**ETHICAL LEADERSHP AND CIVILITY**

**ASHA LEADERSHIP ACADEMY**

**ANDREA FALZARANO:** Welcome to the ASHA Leadership Academy webinar on Ethical Leadership and Civility. This webinar content is appropriate for entry leaders. I am Andrea Falzarano, Director of Association Governance Operations at the ASHA National Office. We planned this webinar to help Communication Sciences and Disorders professionals to understand that leadership is not restricted to people who supervise employees or hold certain titles, but a series of skills and behaviors that can be learned and developed. Each of you should have a copy of the handout which includes speaker information and slides. If you do not have the handout, please pause the webinar now and access a copy from our website. You will need a copy for interactive sections of this presentation.

At this time I would like to welcome our presenter, Kevin Nourse. Dr. Kevin Norse is an executive coach, organization development consultant, and facilitator with more than 20 years of progressive experience in both for profit and nonprofit organizations. He is a professional certified coach through the International Coach Federation, and has extensive experience coaching leaders in the areas of emotional intelligence, career planning and transition, influence, risk taking, and strategic thinking. Now let’s begin. Over to you Kevin.

**KEVIN NOURSE:** That’s great Andrea, thank you. I’m so please to be invited to, to talk a little bit about civili-, uh, civility and ethical leadership. Just acknowledging ASHA is such a leader in this space among the association field in terms of really championing civility and the implications specific for leaders in the professions. Really civil behavior sits squarely in the corner of ethical leadership, so we’re gonna talk about both of those today. So I wanna both welcome our live audience, and then also our friends who are listening on the recording.

Okay, so in terms of our ASHA Disclosure Statement, I am being paid as an independent contractor by ASHA for conducting the webinar, and I do not have any nonfinancial interests.

So let’s talk a little bit about where we’re gonna go today, and then some guidelines in getting the most out of the webinar. We’re really, we’re gonna focus on three objectives. The first, we’re gonna take a look back in terms of your career history. The premise being of such an integral part of what it means to be an ethical and/or transformational leader, is to be grounded in your own story. We’ll then talk a little bit about this idea of your unique leadership purpose, again, sits, so, so nicely with what it means to be a, a ethical leader. And then lastly, we’ll have a chance to explore ASHA’s civility principles, and really talk about what that means for you in terms of actual practice. So in terms of our agenda, we’ll start off, I’ll define some key concepts, and then we’ll be going through each a the specific segments with an interactive component of it. And then I’ll wrap up. At the end of the handout, there’s also a really useful resource guide, so you can draw upon other resources after you listen to the webinar.

So just some thoughts for those of you that are watchin’ the recording. We strongly suggest that you print this, the, the guide, the accompanying participant guide, so that you can take notes and capture your ideas. Secondly, we invite you to make sure that you have the right learning environment, so when you go to, to listen to this recording, finding a, a quiet place where you can actually focus on the content. We know that many of you lead very busy lives, and may or may not have an office, so finding that right environment’s gonna be really critical. Se—uh, thirdly, feel free to stop the action; hit the Pause or Stop on the recording so that you can take the time to really apply the activities and really think about them. And then lastly, think about deepening your learning by moving into action. Perhaps identify one or two actionable things that come out of the, the webinar today, or even think about who you can teach these concepts to. We know for example, that when you learn things from the perspective of teaching it, it has even greater impact. So that’s our roadmap for the day.

I do wanna highlight in all of the online or the on demand webinars, just some of the core competencies associated with this topic that really we’re gonna focus on today. I think really, it gets down to so much of this is about for you to build awareness, so that you can model behavior about what it means to be a civil professional. So I’ll have a chance to explore these in a little bit more detail.

Okay, well, let’s start off with some key concepts. So, uh, in essence, define some terms so that we’re all coming from the same perspective. Let’s start with Ethical Leadership. So, you know, in, in the schools of leadership, three’s so many different theories and frameworks and what not. But really an important one, and I think this fits nicely with, particular those that have been through the LDP program that ASHA offers, but the idea of ethical leadership, it really is a form of what we call Transformational Leadership, where individuals really focus on their commitment to the common good. And that common good may be within their organizations, the larger society, or their communities. But really ethical leaders embody their commitment to this common good through their decisions. You think about ethical decision making. That’s often where we see what constitutes really ethical leaders. As well as creating ethical cultures or environments. Whether again, it’s in your team, it’s in your department. But again, that’s why modeling behavior becomes so critical.

So we can think about really four key components of ethical leadership. And this is based on the work for Bill Grace. He founded this organization called the Center for Ethical Leadership, and he nicely boiled it down to the Four V Model. So really what constitutes really good ethical leadership is this idea first of **Values**. And that’s really all about being clear about your values, your sense of purpose, your mission. And acting from that place. So for example, embracing honesty and integrity, and really embodying that, not only in your words, but in your actions. Secondly, it’s having a sense of **Vision**. Vision for your work, your impact, but also vision in terms of, of really guiding and shaping an ethical culture. Being really clear about what that is. And again, we’ll have a chance to explore that just in a little bit a detail today. Thirdly we’ve got **Voice**. So there we’re thinking about how you communicate and evoke action in others in terms of ethical behavior. So it’s like you live it, but then how do you inspire people to also kind of embody it in, in their worlds, in their behavior, such as your team or other colleagues. And then lastly is **Virtue**. Really it’s about thinking about really holding your values at heart and really usin’ those to guide your behavior. Really looking out for other people. Really looking out for kind of these important messages, or these important values and how we live them. So in summary, so we’ve got, you know, many different ways to look at ethical leadership, but I think this Four V Model really gets at what it means to be you know an ethical leader.

