

Leadership Action Plan

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The following five- and ten-year goals offer a depiction of my personal philosophy of valued work. The underpinning of my professional mission and goals is my purpose, vision, and the integrity to walk out priorities that are most important to me. Below is an illustration of some of my career goals, followed by a leadership action plan that is integral to the achievement of these goals.

By January 1, 2026, with the knowledge, skills, and abilities in speech-language pathology and business practices, along with the retention of start-up capital, the appropriate licenses, permits, and a business plan, I will acquire a building and open a pediatric, family-oriented, shared decision model private practice, the KCB Autism Institute, in the Washington, D.C. metropolitan area, for children with autism spectrum disorder (ASD) who have speech, language, and occupational therapy needs with a special focus on serving those individuals in underserved communities by providing timely and quality speech-language and occupational therapy assistance, regardless of the ability to pay thus bridging the health disparity gap and improving positive outcomes.

I contemplate that there are a variety of SoTL activities that are appropriate for my ideal teaching position. To continue my advocacy of closing these health disparity gaps, I will partner with a community-based organization within my church and use my experience, knowledge, and expertise to provide quarterly parent in-service workshops for parents of children with ASD by January 1, 2025, to empower parents to become their child's primary language facilitator, thereby maximizing the child's opportunities for communication development in everyday situations.

Other SoTL activities that are appropriate for my ideal teaching positions, including serving as a supervisor for student clinicians as well as students serving their clinical fellowship year. By January 1, 2029, using my knowledge, skills, and abilities, I will provide professional development to clinical fellows by coaching, mentoring, observation and providing feedback for the purpose of growth and obtaining licensure to prepare aspiring speech-language pathologists (SLPs) to fulfill the needs of the expansion of the number of highly qualified SLPs and this will be evidenced by each clinical fellow providing feedback via a survey form with 80% of their needs being met. Further, by January 1, 2029, using my network, I will mentor student clinicians as part of my private practice by partnering with universities and serving as a catalyst for student SLP clinicians in completing their clinical experience by accruing

the supervised clinical practicum hours that are requisite for graduation from a Communication Sciences and Disorders master's program by recruiting two individuals each year which will benefit the practice, the client base, and the university.

My direct patient encounters in underserved communities reveal irreversible deficiencies from not having access to early diagnosis and timely interventions. The unmet needs of these children linger with me daily. Thus, ultimately, I wish to impact the care provided for those with communication disorders in marginalized communities and advocate for legislation. By June 1, 2029, I will advocate for legislation to advance speech-language pathology policies and treatment of children with ASD by joining the advocacy group the Autism Society of America and supporting the work of drafting legislative proposals that will address health disparities in underserved communities and decrease inequality for children of color who receive a late diagnosis and lack specialized early intervention.

Leadership Action Plan

Leadership Skill	Strengths	Challenge Areas	Action Plan specific to achieving your career goals with one citation for each section
Self-Awareness Emotional Intelligence	<ul style="list-style-type: none"> • Keen awareness of strengths and weaknesses • Strong self-confidence • Initiative • Conscientious • High moral perspective – my north star consists of my morals and values as they guide everything that I do • Bridge builder – cultivating and maintaining relationships • Collaborator • Strong active listening skills • Relational transparency - I freely admit my mistakes to others; I view them as growth opportunities 	<ul style="list-style-type: none"> • Self-regulation - learning to pause and take a deep breath during all stressful times; while I do this most times, there are times when I do not • Relational transparency - work is needed in openly sharing my feelings with others in times of confrontation with people that are not in my inner circle • Balanced processing - work is needed on being objective when doing an analysis on relevant data before deciding, especially data that I disagree with, as I do not want to be biased in that area 	<p>Walumbwa et al. (2008) point out that the authentic leadership construct consists of self-awareness, relational transparency, and balanced processing. Walumbwa et al. (2008) also assert that for a leader to be viewed as authentic, the substantive, and related dimensions of these aspects must be present.</p> <p>To be the best possible leader, keen self-awareness and high emotional intelligence are imperative characteristics. I am continuing to grow as a leader and will continue to strengthen characteristics that make up authentic leadership, as asserted by Walumbwa et al. (2008). Two areas that I would like to strengthen are relational transparency and balanced processing, given my scores on the Authentic Leadership Self-Assessment questionnaire developed by Walumbwa et al. (2008). Thus, I have focused on the goals below.</p> <p>Goal: To be a strong leader, it is imperative that I assertively project authenticity at all times to foster deeper bonds. Thus, I desire improvement in being open in times of controversy instead of avoidance. Therefore, by the end of the fourth quarter in 2022, I will strengthen relational transparency by engaging in activities where I openly share information and expressions of my true thoughts and feelings consistently and maintain a good balance with my emotions when in uncomfortable situations with success being evident by an increase in openly sharing information and expressions of true thoughts and feelings consistently as indicated in my journal after such encounters.</p> <p>Action steps:</p> <ul style="list-style-type: none"> • Make an internal emotional conversation external by having a difficult conversation by openly sharing information with my words, thoughts, and actions being consistent when in uncomfortable situations consistently.

