

Empowering Professional Growth

Leveraging Generative AI for Enhanced Communication, Leadership and Mentoring

June 5, 2025



IOWA STATE UNIVERSITY Extension and Outreach



Professional Development

Helping Iowa State University Extension and Outreach Professionals become the best they can be!

Our Professional Development Team

Kris Baldwin

Gayle Coon

Virtual Education Specialist **Program Specialist**

Alison DePenning Program Specialist Robin Ertz Program Manager









Objectives

- Discover ways to enhance communication, leadership and mentoring using generative AI tools.
- Apply AI tools to specific mentoring tasks, such as generating discussion questions, crafting professional communications, and developing goals.



What We Do



Professional Development

Helping Iowa State University Extension and Outreach Professionals become the best they can be!



More Events

How Professional Development Drives Success

The Professional Development unit will assist you in successfully interacting with others in a professional manner, creating work based on integrity and ethics as you develop partnerships across the state to identify and prioritize needs to enhance life in Iowa communities.

www.extension.iastate.edu/professionaldevelopment/



We Can Help You

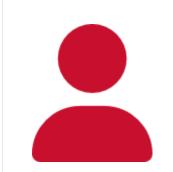
- Collaborate effectively with your colleagues and your teams
- Design and revise your courses
- Expand your communication skills
- Increase productivity
- Navigate change





Supports for Professionals











Virtual Education

Leadership, Supervision Onboarding, Mentoring Tuition Assistance Program

Extension Awards

IOWA STATE UNIVERSITY Extension and Outreach

Leadership Academy

Self-Awareness

Leadership Theory

Building Teams

Organizational Leadership



CliftonStrengths Workshop

- Gallup's research has identified that people who focus on their strengths are three times more likely to report having an excellent quality of life and six times as likely to be engaged in their jobs.
- Participants complete an assessment and then the facilitator provides unique exercises and discussion opportunities for individuals to learn more about themselves and how to best utilize their identified strengths within their work.





ISU EXTENSION AND OUTREACH MENTOR PROGRAM

KOWA STATE UNIVERSITY Estension and Ostreach

Mentor Academy

Virtual Introduction (1/2 day)

Half Day - Introduction to the Academy, the mentoring process, and expectations

In-person (2 days)

Day 1- Everything DiSC Workplace workshop- emphasizes mentors' understanding and appreciation of their own and others' communication styles and working relationship preferences based on the DiSC personality assessment.



Mentor Academy

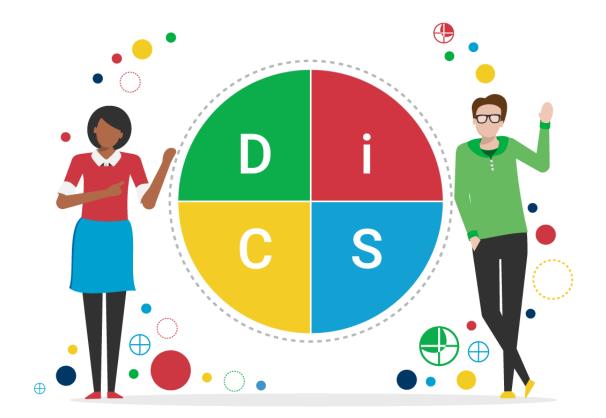
Day 2- Mentors receive *The Mentor's Guide* by Lois Zachary and are introduced to Zachary's (2022) four-phased mentoring cycle.

Mentors learn that productive and healthy mentor-mentee relationships follow a fluid and dynamic cycle that involves **preparing**, **negotiating**, **enabling growth**, and **coming to closure**.





Everything DiSC Workplace



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The History and Theory Behind DiSC

1970

Early

of DiSC

concepts

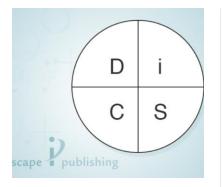
measurement



1928

Emotions of

Normal People



measurement of

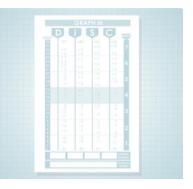
DiSC concepts:

Activity Vector

Analysis

1940-1950

Early



2008 - 2019

Addition of DiSC Management, Work of Leaders, Agile EQ



2020

In the wake of COVID-19, DiSC went digital.