So the other thing I wanted to define is this idea of civility. And again, we, it’s kinda like we know it and we, we see it, but how do we define it? And again, a good working model really is three parts. First of all, it really is about this idea of awareness of your words and actions on others. Many of you may be familiar with the emotional intelligence concept. And I think that’s so much of what this awareness is about, is you have that level of self-awareness. Secondly, we then think about recognizing your responsibility to in essence, ease the burden of others, that you play an instrumental role in that. Whether again, it’s on your team, in your community, your larger organization, your family. But it’s really a kind of an integral part of what it means is that I care enough about other people, so such that this third point, embracing civil behaviors as an ongoing character trait, that’s really the action part of it. We think about moving into action. So, this is really, if you think about it, so much of what drives behavior, civil behavior, is courage. And it really does take courage to embody that and to move into action with it.

Okay. So those are some working definitions. Let’s do a little bit of brainstorming again with our quote studio audience. I’d like you, to invite you to think about an ethical leader, or ethical leader role model for yourself. And that could be someone who’s alive and in your world now, or who you’ve worked with. It could be an individual you’ve read about, or kind of a historical figure. But what exactly, um, how did they de, demonstrate ethical behavior, and how, what is it about ‘em that, that leads them to be your role model for you? So I’ll invite our folks in the, in the classroom to go ahead and type in the chat box, any thoughts that you have about your ethical role models.

I, you know, I should just say one of the, uh, the characters, the, the individuals that I studied in my doctoral program on leadership, I studied the life and work of Eleanor Roosevelt, and looked at her life and work through about seven different leadership theories. And what I appreciated about her is, though she as a, uh, she wasn’t in a formal leadership role, she stepped into her own power, thus leading to the Declaration of Human Rights, which is giving people dignity and respect around the world. She really embodied that. She embodied the whole idea of equality and diversity, and embraced that.

We’ve got a, a few folks that have shared. Um, Kim points out about altruistic behavior toward coworkers and mentees. So really thinking about how that individual demonstrated that. And also a great listener. It’s really, let me get off my island and go explore what life means for you, what your challenges are. And melissa points out the idea of treating people fairly, really integral part, kinda goes hand in hand with respect. We had another individual here, showed that had hard conversations and, even when they’re uncomfortable, to ensure the best interest of the organization and its members. So you know, ethical leaders can cur—can certainly be, uh, supportive. But the ability to have tough conversations with honesty and transparency and candor, to me is a huge part of it. Good listener, compassionate, um, respectful of all thoughts and opinions. And again, that’s a, very much an eye towards civil behavior when we start thinkin’ about what constitutes that. Practice what they expect. The idea is that it’s all about their behavior and how they model it. Boy, it’s hard to influence others if in fact you aren’t livin’ it yourself.

We have another participant talked about. Uh, a swimming coach, uh, several years ago, treated everyone equal, had a great sense of humor and expected the best from everyone. And I’m sure expected the very best from himself. So really modeled that. And, and then building trusting relationships.

So really, you know, if, if you; you know, many people often can’t think about a good role model. But I think starting to look for that; starting to look at who really stands up and is counted when it comes to ethical decisions and ethical leadership. And I think ultimately a challenge for all of us is how do we model our behavior after individuals like that.

Okay, well thank you, you all for sharing. Hopefully that gives our folks in the recording some ideas to think about, as it relates to, to role models.

Okay. Well let’s get into the actual segments. As I mentioned in the intro, we wanted to do a, a look at a, really a career history lifeline. Again, we know that ethical leaders have a deep awareness of both their strengths and weaknesses, their core values. They understand their, in essence, their leadership story. And I’ve used a, a career history lifeline for probably 20 years in my coaching practice, as a way to really help ground people in their authentic story. Um… you know, it’s also to, to, to mine their past for insights about passion and purpose, as well as their sense of power. So from that, we can identify what we call an authentic leadership platform. So there’s many things that we can look at, but the things that often stand out would be peak experiences that you think really embody your sense of purpose or mission. Or even setbacks and challenges that trigger learning and growth. Who model, you know, behavior for you? So who are the role models in your journey? Then we’ve got you know, core values and beliefs and actions. So, and I did one a these years ago. I continue to revisit it as my own story unfolds,

So, with that, let’s talk a little bit about an example. This is drawn from my own life, as I thought about this idea of you know, what is my story and how do I you know have impact. And again, as you can point out even some of the negative things that have happened, the pandemic was a hugely negative experience for a lot of folks. But you know, in that, there may be some nuggets and some insight, and some perspectives, as well as the peaks, you know, the, the peak experiences.

So with that what I’d like to do is, ‘course we’ve had folks in the classroom actually compete this in advance, so they did some prework, so we’ll have a chance to explore it. If you’re listening to the recording, we would invite you to hit the pause button, and go ahead and start your career history lifeline. And when you’re ready to return to the classroom, just turn on the recording, and you can hear kind of stories and experiences from others as we, as we continue.