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	<ul style="list-style-type: none"> Empathetic – keen sense in understanding others concerns 		<ul style="list-style-type: none"> Spend time at the end of the day reflecting on what I did and why I did it by writing in a journal to explore my thoughts and emotions, which will enable me to spot patterns in my thoughts and emotions. Take a deep breath and keep a check on my emotions and think before acting when in a pressurized situation by ensuring that my actions are congruent with my values. <p>Goal: Strong leaders are appropriately self-regulated, well balanced in how they analyze germane data, and to achieve growth in this area, by the end of the fourth quarter in 2022, I will improve on how I process all relevant data, especially data that I do not agree with by making a conscious effort to give serious consideration to all evidence regardless of my views including disconfirming evidence. Success will be evidenced by making decisions that include data that I disagree with.</p> <p>Action steps:</p> <ul style="list-style-type: none"> Solicit opinions and feedback from individuals that may challenge my deeply held position on a matter and consider and use the information provided if appropriate. Use active listening skills to listen to what individuals are saying on a matter even when I do not agree initially and ask questions to understand. When working with a team, ask the team for their views on a topic before deciding on a course of action. When deciding, show individuals how I came to a decision. <p>Reference: Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: development and validation of a theory-based measure†. <i>Journal of Management</i>, 34(1), 89–126. https://doi.org/10.1177/0149206307308913</p>

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Coaching	<ul style="list-style-type: none"> • Proponent of scaffolding especially for new employees in the field, interns, those individuals completing clinical fellowship, and individuals who are learning a new skillset • Advocate of constructive feedback • Will sacrifice time to motivate team members to hone their skills if they are willing • Empathetic – understand people at an emotional level • Strong active listening skills • Trust in people • Proponent of collaboration • Advocate of communicating expectations 	<ul style="list-style-type: none"> • Lack of patience for individuals who are not motivated to grow and improve • I would like to be able to coach a large group of people; more effective one on one or a small team • Desire to have results quickly • Need to work on having tolerance for the same mistakes made over and over • Aiding individual in coming up with a solution versus giving the person the solution 	<p>Leaders are also coaches. As Ibarra and Anne Scoular (2019) assert, effective coaches convey knowledge and aid others in uncovering it themselves. Further, Ibarra and Anne Scoular (2019) state that a good way to become better at nondirective coaching is to use the GROW model. Further, Vuckovic and Booth (2017) offer a set of questions that can serve as a roadmap for effective coaching sessions. Coaches who use these questions may find that they are beneficial and aid in coaching sessions being successful, especially those coaches who are inexperienced.</p> <p>It is imperative that I strengthen my coaching skills with my immediate focus on the following goals.</p> <p>Goal: By the end of the fourth quarter in 2029, I will commit to a coaching conversation every two weeks for a period of one year with each Speech-Language Pathology (SLP) graduate student clinician that I am mentoring by using the Grow model as established by Ibarra and Anne Scoular (2019) with success being evidenced by receiving 80% positive scores on the evaluations provided to the graduate student clinician.</p> <p>Action steps:</p> <ul style="list-style-type: none"> • Block on the calendar for one year a one-hour period every two weeks to meet with each graduate student clinician. • Use the GROW model by Ibarra and Anne Scoular (2019) with four action steps <ul style="list-style-type: none"> ○ Goal – find out what the individual wants to accomplish now ○ Reality – ask reality focused questions grounded in what, when, where, and who, and ask questions about the key things I need to know ○ Options – people are often stuck and torn regarding their actions. Broaden their perspectives by asking, if you were king or queen for a day, what would you do?

