebook post.	15 days later.		\$100 to boost.
Twitter – Tweet announcing Call for Applications. Encourage committee members to retweet.	Call for Applications period opens.		
Tweet	15 days later		

Appendix H

Sample Application Form

APPLICANT INFORMATION
Name:
Membership Number:
Email:
Address:
The contact address provided is my: <input type="checkbox"/> Home <input type="checkbox"/> Office
Daytime Phone:
Evening Phone:
Mobile Phone:
EDUCATION AND INTEREST BACKGROUND
Years of [State Association] Membership:
Certification: <input type="checkbox"/> Audiology <input type="checkbox"/> Speech <input type="checkbox"/> Dual <input type="checkbox"/> Not Certified
Work Setting:
Volunteer Service: <input type="checkbox"/> YES, I have served. (Note: Members are allowed to have served, but not as Chair or a member of the Board of Directors.) <input type="checkbox"/> NO, I have NOT served on a [State Association] committee/board/council, standing or ad hoc.
LEADERSHIP STATEMENT AND PROJECT
Leadership Statement

Describe your goals as a leader, and provide an example of a professional or volunteer project in which you either had a leadership role or provided leadership in some capacity. [500 words or less]

Leadership Project

Describe an idea or project that this training may help you implement during the yearlong program that relates to your work setting or another professional arena (e.g., state association, related professional organization, etc.). Please provide a framework or steps on how you will proceed in accomplishing your project goal. [500 words or less]

NOTE: While [State Association] encourages participants to use their leadership skills to collaborate with various stakeholders associated with their projects to accomplish project goals, participation in the LDP does not imply ASHA's endorsement or official support of participants' projects. Prior [State Association]'s approval must be obtained before using [State Association]'s name on any communications associated with participation in the Leadership Development Program. Please contact [Contact Person, Email Address] if you have questions about the possibility of using [State Association]'s name in your efforts to gain visibility for your project.

ACKNOWLEDGEMENT

Employer/Supervisor Support

___ I understand, the need to seek my employer's support, if applicable, to my participation in the program.

Employer's Contact Information (Optional)

Name:

Daytime Phone:

Email Address:

Acknowledgement and Agreement

By checking **YES** in the box below, I acknowledge that if I am selected to participate in the Leadership Development Program, I agree to fulfill **ALL** program requirements, including:

- Participation in and completion of the pre- and post-workshop activities
- The full day workshop on [Date] at [Location]
- The personal leadership project
- All LDP webinars
- All Learning Team meetings

I also acknowledge that my participation in all of the required components is critical to the success of the program.

___ YES, I agree to fulfill ALL LDP requirements.

FINAL REVIEW

For use if you have an online platform. Text based on OpenWater platform; feel free to edit as needed.

Please use the **PREV** button to double-check your answers.

If you are ready to submit your completed application, click **SAVE AND FINALIZE**. Please note: You are unable to edit your application after choosing **SAVE AND FINALIZE**.

If you have not yet completed your application, or would like to review it again before submitting it by the deadline, click **SAVE**, and close out of your browser.

Please note: Your application must be marked with **SAVE AND FINALIZE** before the [Date] deadline, or it will not be moved into the review stage.

Contact [Contact Person] at [Email] with any questions or concerns.

Appendix I

Sample Reviewer's Scoring Sheet

LDP Application Review
Leadership statement describes the applicant's leadership goals and experience. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
Rate Leadership Statement on goals and experience. <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Very Good <input type="checkbox"/> Poor
Applicant's proposed leadership PROJECT will facilitate the desired outcomes of the program. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
Recommendation <input type="checkbox"/> ACCEPT into the LDP <input type="checkbox"/> DO NOT ACCEPT into the LDP
Additional Comments Please provide substantive comments that support your ratings and recommendation. (Limit 200 words)

Appendix J

Sample Letter of Congratulations

Dear [FIRST NAME],

Congratulations! Our panel of reviewers has selected you to participate in [State Association]'s Leadership Development Program!

So that we may reserve your place, we ask you to review the **Program Requirements and Financial Commitments** below. We also ask that you take the time to review these requirements with your employer to ensure their support, as some of the virtual meetings may take place during your normal work hours.

The LDP kick-off workshop will be held on [Day, Date], at [Location], from [Start Time to End Time]. In-person attendance is mandatory.

The webinar dates are as follows and will take place from [Start Time to End Time], each date:

- ❖ Webinar #, Subject, Date
- ❖ Webinar #, Subject, Date
- ❖ Webinar #, Subject, Date
- ❖ Webinar #, Subject, Date

After reviewing the information below, **please reply to this email no later than [Date]**, with the following:

Please respond with the following statement:

"I agree to all of the program requirements, I understand my financial commitment, and I verify that I have my employer's support, if applicable, for my participation in this program." YOUR NAME

PROGRAM REQUIREMENTS AND FINANCIAL COMMITMENTS

I agree to fulfill all of the program requirements:

- Full-day Leadership Development Program Workshop on [Date], at [Location].
- [Number] virtual webinars ([Number] minutes each; all webinars take place from [Start Time to End Time])
- Active participation in monthly virtual team meetings
- Individual leadership project
- Assignments related to the face-to-face program, monthly virtual activities, and leadership project

I understand that MY financial commitment includes:

- Tuition (cost sharing for the year-long program)
 - \$[cost] (Includes 1-night's lodging)
 - \$[cost] (Does not include lodging. To use if you do not need a hotel room.)
- Transportation costs (ground and air) to and from [Workshop Location]
- Hotel accommodation (if needed) for nights **other than [Date]**

- Costs associated with attending virtual webinars and team meetings (*e.g.*, long distance telephone charges)

I understand that [State Association] will provide:

- Breakfast and lunch on [Date]
- Educational materials

If your situation has changed, please let us know **as soon as possible** that you are unable to participate in the program so we may offer your slot to another applicant.