Okay. So with our members of the… basically the studio audience, we’d love to get your thoughts about that. So starting with question 1, I would invite you to think about were there any key or common themes around your peak experiences as you reflect on your exp—uh, your journey. So go ahead and type in the chat box. Yeah, Melissa points out this idea of taking risks. Melissa, I identify with that. I think about some of the biggest insights came from when I got out a my comfort zone and really embraced it. Whether it was starting a business or starting a PhD. Or, you know, years ago, I learned to fly trapeses in the circus and that taught me so much, as well as bein’ in a community. We have another observation about collaboration. So a consistent theme throughout the journey. Um… one individual spoke about speaking up about what is right and wrong. So the idea of having the, you know, the awareness and also the courage to do that, really, really critical part of it. Reinventing my professional self after setbacks. So that certainly takes courage and commitment to move past the setback to, to reinvent ones self, and oftentimes that’s the impetus for major growth and transformation in individuals, is that whole idea. Facing my fears about challenge, okay, and, and, and change.

Well let me ask you this; second question. What were some a the core values present as you think about you, your journey and some of the values that you really embodied or acted upon that were present? So go ahead and type in the chat box. One thing for me, it was all about, in my journey, it was all about learning experiences and transformation and, and putting myself in situations. Because learning the transformation is such an important part of what it means for me as a coach and facilitator, and even as a teacher and mentor. We’ve got Kim who shared about lifelong learning, creativity, passion, parody. Some really important parts of that. Making a positive difference and building effective teams. You know, some people have that, that, you know, that importance, but also the skills that go with that. Building, so much happens in teams these days, so to really be a, a champion of that. We’ve got integrity, maturity, humility, and important values as it relates to, certainly as it relates to ethical leadership. And making positive impacts through relationships. Learning limits, and bein’ okay with things that maybe don’t go as planned. Finding an alternative.

Well let me ask you the last question. Situations where maybe you showed it powerfully as a leader. Maybe thoughts about that. Again, where did you, where did you find your leadership voice; what were the situations? I think for me it was, um, ‘course, you know, starting a business and recognizing that I needed to love my work. You know I ended up leaving my, my job, my fulltime job, and throwin’ myself out there to, to start a business. I think that really reinforced me in what it meant to be a leader and really stand up and really act upon my purpose. Other examples from participants. Advocating for clinical fellows, really important part of, um, the leadership platform. Bein’ a district lead, a SLP during the pandemic. Again, we know that during the COVID crisis, the, that period from, uh, basically 2020 to, to now, you know, leaders emerge through that crisis. That’s often the case, that, that those experiences really cause people to stand up and be counted. And even Karen points out, havin’ the courage to step away from toxic situations. That takes real leadership and real commitment, and real focus. We’ve got one individual who was a state association president during a change in office managers. So again, stepping up, taking on a volunteer leadership role and, and playin’ an active part of it. And then lastly listening to, help peop—uh, to, learning how to listen and hear people. Developing skills to support difficult conversations. Again, we often know that in conflict situations, it’s where leaders are made and broken. So for our participants who to speak, uh, had that experience is very, very powerful.

Okay, well thank you all. Some really great insights as we think about your journey. And again, talking about this with others, and, and even oth— asking others to kind of share their perspectives on your journey can make a huge part of it in terms of deepening your understanding about that.

Alright. So we’ve covered the, the career lifeline, and gotten some insights from it. Let’s spend a little bit a time then thinking about leadership purpose. So, the idea here is, really looking at this idea of purpose, which really comes out of our career trajectory. But as we talked about what it means to be an ethical leader, purpose is such an important part of it. So in effect it was interesting. Write, Don Pontefract, does some, quite a bit a work around visioning and purpose. And one a the things that he pointed out was that, we can think about orientation to our professional roles or our jobs, and that there’s really kind of a phase that people go through, an evolution. We often start out early in our careers with a job mindset. We’re new in our career, we wanna get a job, we wanna make you know, money, we wanna get time off. And that’s kind of a job mindset. It’s not a bad thing at all, ‘cause that’s usually where we start. But eventually when people are in their roles long enough, then they start to shift toward this, what we call this career mindset. Career mindsets being, you know, focused on, you know, developing professional credibility and legitimacy, starting to build professional networks, having career aspirations to advance. You know, you know, take on, uh, le—formal leadership roles. Again, it’s an important phase that people go through when they come from starting with just a job, but really stepping in and embracing a career. But that’s not where it stops. We think, you know, many people do move to this stage of what we call a purpose mindset. And purpose mindset is again, where you’re so oriented to the work you’re doing havin’ a larger impact. You know, you’re, you’re impacting say civility, you’re impacting people’s lives, you’re growing leaders. And a lot of the, the stories we heard from the, the lifeline, from our participants really spoke to that idea of really stepping in purpose. So what we know is that when people act and really function from a place of a purpose mindset, it gives them a sense of grit, and when they face setbacks, because they’ve got a, in essence a true north as the graphic points out. Purpose is really about true north. What is really your, your unique purpose and authentic direction. So the key is to really discern and figure out what is our underlying purpose and how do we embody that. Again, if you think about any of us that have worked for leaders, that really lived and focused on purpose, the impact that has. So it becomes really an important part a your power base, is clarity about what that purpose is.