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	<ul style="list-style-type: none"> • Proponent of self-coaching as I challenge myself to improve, learn, and knockdown roadblocks • Strong advocate of being fully present 		<ul style="list-style-type: none"> ○ Will – ask the individual being coached the question, what will you do? This question will prompt the individual to review the action plan that has come about because of the dialogue that the individual and I have had. However, if the individual has difficulty providing an answer, I need to go back to earlier steps. ○ Develop and provide an evaluation to student clinician. <p>Goal: By the end of the fourth quarter of 2024, build on successful coaching competencies and leadership skills by enrolling in an Executive Certification in Coaching program such as Howard University's School of Business Executive Certification in Diversity Coaching Program to aid in developing coaching competencies with success being completing the program and implementing best practices learned from the program.</p> <p>Action step:</p> <ul style="list-style-type: none"> • Apply for and enroll in the Executive Certification in Coaching Program. <p>Goal: By the end of the second quarter in 2022, I will improve coaching by practice and serving as a mentor to (SLP) clinical fellows during the coaching sessions. I will show empathy, support, provide feedback and ask the mentee appropriate questions by using sample coaching questions from Vuckovic and Booth (2017). Success will be illustrated by positive feedback provided by the individual being mentored.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Block time on the calendar every two weeks for a 1-hour coaching session. • Use the coaching questions by Vuckovic and Booth (2017) to aid as a guide in the coaching sessions.

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			<ul style="list-style-type: none"> • Provide support and appropriate feedback to aid in the individual coming up with solutions. <p>References: Scoular, I. & Scoular, A. (2019). <i>The Leader as Coach</i>. Harvard Business Review. https://hbr.org/2019/11/the-leader-as-coach</p> <p>Vuckovic, B.O. & Booth, B.E. (2017). <i>Sample coaching questions for Kellogg coaching model general coaching</i> [Class handout].</p>
General Communication (Written and Verbal)	<ul style="list-style-type: none"> • Sound character • Strong active listening skills • Proponent of leaders communicating with openness, integrity, and honesty frequently and consistently • Consistency in my actions • Seeker of feedback and a desire to understand • Strong advocate of linking message to vision and mission • Words are backed up by actions and convictions • Genuine care for people • Ability to inspire others 	<ul style="list-style-type: none"> • More work is needed on speaking in front of large groups • Keeping my finger on the pulse of what is going on in the organization and not becoming overwhelmed with putting out fires • Need to be consistent in communicating being a top priority regardless of what is happening in the organization 	<p>Baldoni (2004) asserts that it is imperative that leaders commit to communicate with consistency, constancy, and frequency.</p> <p>I am committed to communicating effectively as this characteristic is inherent in effective and efficient leadership, with a focus on the following objectives.</p> <p>Goal: As a supervisor of SLP clinical fellows, by December 15, 2021, I will have bi-weekly one on ones with these staff members, which will provide another means of two-way communication and an opportunity to seek feedback as well as listen to aid in creating a bond of trust and enabling these clinical fellows the opportunity to gain the requisite practicum hours required to meet American Speech-Language-Hearing Association's (ASHA) standards for the certificate of clinical competence in Speech-Language Pathology. Success will be indicated by positive feedback provided by these staff members.</p> <p>Action Step:</p> <ul style="list-style-type: none"> • Place on calendar bi-weekly standing 30 minutes appointments with no ending dates. <p>Goal: As the leader of my private practice, by January 31, 2026, I will maintain consistent and frequent communication with my workforce by composing and sending an informational e-mail to all employees on Wednesday of each week informing staff members of the latest happenings in the practice, providing reminders about training</p>

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			<p>opportunities, welcoming new members and saying goodbye to those who are soon departing. Key messages will be repeated and linked to the vision and mission of the organization. Success will be demonstrated by consistently completing this form of communication each week.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Set up a template for the e-mail by placing topics that are consistent in the weekly e-mail. • Block on calendar one hour each week on Tuesday to write the e-mail. <p>Goal: By the end of January 2026, to ensure that I keep my finger on the pulse of the organization and seek feedback, I will engage with staff from having hallway conversations to using mechanisms to solicit feedback. These tools are a page on the intranet and an invitation at the bottom of the weekly informational e-mail to solicit any questions or provide feedback on what is happening in the organization. Success will be measured by achieving an increase of at least 10% in feedback over a period of three months.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Set up communications page with feedback and ask any questions features on the intranet which will be used for internal communications by establishing an intranet when the web-developer establishes the company's website so that there is an online avenue for on-going communication. • Place a feedback button feature at the bottom of the weekly informational e-mail. <p>Goal: To ensure that I increase my comfort in speaking in front of large groups, prior to each speech that I give, I will ensure that I begin preparation no later than one week from awareness of the speech and memorizing the speech as early as time will allow to have plenty of</p>