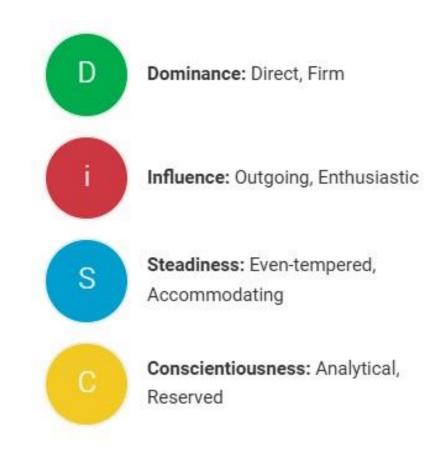


Communication Styles





Communication Styles

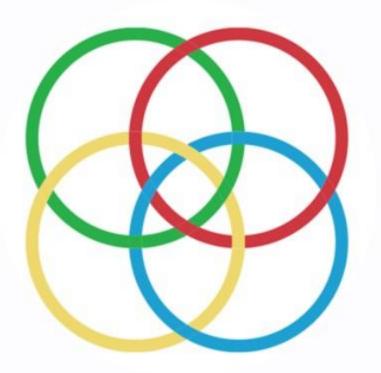




Cornerstone Principles

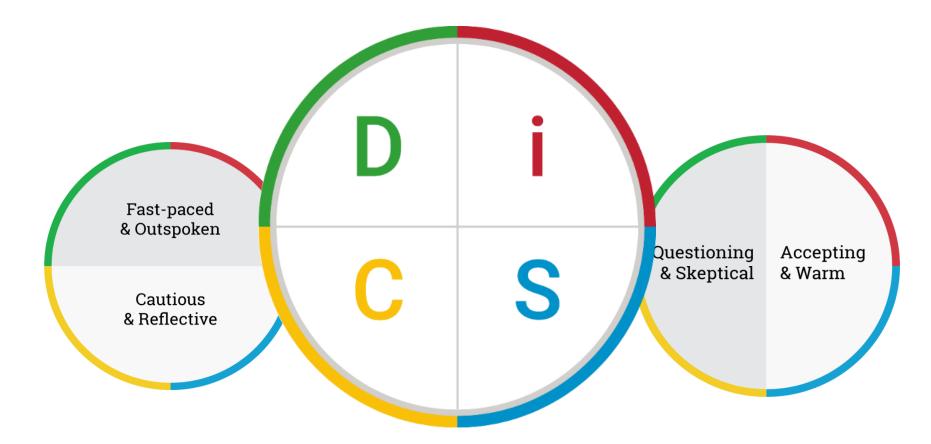
We are all combinations of each style

No DiSC style is "better" than any other, and we all use each of the four styles as we go about our daily lives. DiSC simply helps us find out which style we tend to gravitate toward most — our comfort zone. With that knowledge, we can understand our underlying tendencies and preferences and adapt our behaviors to interact with others more effectively.



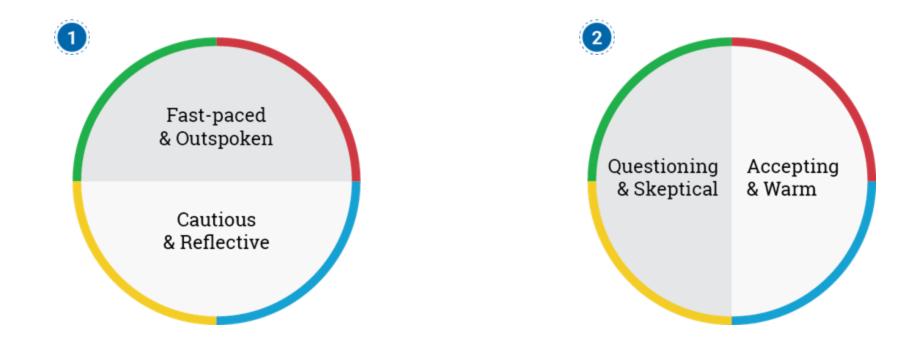


The People Reading Method



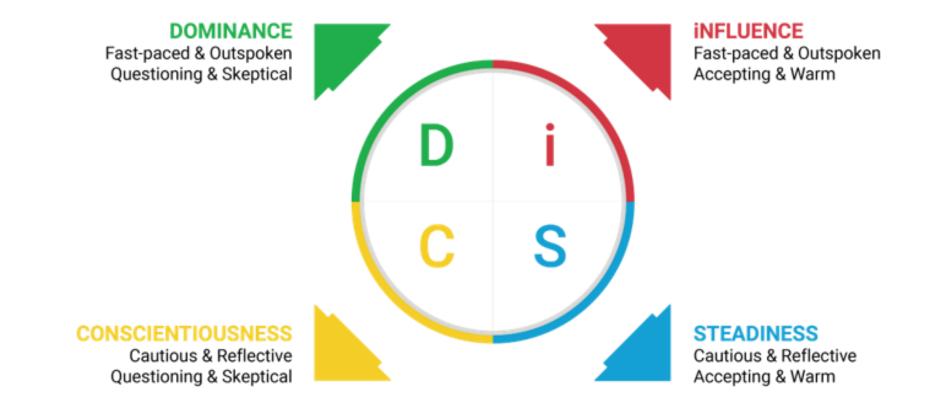


The People Reading Method





The People Reading Method





Mentoring with Al

Understanding the Style Gap

- D-style (mentor): Direct, results-driven, fast-paced, focused on the big picture
- S-style (mentee): Steady, supportive, relationship-focused, prefers stability

Hi, Claude! Today you are an expert mentor and you have been assigned a new mentee. You have a D communication style based on the DiSC assessment, and your mentee is an S. What are some strategies that might work for the two of you to establish a good relationship?