So we can articulate purpose. And a really basic formula for it really comes down to three components. There’s always an action component to purpose. We’re doing something. So it’s not just an, an idea that sits on the shelf, we move into action. Secondly, there’s the specific outcomes. We start to think about who is impacted by our purpose. Again, it could be people, it could be organizations, it could be a lot a things, but really thinking outcome, and the audiences and this that we, we impact. And then, then lastly, what is our unique approach? Because everybody may do it a different way, and the key is to figure out like what’s authentic for us, as it relates to purpose.

Okay, well let’s look at some examples in terms of purpose statements. I’ve worked a lot in the healthcare space, and I worked with one leader who identified this purpose statement, really focusing on her team. And so the idea of developing and, and empowering her team, to really focus on the goals and objectives with an eye toward quality healthcare for her patients. This individual worked in a community hospital, and it was an important part of the community in terms of overall livelihood and kind of community response. So really focused on this idea. I had another client that focused on this idea of innovation, that they were all about really reinventing healthcare to make a greater impact. So this idea of looking at cutting edge practices, maybe looking at other organizations, and really focusing on reliability and affordability for healthcare, knowing that that’s such a big issue in this country. So very much a part of her purpose. Let’s see. I saw one client that talked about again, another variation of innovation, telemedicine technology. So, how to get the best of telemedicine to improve in this case audiology services, to focus on rural patients. So, you know, as we know the challenges of, for rural patients of getting access to good healthcare services, certainly audiology services. So this individual really focused on that in terms of his underlying purpose. And then another example from the CSD profession, this idea of taking skills and knowledge and really supporting those of educators around the science of reading. And the way they wanted to do it was through supporting research, practice, and then interprofessional education. This individual was very focused on for example, creating portals that would bring people together to share this knowledge and to, to embody it.

Okay, so what I’d like to do is, we’re gonna do an activity now as we think about… starting the process. Knowing that your actual purpose statement’s gonna take some, some time and reflection and, kind of, you know, exploring it in more, more perspectives, or communicating it to others. But what I’ll do is I’ll invite our participants in the classroom today to take a minute, and think about a draft of your purpose statement. And what we’ll do is we’ll look at it in the three perspectives. What are some of the action verbs? Again when you think about your lifeline, what was the, some of the things that you were doing that really embody purpose? Secondly, who would be the recipient of this outcome, and what is the outcome you’re tryin’ to create? And thirdly, what is your unique way of doing it? What is your specific approach? So for example, in my own practice, you know, coaching, you know, high potential leaders in mission driven organizations to have greater impact. So coaching, consulting, mentoring, teaching; those kind of transformational ways that we can do it. If you’re listening to the recording, what we would do, invite you to do is hit the Pause button, and take some time to reflect on this, and then join us again to hear some examples from our participants in the classroom.

So what I’d like to do is, invite, uh, our participants. Let’s start first with some of the action verbs. When you think about your purpose, what are some a the, the, the specific ways that you move into action on it? So we’ll invite you to type that in the chat box. So what are some a the actions associated with your purpose statement? And see what we come up with. Yeah, Melissa talks about empowering, um, supporting and encouraging, guiding. Asking questions, which is huge. Asking powerful questions. Um… Kim talks about loving this idea of creating a culture of innovation. And, and feel free to copy it, Kim. (Laugh) we can borrow a language from this, this idea. Supporting collaborative practices. You know, when I coach leaders, so, for example around this idea of innovation, it’s not just innovation for yourself. But you know, as you rise up in an organization, part a your job is to create a culture on your team or your department, your organization, or even your committees if you’re involved with volunteer work, where people can do their very best work. So, you make a big determinant about the level of innovation and kind of risk taking that goes into that process. Modeling target behavior in areas of expertise. Again, really powerful statement.

Let me ask you this; who are some of the outcomes of this action you wanna take? Again, when you think about, we can’t serve everybody, but who resonates it? Who’s the demographic, the kind a people that we wanna have most impact with, or organizations? So again, I’ll invite our participants in the classroom to share some a the ideas they have around that. Student clinicians; Karen really wants the focus on that, or is focused on that. SLP’s and their clients. So it’s kind of a multifaceted approach in terms of purpose. My colleagues and students. Stephanie points out school based therapists. So kind of a, a much more narrow focus. Teachers, paraprofessionals, early career SLP’s, right. And volunteers. Yeah. I know for me, I’ve started to shift my own purpose. You know, as I’m kind of like in the, uh, I guess the, the, uh, next stage of my career, really thinkin’ about one thing I’ve found is that new leaders to organizations really struggle in their attempts to have impact. You think about any that have been hired new to an organization. I’m starting to really focus on new leaders, or really promoted leaders, who are absolutely overwhelmed in terms of tryin’ to have impact as a leader. And to, and to move into action with that. Yeah. Or, Puja points, point out colleagues with whom I’m collaborating, or consulting with. Melissa points out site visit trainings, right. So lots of different possibilities under, in terms of both the outcome and the, the recipients.

Let’s talk about and get some examples about your approach. What specifically do you do, to, to fulfill your purpose? You know, to, to create this value for these individuals. Again, we’ll ask our, our folks in the, um, classroom to share their ideas.