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			<p>practice. I will rehearse at least five times, time permitting from the time I am aware of the speech until the time to give the speech, in front of trusted individuals who will hold me accountable and provide constructive feedback. These talks will continue to be tweaked depending on the feedback provided. The rehearsals for the pitch will include every component that goes along with delivering a talk, such as the pace of a talk, stage presence, gestures, and pauses while practicing, along with revealing my passion and enthusiasm for my topics. Success will be evidenced when I feel more comfortable when giving a speech.</p> <p>Action steps:</p> <ul style="list-style-type: none"> • Block time out for memorization, practice, and feedback once the scheduled date is known. Changes will be based on feedback, memorization, and practice. • Practice breathing deeply and take time to breathe when speaking, as deep breathing before speaking will aid in combatting nervousness. Taking the time to breathe will help in slowing down the pace of speaking. • Make eye contact with the audience. Act as though I am talking with old friends and telling them about my latest adventure. <p>Reference: Baldoni, J. (2004). Powerful leadership communication. <i>Leader to Leader</i>, 2004(32), 20–24. https://doi.org/10.1002/ltl.72</p>
Communication in Crisis	<ul style="list-style-type: none"> • A strong advocate of releasing the information and acknowledging that the crisis exists internally before others in a clear and transparent manner 	<ul style="list-style-type: none"> • Honing the ability to be strategic in every aspect when communicating during a crisis • Being familiar with the crisis response 	<p>Argenti (2020) states that in a crisis, leaders must communicate early, frequently, succinctly, and be as transparent as possible, in doing so, sharing what they know and do not know. Coombs (2015) asserts that while there are different crisis types and similarities between each crisis, each individual crisis has the capacity to generate distinctive properties. Further, Coombs (2015) contends that there is guidance regarding crisis communication that reflects what is typically effective</p>

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	<ul style="list-style-type: none"> • An avid believer in sharing what I know, what I do not know, and source of information • An avid believer in providing timely information rather than waiting until I have all the information and often communicating broadly and through multiple means • Possess integrity, sympathy, and empathy • Strong active listening skills • Resilient • Planner 	<p>strategies so that I can manage perception</p> <ul style="list-style-type: none"> • Lack of adeptness when it comes to the crisis and financial and legal constraints • Making sure that I take care of myself and ensure that I am in a good place before sharing with others • Becoming familiar with how to manage energy and ways to recharge • Difficulty in expecting the unexpected 	<p>and ineffective in a crisis; this assistance can be helpful for leaders in making decisions regarding communication during the difficult times.</p> <p>As a leader, I will face a crisis at various times in my career. It is imperative to have a tool kit to rely upon to be effective during those critical occasions. Below are some objectives that provide a roadmap to aid in being successful in this area.</p> <p>Goal: As a leader, when faced with a crisis or uncertain situations, I will use appropriate response strategies, communicate early and frequently, providing known information to staff members, stakeholders, and customers through communication means of e-mails, and all-hands meetings with success being evidenced by communicating using these means appropriately and consistently.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Use response strategies guidance depending on the crisis, as indicated by Coombs (2015). • Communicate often and consistently by using different means from e-mails to all-hands meetings to reach key audiences such as staff members, stakeholders, and customers. • Provide known information when it is known and more information as it becomes available. • Use active listening skills to address concerns. <p>Goal: By June 15, 2025, expand network and select leadership mentors who have crisis communication skills and can provide guidance regarding what is typically effective or not effective in a crisis to aid in my skillset in making informed decisions about strategic use of communication during a workplace crisis that I may be faced with by searching for formal mentor leadership programs or informal mentors, by talking to peers, allied health professionals and university professors as having these mentors will aid in my exposure to crisis response strategies and factors that may affect these strategies</p>