Leadership with AI

- Generating sample situationalbehavioral questions.
- Generating discussion questions on a specific topic.
- Wordsmithing better messages via email or letters
- Creating SMART goals.



Janet Smith, Director of Field Operations - South



Exploring AI for Mentors, Supervisors, & Managers

- **Goal tracking:** How can I effectively track my progress toward my goal of [x]? Can you suggest tools, apps, or techniques for goal monitoring and measurement?
- **Research:** Find reliable information, articles, or studies on [x] to support my research. Include citations.
- Learning: I want to learn how to [x]. Can you guide me on the best approach and resources and create a 30-day plan to take me from beginner to advanced?
- **Brainstorming**: I'm looking for fresh ideas on how to [x]. Can you help me brainstorm five different approaches or concepts?



Dorothy Nuckols, University of Maryland Extension, *Communication Mentoring* and Supportive AI Tools, NETC Presentation 5/14/24

Great mentors , great prompters

The skills required to efficiently share context and articulate a clear ask (to a great degree) are transferrable from computer work to human interactions.





White, B.B. (2024). Generative AI Needs a Good Manager Too. LTEN Focus on Training



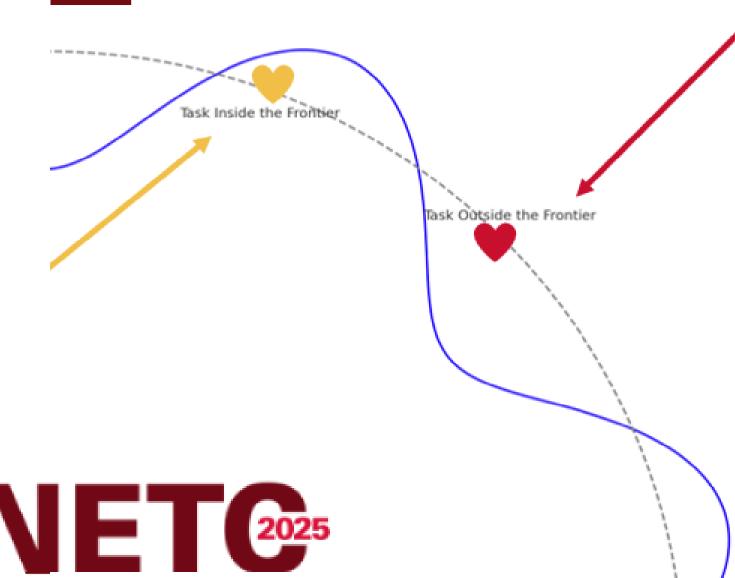
2025 Trends

- Balancing technology with human touch.
- Fostering connection and trust in a hybrid world.
- Developing versatile talent
- Shrinking leadership pipeline

Across all industries and functions—technology, sales, marketing, finance, and beyond—leaders are facing the ethical complexities of AI.

202 Seal, S. (2024). Leadership Trends for 2025: Human Connection is the Catalyst for Future Success. [Blog].

Human Touch



Creativity and innovation **Building relationships** Setting vision and direction Cultivating culture Making ethical decisions **Developing talent** Empathy and emotional intelligence

Human + Al

Engage in both creative and cognitive processes that leverage human lived CREATE experiences, social-emotional interactions, intuition, reflection, and judgment to formulate original solutions Engage in metacognitive reflection; holistically appraise ethical **EVALUATE** consequences of other courses of action; identify significance or situate within a full historical or disciplinary context Critically think and reason within the ANALYZE cognitive and affective domains; justify analysis in depth and with clarity Operate, implement, conduct, execute, experiment, and test in the real world; APPLY apply human creativity and imagination to idea and solution development Contextualize answers within emotional. moral, or ethical considerations; select UNDERSTAND relevant information; explain significance Recall information in situations where REMEMBER technology is not readily accessible

Distinctive Human Skills

How GenAl Can Supplement Learning*

Support brainstorming processes; suggest a range of alternatives; enumerate potential drawbacks and advantages; describe successful real-world cases; create a tangible deliverable based on human inputs

Identify pros and cons of various courses of action; develop and check against evaluation rubrics