I find that for me in this point in my career as an adjunct professor, I’m finding that I love mentoring new students, and, and using kind of a coaching approach in that prospectus. So it’s not just teaching them skills, but also helping them to rewire how they think about themselves. So it’s, it’s like this transformational approach to mentorship to me is really resonating. So I’m not just changing behavior, but I’ changing and shifting how people think about themselves, their identities. So some of the examples from our participants in the classroom. Um, soliciting the input from, um, the boots on the ground folks. So it’s getting kind of grassroots people, you know, many of whom have unique perspectives that often are not listened to. Um… Karen points out, embody participation and showing how participation can be fun. Right? So giving people a voice, drawing them in. Let’s see, Melissa points out providing an integrated online platform to reduce paperwork time. So we start to think about for example, how you can leverage technology. Many of you are in organizations where maybe haven’t embraced it. So one way to, especially around innovation is how could, can we creatively use technology for that purpose. Let’s see, Valarie points out, um, workgroups for staff to generate solutions and create processes wherever possible. So you think about how can we bring teams together. I always think about interdisciplinary care teams, especially, um, in, certainly in schools and healthcare. But you know, you get multiple views in the room, and use those teams to generate and create specific solutions. And again, some people just have a natural knack for team engagement and really involving people in terms of teams. Melissa, I love that; the idea of developing a, a culture of inclusivity within meetings. Right? So you think about the far reaching implications. We know a lot about for example, engagement. What creates engagement for individuals and organizations. Um, and this idea of feeling included. There’s a, there’s a concept called organizational citizenship behavior. In other words, what is it that helps people move the, uh, you know, beyond just their basic job requirements, but doing above and beyond? Really stepping into their roles and creating even more value. And a big part of it as Melissa suggests, when, when people work in cultures of inclusivity and respect, it respect, it really unleashes the energy. So this whole idea about, you know, moving into action, how do you create an inclusive environment so that people can really do their very best work. And then lastly, I think Karen, that’s a nice way to tie this together; modeling the behaviors we loke to recruit from others. Again, it gets back to that definition of what it means to be truly an inclusive and ethical leader, is really this idea of modeling behavior.

Well, I’m curious, I’d love to hear from folks in the classroom, what would you do; what do you think you’ll do next to kind of revise and move your leadership purpose to the next level? What are some strategies you think you might use to, um… you know, deepen this purpose statement, take it to the next level? Again, we’ll have you type in the chat box to see what, what thoughts folks have about.

Yeah, Kar- or Kim points out, um, review our strategic plan. I really like that, ‘cause ultimately you think about how can I bring, embody more of my purpose in my organization. And again, it gets, speaks to that idea of how does my purpose, what I’m here to do, align with kinda the larger strategic plan, say of our organization. So that may be a part of it. It may also inform your leadership purpose statement. That’s great Kim, thank you. Are there other ideas about in what ways could you move into action with your leadership purpose statement, at least the draft that we’ve created today?

Another idea is, Karen points out that, uh, asking for feedback from the statement, from, uh, from colleagues or from a supervisor. The way I’ve seen that done Karen, is basically, here’s my purpose statement. Does this sound like me? Doe sit sound authentic for me? Are these the words that I would use associated with that? And then Puja talks about objective setup for virtual visits as to why we’re meeting, for each meeting. That’s a great way to think about it. Or, um, Stephanie; purposeful self-reflection, asking those who support you for candid feedback. Again, that perspective of I think this is my purpose statement. You know, do you see this in me? It’s almost like our values. I really value say diversity, or I value creativity. You know, do I live that? You know, it’s, it’s, you know, asking helpful questions of others. So, generally what I do is, um, I would sug, suggest writing a draft of it, letting it season a little bit, and then revisiting it. Sometimes when we draft these things, we need a little perspective from them. The other thing is, I think it’s easil— awfully useful to ask other people about how are they; what is their purpose. You think about, especially people you admire, how do they embody it? How do, you know, what do they actually say? To me that’s a really great way to, to you know, even to build relationships with others, is to connect around purpose.

Okay. So, lot a good, um, next steps in terms of purpose. At least we’ve got a working draft today to, to, you know, explore. Okay, well let’s continue.

Um, you know, this point we’re gonna talk about you know, the, the, the final segment in the session. So we talked about the, the broader perspective of ethical leadership. You know, we looked at your career lifeline and gave you a sense of, you know, your own authentic story. And then we started thinking about more specifically your purpose, so that we can look at your lifeline, draw from that, get some insights about purpose, and talk about next steps. Now we think about moving into action. More specifically, how do we embody civility in our specific behavior. And more than just words, it really does need to be in, in specifically in behavior.

Well, what I’d like to do is to start off with the ASHA Civility Practices Model. So, on the ASHA website, there’s a whole slew of resources available, based on ASHA’s leadership in this area of civility, and really championing it. So we’ve got the, the toolkit basically we drew this form. So, let’s talk about the four components of civility practices according to the, uh, ASHA model.