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			<p>thus aiding in my efforts in responding and handling a crisis appropriately and effectively as a leader.</p> <p>Action Step:</p> <ul style="list-style-type: none"> • Research and select mentors by considering the aspects of the potential's mentor's values and definition of success, achieved success as a leader, and experiences in handling crisis situations effectively; also taking into consideration if the potential mentor has the time and energy to build a new professional relationship to challenge and give support to growth in my professional processes and attaining novel solutions to leadership challenges. <p>References:</p> <p>Argeni, P.A. (2020). <i>Communicating through the Coronavirus crisis</i>. Harvard Business Review. https://hbr.org/2020/03/communicating-through-the-coronavirus-crisis</p> <p>Coombs, W. T. (2015). The value of communication during a crisis: Insights from strategic communication research. <i>Emerging Issues in Crisis Management</i>, 58(2), 141–148. https://doi.org/10.1016/j.bushor.2014.10.003</p>
Decision Making	<ul style="list-style-type: none"> • Flexible - ability to adjust leadership and decision-making style based on the situation • Understanding of the various operating contexts • Transparent – strong advocate of communicating decisions in clear, direct way 	<ul style="list-style-type: none"> • May rely incorrectly at times on instinct instead of rational methodical thinking • Have some cognitive biases • Staying connected with the workforce but not micromanaging 	<p>Beshears and Gino (2015) assert individuals have two modes of processing information and making decisions. System one relies on instincts, emotions and is automatic, while system two is logical, slow, and deliberate. Further, Beshears and Gino (2015) point out in making decisions, individuals often rely too heavily on instinct and too little on rational methodical thinking. Beshears and Gino (2015) also state that when individuals are taking actions but use approaches that present systematic errors in the process, then the problems are rooted in cognitive biases. A chart provided by Lebowitz (2015) offers examples of biases that can hinder a leader’s decision. Lastly, Snowden and Boone (2007) present the Cynefin framework which requires leaders to analyze conditions and to act appropriately</p>

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	<ul style="list-style-type: none"> Although I will use instincts sometimes, I have strong discernment and will use a logical, slow, and methodical system in making decisions often 	<ul style="list-style-type: none"> Being aware that context has changed sometimes 	<p>depending on the issues with the contexts for these situations being simple, complicated, complex, or chaotic.</p> <p>To make a decision well, as pointed out in the Leadership and Decision-Making lecture (Eisenhauer Boggs, 2021), leaders must adjust their leadership and decision-making styles based on the decision that they are making and the context they are operating in. Thus, my focus is on the following objectives.</p> <p>Goal: The first opportunity that affords itself to me as a supervisor and opportunities thereafter when serving in a leadership role, I will make decisions using the proper leadership style, the Cynefin decision-making framework put forth by Snowden and Boone (2007), and depending on the problem, a combination of elements from the Beshears and Gino (2015) framework to ensure that I make the best decisions and avoid problems that may come up because of my preferred management style. Success will be evident by using the appropriate leadership style, both the Snowden and Boone (2007), and the Beshears and Gino (2015) frameworks appropriately, as well as being aware of my bias and taking mitigating measures regarding the bias or using the bias to my advantage in making the best decision.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> Determine the appropriate leadership style given the problem, the prevailing context that I am operating in, and determining if human behavior is at the core of the problem; if human behavior is at the center of the issue, incorporate the behavioral economics tools as defined by Beshears and Gino (2015). Define the problem. Design the solution. Trigger system 1 (instinctive and emotional) responses by arousing emotions and harnessing biases to my advantage.

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			<ul style="list-style-type: none"> • Trigger system two by evaluating decision alternatives simultaneously instead of sequentially joint rather than separate evaluations. • Create opportunities for reflection. • Use planning prompts for follow-through. • Ensure that consideration is given to disconfirming evidence. <p>Goal: By December 15, 2021, post the handout biases by Lebowitz (2015) in a prominent place and review them weekly to serve as a reminder of human aspects that causes errors in decision making and to ensure that errors rooted in cognitive biases will not occur.</p> <p>Action Step:</p> <ul style="list-style-type: none"> • Laminate the handout bias and place it in prominent locations in my office and reflect upon them, especially when making decisions. <p>References: Beshears, J., & Gino, F. (2015). Leaders as decision architects. <i>Harvard Business Review</i>, 1-12. https://hbr.org/2015/05/leaders-as-decision-architects</p> <p>Eisenhauer Boggs, D. (2021). Leadership and Decision-Making. Lecture. Northwestern University</p> <p>Lebowitz, S. (2015). 20 Cognitive Biases that screw up your decisions [Photograph]. Business Insider. https://www.businessinsider.com/cognitive-biases-that-affect-decisions-2015-8</p> <p>Snowden, D.J. & Boone, M.E. (2007). A leader's framework for decision making. <i>Harvard Business Review</i>, 1-9. https://hbr.org/2007/11/a-leaders-framework-for-decision-making</p>