Again, congratulations on your selection to the program! More information will follow in the coming weeks. We look forward to working with you.

Sincerely,

[Contact Person's Signature Block]

Appendix K

Sample Letter of Regret

Dear [First Name],

Thank you for your interest and application to participate in [State Association]'s [Year] Leadership Development Program. We applaud your interest in becoming a leader in the profession. We regret to inform you that you were not selected by our team of reviewers to participate in the program. Thank you for the valuable time and effort you expended to submit an application.

We wish you continued success in your professional leadership endeavors, and we hope that you will consider pursuing in other opportunities offered in the future.

Best regards,

[State Association]'s Leadership Development Program Team

Appendix L

Sample – Graduation Requirements

Graduation Requirements (Due 2 weeks Prior to LDP Graduation)

1. Attend and/or listen to all webinars.
2. Complete all webinar evaluations.
3. Submit a Project Summary, which includes:
 - Project Title
 - Objective
 - Current status of your project
 - What will determine the completion of your project
 - The impact of your project on you and/or others
 - Final summary/thoughts on your LDP experience.
4. Submit a Team Presentation.

Team Presentations (Due 2 Weeks Prior to LDP Graduation)

1. Be sure to include:
 - Team member names (and photos!)
 - Summary of key takeaways from the LDP (major concepts or insights that stuck with you)
 - Summary of impacts from participating in the program (personal, professional)
2. Guidelines:
 - Identify a speaker to represent your team during the webinar, and let [insert contact person]. know when you submit your slide deck.
 - Keep your presentation to no more than 3–4 slides, since you will only have 5 minutes to present.
 - **DO NOT PACK YOUR SLIDES WITH WORDS.** Short bullet points that you can speak through are always more effective. (Try sticking with the Rule of Five: 5 lines per slide, 5 words each.)

If you have any questions, feel free to contact [insert contact person].

Appendix M

Sample Webinar Evaluation

Webinar Evaluation: High-Performing Teams

Name:

Email:

This webinar helped me to: *					
	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Describe stages in high-performing team formation.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -
Identify the components and behaviors of an effective team.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -
List ways to resolve team disablers and barriers.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -

Please rate the following statements. *					
	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The reading assignments better prepared me to participate in and benefit from this webinar.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -
My use of the learning journal helped me to better understand this topic.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -

For me, the most important aspect of this webinar was: *

This webinar could be improved by:

Other information about the topic of Building High-Performing Teams that I'd like to acquire:

Appendix N

Sample – Program Evaluation

LDP Final Program Evaluation

Please complete by _____. Thank you!

To what extent did the Leadership Development Program facilitate your development in the following areas: *

	Not at All	Not Well	Well	Extremely Well	N/A
Building self-awareness and knowledge of essential leadership skills.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -
Developing interpersonal and teaming skills in completing a Leadership Project.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -
Developing strong peer relationships and an ongoing support network.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -
Applying acquired knowledge and skills in future professional and volunteer leadership roles.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -

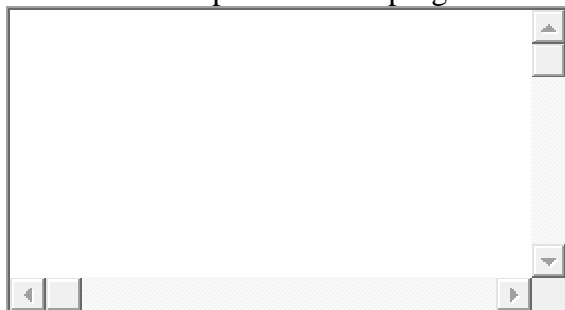
How valuable were each of the following components of the program for you? *

	Not at All Valuable	Somewhat Valuable	Valuable	Very Valuable	N/A
Workshop	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -
Webinars	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -
Team Meetings	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -
Leadership Project	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -
Additional resources mentioned throughout the program	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> -

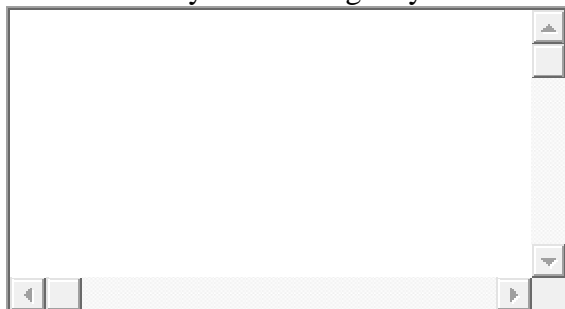
- To what extent did the LDP develop or enhance your interest in becoming a leader at ASHA by seeking an elected or appointed position? *

☒ Not at all ☐ A little ☐ Somewhat ☐ Strongly ☐ Other

- Describe the impact that this program has had on your work or volunteer activities.*



- If there are any other thoughts you'd like to share about the LDP, please enter them below.



Appendix O

Sample Virtual Graduation Agenda

- Introductions
- LDP Program Review
- Your Leadership Vision, Revisited
- Final Team Reports
- “I’ve graduated from the LDP; now what?”
- Final Comments and Next Steps

Appendix P

Sample - *Facilitator's Guide to Webinars*

The *Facilitator's Guide to Webinars* can be found either in the link below or in the Leadership Academy/Resources/Leadership Development Program Toolkit.

[*Facilitator's Guide to Webinars*](#)