We, we start off with respect, which is really embracing others’ perspective perspectives. And I think the nuance there is, you know, can we demonstrate respect when in fact maybe we have a different opinion or we disagree with ‘em. Um… you know, and that’s to me the real, the, the real challenge, is how do we consistently demonstrate respect. Secondly, constructive dialogue, where we’re really focused on building shared understanding perhaps with people, um, that have a different perspective. And again, this, disti— you know, this is very different from the idea of, you know, attacking someone’s character, their intelligence, which, we see a lot of out there, and certainly in social media. So rather than kind of agree to disagree, and try to build shared understanding, you see kind of the ad hominem attacks on each other. Again, that’s not what we’re talking about. But the idea is constructive dialogue Help me understand where you’re coming from. Thirdly is discouraging belittling. So, here we’re really talking about, um, how do we engage others that, um, we may see who are going down that path of belittling. Again this is probably gonna take some courage, certainly take some self-awareness to be able to do that. Also, you know, I think what’s implied in this is that we don’t pile on. If we, especially in a social media context, we, we don’t wanna kinda get caught in that too of endorsing belittling behavior associated with it. So, that’s an important distinction. And then lastly, professionalism. You know professionalism is one a those things that sometimes it’s hard to describe it, but we know it when we see it. It’s really like the leader-like demeanor. And we can think about that in terms of, um… you know, appearing like a leader, having that sense of stability, that kind of predictability. Being grounded and honest in integrity. It kinda goes back to that idea of ethical leadership, and really the essence of it is professionalism. You know, it was interesting, to that end, I found some interesting research around professionalism. This was the National Association of colleges and employers. They did a survey, um, and looked at employers who were hiring college graduates. They asked ‘em, what were the professional competencies were absolutely essential for success. And, basic what came out of it was that professionalism topped the list with about 98% of respondents indicating it’s absolutely essential, or, you know, very essential for college success. So this idea, you know, so much of what goes into professionally, is, is, even speaking to the idea of emotional intelligence, is how we manage our emotions, in terms of, you know, presenting a, a kind of a calm grounded perspective, especially in conflict situations.

So, anyway, so we’ve got the, the four civility practices. And, you know, really it boils down to like three key components here. We need to have awareness of these, these things. We need to set in specific intention, and then we need to take action. As it relates to civility. So, I do find, you know, in, in the coaching work I do, that, sometimes people are really good about awareness. They, they know civility and incivility when they see it. But they don’t really take any action to intervene in it. And that’s again, where the courage part pops up. I’m curious; I’d love to ask the participants in our, in our class today, when it comes to intervenin’ and taking action to address say incivility in your worlds, what creates or helps you courageous to be able to do that? What, what; you know, because that’s a, I think such an important part of moving into action around civility. But, so I’ll ask it, folks to type in the chat box, what gives you courage to maybe intervene when you see incivility in the world, in whatever worlds that you interact? Let’s see what our, our folks come up with. And this is a, I think a, one a the kind of elements I’ve seen is the sense of… being really clear about your own sense of power. And having support is an important part of it. Kim points out, you know, clarity about your own values and principles. Such that, you know that’s, it’s really part a your constitution. It’s really a, a kind of embedded in who you are. Compassion and empathy, um, Stephanie points out. The ability to like, you know, identify with someone maybe who be, maybe subject to, to the kind of, bein’ verbally attacked and, you know, that that can trigger some action. Karen I love that. Sometimes I imagine my grandmother, uh, grandma overlooking my shoulder, and what would make her proud ultimately. Isn’t that; that’s a, such a powerful image. You think about people in our lives for whom we, we valued and we, we loved and continue, it’s, I think is such an important part of it. And Melissa points out this idea of, um… knowin’ that intervening will help the organization keep its own values. So, especially when you’re in a lead, in a leadership position, and really part a your job, is to embody civility, certainly in how you lead. It’s just, it’s part of the role. Okay, thank you all, those were some really great ideas.

Here’s where I’d like to go now. Again, there’s so many different ways to practice civility. And I think it’d be really great to just get some dialogue going about different ways that people practice it. So let’s just take these one at a time. And again, if you’re listening to the recording, if you’d like to stop the recording, um, and capture some ideas, and then check back in after you get some ideas down on paper, and let’s see what you come up with.

Okay, so, let’s start with respect. What are some specific ways, again, our folks in the, in the classroom, that you actually practice respect? And it could be your organization, it could be in larger bodies of, of other CSD professional interactions, ASHA committees, whatever. Yeah. Kim points out the idea of active listening, even if I disagree. Um, Kim that such is an, a, a you know, a critical skills. It’s not just talking, it’s listening, it’s paraphrasing, engaging. Giving credit to others when I use or mention their ideas. To me that is such a, an important part of kind of professional respect. Um… I think it really communicates volumes when we do that. You know? Let me cite the work of someone else, and, and, and acknowledge their efforts.

Let’s see. Melissa points out taking the time not just to listen, but actually hear them. Again, it speaks to that kind of active listening, which is, I always think about, um, what am I hearing from this person, what are they; basically when they’d bee employing that, that I’m hearing. You know maybe not even there, the kind of verbalization of that I’m getting a sense. Uh, let’s see. Melissa points out, making the person in front of you, and their ideas, more important than your own for a minute. You know it, it’s really interesting. I coached a, a manager one time who was having problems in terms of engagement with her team. One a the things I noticed is when, um, people would walk into the room, she was at her computer, she would continue to stare at her computer, despite the fact that they were standing there in front of her. And, you know, given a choice between people’s words and their actions, well look to their actions as the best indicator about what they really feel or think. And in this case it was, you know, helping ‘em to be aware of your nonverbal behavior is communicating much louder than your words ever would. Um… and Puja talk, talks about demonstrating equality, so all races feel equal in terms of treatment. Think that would be really important. I think about, you know, committees, making sure that you know, there’s not disparate treatment in terms of kind of who’s in the room and exploring that. Anyway, so, so there’s some great ideas. I think the bottom line it really shows up in terms of your actions, how you communicate, and also your nonverbal behavior will con, uh… communicate respect, in many cases very loudly. How ‘bout constructive dialogue? When we think about examples of constructive dialogue that you’ve seen, very effectively in, in the circles that you run in. Again, we’re talking about this idea of, um, how we engage with others, maybe to understand them, versus attacking their ideas, or attacking the person with the idea. Again, feel free to type in the chat box. Let’s see what ideas you have around constructive dialogue.