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Power and Influence	<ul style="list-style-type: none"> • Social capital – Access to relationships and their integral resources but desire to have more • Economic capital – I will own a private practice. I can reliably deliver resources or revenue in an organization • Institutional capital – as the organizational leader of a small business, I will formally define the rules of the game • Knowledge capital – expertise and experience; however, I am still early in my career and continuing to grow • Symbolic capital – I can accrue resources because of my credentials • Reputational capital – I have a good reputation in the field of pediatric speech-language pathology 	<ul style="list-style-type: none"> • Build more connections • I need to add more diversity to my political capital portfolio • Becoming savvier of when I need to invest one political capital over another one 	<p>Ocasio et al. (2020) assert that an individual having knowledge that is dissimilar from that generally held by other staff members is a source of distinct worth, and therefore power is potentially present. Further, Ocasio et al. (2020) declare that social capital consists of an individual being able to acquire resources through access to durable networks of social relationships.</p> <p>I desire to increase knowledge and social capital; thus, I have established the following goals that will aid in expanding capital in both areas.</p> <p>Goal: By January 1, 2023, build on established competencies in SLP pediatrics and autism by enrolling in continuing education courses, attending conferences, and self-study to ensure that I remain current on the competencies in this area, as this will aid in my supervision of graduate students and enable these students to give patients the best quality care.</p> <p>Action Step:</p> <ul style="list-style-type: none"> • Register and attend ASHA's annual conference and take at least one course or read articles and textbooks related to serving the pediatric autistic population quarterly to stay up to date on clinical and professional issues as it is an important part of ongoing professional development and has a fundamental value to the graduate student clinician and patients. <p>Goal: By January 15, 2022, I will enhance my social and knowledge capital by expanding my network and learning about best practices in leadership and supervision by joining ASHA's Special Interest Group (SIG) 11: Administration and Supervision to use as a valuable resource in enhancing my leadership and supervisory toolkit and making imperative additions to my relationships and resources that are</p>

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			<p>inherent in those associations which will be instrumental in increasing social capital.</p> <p>Action Step:</p> <ul style="list-style-type: none"> • Join (ASHA) SIG 11 <p>Goal: By June 1, 2027, enhance my social capital by establishing partnerships with the clinical directors of George Washington and Howard Universities by meeting with the respective clinical directors and expressing interests in the private practice serving as an external clinical practicum site for SLP graduate clinicians to gain pediatric SLP clinical experiences as well as knowledge and skills. It is key that I establish a partnership with these universities as I will need the respective clinical directors' buy-in for SLP graduate clinicians to earn requisite hours at my private practice. Additionally, it is essential that I have the required mechanisms in place to meet the universities' requirements. A strength that I comprise to lessen one challenge is being a graduate from Howard University Communication and Disorders master's program and having an established relationship with the chair of this department.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Determine the requirements of each university by inquiring about the type of evaluation of the graduate student's performance that the university requires as this will ensure that the private practice will meet the needs of the university and student ASHA (n.d.). • Communicate to each university information about the private practice, types of cases seen, the complexity and extent of clinical experiences, as well as the skills that are expected to be learned at the worksite by providing a company overview over lunch (ASHA, n.d.).

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			<p>References: American Speech-Language-Hearing Association. (n.d.). <i>Tips for first-time supervisors of graduate student clinicians</i>. ASHA. https://www.asha.org/slp/supervisortips/</p> <p>Ocasio, W., Pozner, J.-E., & Milner, D. (2020). Varieties of political capital and power in organizations: a review and integrative framework. <i>Academy of Management Annals</i>, 14(1), 303–338. https://doi.org/10.5465/annals.2018.0062</p>
Negotiations	<ul style="list-style-type: none"> • Skill in preparation for upcoming activities • Knowledgeable and keen proponent of exploring interests and not positional based negotiation • Active listening skills • A proponent of compromise if necessary • Flexible • Talk in interest-based rhetoric • Seek understanding, curious thus will explore the other party's interest 	<ul style="list-style-type: none"> • Getting emotions in check before negotiating, especially if it is adversarial • Lack of experience; thus, more practice is needed • Ensuring body language is not negative if the negotiation is not going well 	<p>Thompson (2013) states that negotiation takes preparation, and your goals should reflect your interests. Ohara (2015) states that looking for options that will satisfy your interests as well as the other party's interests can lead to a beneficial solution. Thompson (2013) also asserts that among key components to successful negotiations is preparing for negotiation and opening statement, knowing your aspiration point and your best alternative to a negotiated agreement (BATNA), anchoring and negotiating issues simultaneously instead of sequentially, revealing interests to increase the likelihood that the other party will reveal their interests. Further, Brett and Thompson (2016) state that when one sees through the lens of their counterpart, the individual potentially has a better understanding of the outcome potential in the situation and creates more value.</p> <p>As a leader, it is important that I have leadership negotiation skills to improve outcomes. Thus, my focus in this area includes the following goal.</p> <p>Goal: Given the first opportunity to negotiate, I will enhance my negotiation skills by engaging in negotiations that explore interests by making a detailed negotiation plan, using cooperative strategies, and avoiding common pitfalls with the goal of a win-win agreement. Success will be measured by at least getting my BATNA and getting a win-win agreement.</p>