One a the things I think I’ve seen really effective around constructive dialogue is, you know, I’ve coached a lot a people around building skills and navigating conflict, and learning the concept that… understanding does not always equal consent, or agreement. I can understand you, it doesn’t necessarily mean I, a, uh, dis, uh, actually agree with you. So I think from that perspective, it gets back to the active listening, which is, let me try to understand what you may be experiencing, or what you saw. Um… and, and then let’s talk a little bit about maybe our differences. So it really speaks to what Melissa suggests, around asking questions and being curious. With an emphasis, melissa, one thing I found, asking open ended questions can make a big difference. Because a lot of constructive dialogue, you think about it, is, I’m tryin’ to get down to what’s the basis of your conclusion? So if I can understand for example what data did you see, or what study did you… explore, or, what was your lived experience that led you to make a certain conclusion? To me, that’s the essence of constructive dialogue. Here’s what I experienced; what did you experience?

Um… Karen points out, uh, ask for time to consider or request your idea, then come back to the conversation at some point in the future. Right. So I can’t respond today, or I’m not sure I agree yet, or I’m, I need more clarity, but I will get back to you on that. Again, it’s a really respectful way to do it. Being neutral in tone. So, you know, people easily pick up on that. It’s almost like that nonverbal component. People do pick up a, a tone, an edge, or a tone in our voice. It’s the idea of being really aware of that. So if that’s an issue, it may be that you ask people for feedback about, am I coming across as having a neutral tone or is there an edge to it, which can really hyper accelerate conflict. Yeah. Uh, let’s see. Acknowledging people in a group that might not be offering an opinion or thought, asking ‘em if they have anything to say. Really great observation, uh, Andrea. You think about in a team setting, constructive dialogue is, silence doesn’t always equal consent. We often can assume that. But let me poll people and get their voices in the room. Again, really crosses over with what it means to be respectful, especially when you’re in a team lead position.

Uh, let’s see. Stephanie. Boy that’s a great perspective. Let the other person know what you hear them saying, make sure there’s no misconceptions or misinterpretations. Again, reinforces that whole… active listening component, which is I think this is what you’re saying, but I may be misinterpreting that. Can you, can you tell me a little bit more about that? Um, identify what the topic of the, the difference actually is, making sure it’s calibrated to where the disconnect is, so that you can attempt to reconnect. Right. So really, do we in fact differ in, in our opinions, or is it just we’re not communicating very effectively? And also acknowledging other people’s ideas, even if they’re different from your own, yeah.

I’m curious, let me ask the folks in the group, you know, where do you see, when you think about a dialogue that is not constructive, what are the venues where you see that happening? I mean is it for example in social media, or in kind of online chat, or, are there specific venues where you might not, you might see the opposite of constructive dialogue? But, but what do we see? What are the venues, or situations where we see that? Oh Melissa points out in politics; absolutely. Boy that’s, you know, bein’ in a country where we are so polarized and it’s not getting any better. And maybe in staff meetings, right? Interoffice politics, it could be lunchtime chats, or even board meetings. Yeah, staff meetings, right. So there are specific instances. I always think about when it comes to developing skills, we think about domain specificity. I wanna get better at constructive dialogue in team meetings where maybe we have a difference of opinion. So that’s very domain specific. Yeah. And Melissa points out technology allows people to anonymously communicate in ways that would not do in person. Yeah, that really is the point. It’s as if, you know, the anonymity ushers this like shadow cell, which we don’t recognize. (Laugh)

Okay, how ‘bout the third one? Again, this may overlap with the some of one, the ones that we’ve talked about. This idea of discouraging belittling behavior. Um… you know, and, and certainly not endorsing belittling behavior. But in what ways to do we practice that? And again, it may be that we observe this online and whatever, but, what are, what are some possible behaviors that we could use to bring this into action? Yeah, Kim I love that; modeling what we wanna see in others. Right. So, to, to come from a place of integrity, and honesty when you know, addressing conflict or differences of opinions. Modeling what we wanna see in others, yeah. Letting people know that belittling is not acceptable. Melissa, I’m really glad you mentioned that. So for example, um… let’s say that, you’re in in interdisciplinary care team, you know, you’re talking to other professions about a patient. To me, that’s a great place, for example in the team meeting, to set ground rules associated with how we’re gonna talk about the issue. You know, that it’s really not okay to, to belittle people, that differences are gonna happen. But I think that goes a long way toward in a team setting, how we can set agreements at the beginning about how we’re gonna work together and re, remain civil. Puja suggests correct the person in the moment by saying something in a polite fashion. So in essence, Puja, not stepping over it, but raising it in a way that’s respectful. We don’t wanna get into belittling, belittling behavior. Again, that could be just as bad as the original, uh, problem. Letting people know that they’re valid. See some people have no idea that they are berating or belittling, belittling. That really is so true. You know, my intent is not always my impact. And so for people to, to learn that, though you don’t think it is, it’s really coming across, because as we talked about, it could be a tone of voice, it could be a, you know, nonverbal behavior. All of those things influence, you know, the perception of is it belittling or not. Let’s see. Karen, try nart— try not to, um, hard not to take the bait where you get hooked into that. Again, it draws upon our emotional intelligence skills, which is self-management. How do we, when we are triggered, kinda talk ourselves off a ledge. And then lastly, Melissa points out, I like to, to model championing someone has ideas, when they’re otherwise being belittled. So that’s a really powerful way to do it, which is, maybe to point out the, the, the benefits or the value that their ideas create, versus simply tearing it down, or tearing down the person. So in some ways Melissa, that’s a, maybe an indirect way, but a really powerful one to model behavior, because it’s like, how can we re, reward? You know, people are gonna have a differences of opinion, and I think we need to hear those differences of opinion. That’s kind of the scientific method. That’s how ideas get, you know developed over time. Great. So really nice sharing there.

How ‘bout the last one? When it comes to professionalism, what are some of the, the ways, again when you think about who’s modeled professionalism for you. Maybe some of the leaders that you’ve seen. What is it we see them doing that really embodies what it means to be, you know, a profe—you know, exhibit professionalism? Again, we’ll invite folks in the chatroom to, to share their ideas.

While I’m waiting, a couple things that stand out for me. Really at the heart of professionalism is the self-awareness. Is really for example, knowing what my triggers are, and how do I manage my triggers. Whether it’s in conflict, or situations that may, may, you know, cause me to get upset. Big part a that is like maintaining kind of an even keel and using strategies around that. And I’ve coached a lot a clients to, to develop kinda those practices. Maybe before I respond with really harsh words, I’m gonna take 3 deep breaths prior to doing that. And Kim points that out. Understanding how my behaviors may be impacting others, keeping my emotions in check. Kim, I’ve even seen, again, worked with leaders for example, if they know they’re gonna go into a meeting where they’re gonna get triggered, they start to kinda like do some centering exercises before they walk in the room, so that way they know, and they can visualize themselves, if they are triggered, how they’re gonna handle it. And Melissa points out, listening, modeling, being kind. Again, whether I agree with you or not. I mean that’s really an important part of it. Uh, let’s see… Lot a this does, even comes down to resilience, is how do you sustain your level of resilience, despite maybe a setback, or… you know, you got bad news, or you, your boss maybe challenged you or something like that. It’s really about to some extent, maintaining resilience. Understanding, and Melissa points out, our own personal bias views as we enter a situation. Again, what is my perspective? Like what are the assumptions that I’m making that may, they may be wrong? And then Karen reinforces this idea of creating space for my personal self, separate from work and professional self. You know, I think that really even fits Karen, to the whole resilience concept about how we show up at work in, you know, in terms of self-care and what we do outside of work can make a huge difference around that. Um… I think another part of professionalism I’ve seen is again, the quality and the depth of our relationships can make a difference. It’s like your support network. If you wanna be, you know, demonstrate more professionalism, hang around people that model the behavior. You know, our lives, you know, I, I kinda of, it’s not a scientific statement, but I think it’s, it’s anecdotally true. It’s like, you know, our demeanor becomes the average of the five closest people around us. If we’re around people that, for example have sharp reactions and kind of unglued in the middle of stressful situations, we often become that. So, you know, choose peers and, and mentors carefully, because, you know, who’s modeling the very behavior that we wanna create. Okay.

Well some really nice sharing there. Thank you all. Some really great insights in terms of the four civility practices. We’re just about out a time, so I do wanna kind of summarize where we’ve been today. We, we started off today talking about the career lifeline as a way to get clarity about purpose, vision, and values, and really, it, really, it’s this idea of figurin’ out like authentically, where have you been, and what has shaped you. Because that’s really your authentic self. We know that ethical leaders, transformational leaders, are the ones that are really authentic. It makes ‘em approachable and more trustworthy.

Secondly we talked about purpose, and what it means to be, to have leadership purpose and how do you articulate it, between the actions we take, the people that are impacted by it, and then also the ways, and the strategies that we enact our purpose. Again, links nicely back into what it means to be an ethical leader.

And then lastly we talked about civility tenants, building upon the ASHA framework for civility, the toolkit, and really looked at those four components and what those mean for us. Whether it’s the idea of being respectful, or, you know, the idea of professionalism.

So really, at, at this point, the key would be to find one or two key ideas and move into action with them to kinda really take this to the next level. So at this point, we’re not; wanna go ahead and conclude it, and point out that there is a resource guide at the end of the handout with additional resources that might be really helpful, especially around purpose and civility. So at this point, I’ll toss it back to my colleague, Andrea Falzarano to tie us together here.

**ANDREA FALZARANO:** Thank you Kevin, and thank you everyone for joining us. This webinar is part of a series in ASHA’s leadership academy. For more information, including information on continuing education credits, visit [www.asha.org](http://www.asha.org), and search Leadership Academy. We also encourage you to join the ASHA community, focused on leadership topics. Go to asha.org, and search Leadership Academy. You will find a link to the online community on this page. This concludes the ASHA Leadership Academy webinar, Ethical Leadership and Civility. Goodbye from the ASHA national office.