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	<ul style="list-style-type: none"> Use of body language to show interests 		<p>Action Steps:</p> <ul style="list-style-type: none"> Make a plan for negotiation by identifying goals that reflect my interests, brainstorming options, and evaluating the options. Prepare an opening statement and deliver it spontaneously. Write down my aspiration. Write down my BATNA. Find out the other party's BATNA. Find out the other party's interests as much as possible prior to negotiations. Frame the negotiations as an interest-based problem-solving challenge. During negotiations, use the following strategies: <ul style="list-style-type: none"> Negotiate issues simultaneously versus sequentially. Reveal my interests while keeping my BATNA hidden. Explore the other party's interests. Use active listening skills and ask questions to seek understanding. Engage in perspective-taking. Use appropriate body language. I will stress "we" versus I. Emphasize the areas that we agree on. <p>References:</p> <p>Brett, J., & Thompson, L. (2016). Negotiation. <i>Organizational Behavior and Human Decision Processes</i>, 136, 68–79. https://doi.org/10.1016/j.obhdp.2016.06.003</p> <p>O'Hara, C. (2015). How to negotiate Nicely Without Being a Pushover. <i>Harvard Business Review</i>. Retrieved from https://hbr.org/amp/2015/04/how-to-negotiate-nicely-without-being-a-pushover</p> <p>Thompson, L. (2013). <i>Negotiations</i>. FT Press.</p>

Leadership Skill	Strengths	Challenge Areas	Action Plan specific to achieving your career goals with one citation for each section
Recognition and Engagement	<ul style="list-style-type: none"> • Express gratitude and appreciation to individuals often • Hold belief that recognition is important and giving appropriate recognition frequently • I value individuals first • Culture of caring is a priority • Intentional in how I treat people • I "walk the talk" • A staunch believer in choosing the right people by looking at traits such as personality or values when deciding as to whether the individual is a good fit for the organization as those attributes cannot be taught 	<ul style="list-style-type: none"> • Ensuring that I do not push highly engaged employees into burnout • Ensuring that I create just the right amount of tension in the workforce to trigger healthy competition and motivation • Ensuring that I do not mistake happiness for high engagement 	<p>Robbins (2019) proclaim that employees need both appreciation and recognition as both qualities support high engagement, loyalty, and high performance, and it is imperative not to use the terms interchangeably as there is a tremendous difference between the two, with appreciation reflecting acknowledging a person's worth as a human being. Ways to show appreciation, according to Robbins (2019), include listening, telling people what you appreciate about them as people, and checking in and letting them know you care about them. Bielaszka-DuVernay (2008) asserts that to use recognition effectively and strengthen team performance, it must be delivered often, reflect the organization's values, be appropriate to the achievement, and be personalized for the individual. O'Flaherty et al. (2021) assert that although private recognition is suitable in some situations, making recognition public is an excellent way to boost motivation among all employees.</p> <p>To be an effective leader, it is important that I reflect through my actions my appreciation for staff members and provide appropriate recognition; thus, my focus is on the following goals.</p> <p>Goal: To ensure that I have an indication of employees' commitment, motivation, a sense of purpose, passion for their work, and a measurement of employees' engagement by the end of the first year of the business opening and quarterly thereafter, I will administer an engagement survey to address challenges and make necessary adjustments and provide employees another mechanism to use their voice regarding the workplace climate.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Work with Human Resources to design and develop the survey and the communication strategy for employees using survey monkey's free template. • Provide survey to staff annually via e-mail with a link; set a deadline for surveys to be completed; send out weekly

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			<p>reminders during the time the survey is open (approximately six weeks) to the staff to take the survey.</p> <ul style="list-style-type: none"> • Once the survey is completed, do data analysis, and take actions based on results. <p>Goal: By February 1, 2026, I will provide formal and informal recognition to employees by engaging in activities and providing recognition at least every two weeks that is fitting for the accomplishment, reflecting of the practice's values, tailored to the individual, and giving team awards when appropriate. Success will be evidenced by 80% employee satisfaction on the quarterly engagement survey.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Take the time to get to know the staff member and find out what motivates the person as well as what is important to the individual. • Send a personal note to the individual saying thank you when a staff member has done something well. • Send a practice-wide e-mail giving congratulations to a particular staff member because of compliments provided by key stakeholders such as parents, or other customers. • Establish and provide on the spot awards during team meetings for outstanding accomplishments. • Take into consideration what is important to an individual and vary recognition depending on what is important to the individual. • Conduct annual rewards ceremony. <p>Goal: On the opening day of the practice, I will begin showing that I care about individuals by engaging in daily activities that reflect I acknowledge their worth as human beings with activities ranging from genuinely listening to them when engaging in communication, proactively telling them what I value about them to checking in on</p>

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			<p>them by asking how they are doing if they are having any challenges what challenges. Success will be evidenced by 80% employee satisfaction on the quarterly engagement survey.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Express appreciation during one on ones which will be held with each staff member every two weeks; This may be in response to something that is job-related or an act of kindness. • Express gratitude in a hallway conversation spontaneously for deeds done. • Establish and publish that I have an open-door policy for staff to come in and talk about concerns they may have. • Listen attentively during one-on-one meetings, ask how the person is doing and if he or she is having any challenges. • Send a congratulatory e-card annually to each staff member who has a work anniversary. Send a card for 1 year, 5 years, 10 years, and every 5 years thereafter, which may aid in enhanced engagement and motivation. • Provide "bright beginnings awards" plaques for those individuals who have been at the company for two years or less and have gone over and beyond along with other set criteria. <p>References: Bielaszka-DuVernay, C. (2008). Are you using recognition effectively? <i>Harvard Business Review</i>. https://hbr.org/2008/01/are-you-using-recognition-effe</p> <p>O'Flaherty, S., Sanders, M., & Whillans, A. (2021). A little recognition can provide a big morale boost. <i>Harvard Business Review</i>. https://hbr.org/2021/03/research-a-little-recognition-can-provide-a-big-morale-boost</p>

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			Robbins, M. (2019). Why employees need both recognition and appreciation. <i>Harvard Business Review</i> . https://hbr.org/2019/11/why-employees-need-both-recognition-and-appreciation
Delegation	<ul style="list-style-type: none"> • Advocate of coaching and using the method of scaffolding • A proponent of using support through mistakes as providing support in this manner is important to growth • Support training and developing individuals • Approach supervision with the mindset of a trainer • Enjoy training others 	<ul style="list-style-type: none"> • Ensure that time is made to train employees to take on additional responsibilities who are not clinical students or clinical fellows, especially during busy times • Desire to have results quickly • Need to work on having tolerance for many mistakes • Keeping in mind that delegation is not abdication 	<p>According to Harvard Business Review (2006), delegation is one of the most essential and critical skills exhibited by effective managers. Further, a manager should have the mindset of a trainer as Markman (2018) asserts a key role of a manager is to train and develop people. Markman (2018) also states that structuring experiences for individuals is providing them with opportunities for more challenging responsibilities and allowing them to learn the more challenging tasks in incremental steps.</p> <p>As a leader, effective delegation is essential. It is a necessity that I shape thoughts and ideas regarding my priorities and shift from doing to leading to ensure that I do not hold on to initiatives that can be done by staff members.</p> <p>Goal: By January 31, 2026, I will extend my presence through the actions of others by establishing the right tone and environment for effective delegation, deciding those activities to retain and those activities to delegate, planning the delegation, making the assignment, monitoring the performance and teaching subordinates through after-action reviews thus allowing my focus to be on other important work, planning work assignments, coaching staff and building staff expertise thus providing staff growth opportunities and chances to be a part of the organization's voice.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Understand staff's capabilities and interests before delegating. • Select the best person for the activity. • Communicate the task and results that are expected. • Focus on assignments to develop skills. • Provide feedback and support.

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			<ul style="list-style-type: none"> • Have a discussion with the employee regarding lessons learned and recognizing the individual for work completed. <p>References: Harvard Business Review. (2006). <i>Delegation: Gaining Time for Yourself</i>. Harvard Business Review</p> <p>Markman, A. (2018). How to Stop Delegating and Start Teaching. <i>Harvard Business Review</i>.</p>