Compare and contrast data, infer trends and themes in a narrowly-defined context; compute; predict; interpret and relate to real-world problems, decisions, and choices

Make use of a process, model, or method to solve a quantitative or qualitative inquiry; assist students in determining where they went wrong while solving a problem

Accurately describe a concept in different words; recognize a related example; translate to another language

Retrieve factual information; list possible answers; define a term; construct a basic chronology or timeline





Bloom's Taxonomy Revisited by Oregon State University Ecampus

https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/blooms-taxonomy-revisited.pdf

Integrating Artificial Intelligence





Image: Boston College. (2025). Communicating With Your Students Around AI. Engaging with Generative AI. Digital Learning Design Toolkit. <u>https://cdil.bc.edu/resources/emerging-technologies/engaging-with-ai/ai-students/</u>

First steps

it was a big help and I hope that the minutes represent the meeting well.

NETHIS IS



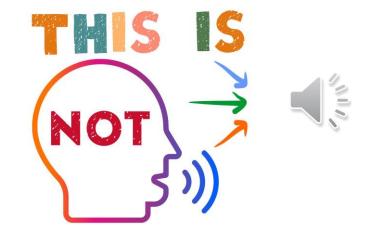


Shannon Bielicke Ag and Natural Resource Program Coordinator

Ready to leap



Would AI be a good option for turning this spreadsheet into something useful?



Ryan Stuart, Health and Human Sciences Educator



Process

Started with Copilot

👌 Copilot

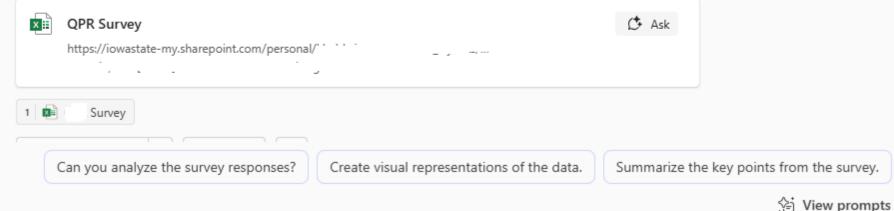
Absolutely! Al can be a great option for turning your <u>Survey</u> into something useful. Based on the content of the spreadsheet, it appears to contain survey responses related to training, including questions about understanding

and information about local resources 1.

Here are a few ways AI can help:

- Data Analysis: Al can analyze the survey responses to identify trends and patterns. For example, it can
 determine the overall effectiveness of the training by analyzing the ratings and comments provided by the
 participants.
- Visualization: Al can create visual representations of the data, such as charts and graphs, to make it easier to understand and present the findings.
- Summarization: Al can summarize the key points from the survey responses, highlighting the most common feedback and suggestions for improvement.
- 4. **Predictive Insights**: Al can provide predictive insights based on the survey data, such as identifying factors that contribute to higher levels of understanding and likelihood of asking someone about

Would you like me to help you with any specific aspect of the survey data?





Ryan's Process

Switched to Claude

has the comfort level of participants change after taking the class? Is it a statistically significant amount?

I'll help analyze the QPR Survey Excel file to determine if participants' comfort levels changed after taking the class and if that change is statistically significant. Let me examine the file first.

입 Analyzed data

(K)

View analysis 🗸

I can see that we have a workbook with two sheets: "2.20 Pre" and "2.20 Post", which likely represent pre-class and post-class survey results. Let me examine both sheets and prepare for statistical analysis.

입 Analyzed data

View analysis 🗸

I notice there's an issue with our statistical test implementation. Let me improve our analysis with a more accurate paired t-test calculation, and also check if the data structure is aligned correctly between pre and post surveys:

입 Analyzed data

View analysis 🗸

Based on my analysis of the QPR Survey data, I can provide you with a clear answer about whether participants' comfort levels changed after taking the class and if those changes were statistically significant.

Summary of Findings

YES, participants' comfort levels significantly increased after taking the QPR class.



Results

Conclusion

Summary of Findings

YES, participants' comfort levels significantly increased after taking the QPR class.

Overall Change in Comfort Level:

- Pre-class average comfort level: 1.88 (between Low and Medium)
- Post-class average comfort level: 2.71 (closer to High)

The QPR class produced a substantial and statistically significant increase in participants' comfort levels across most knowledge areas related to suicide prevention. The most dramatic improvements were in **identifying warning signs and knowing how to ask someone about suicide**. While all areas showed improvement, two areas (persuading someone to get help and how to get help for someone) showed positive changes that didn't quite reach statistical significance, possibly due to the small sample size.

The shift in overall response distribution—from predominantly Low/Medium responses before the class to predominantly High responses after—further demonstrates the effectiveness of the training in increasing participants' confidence and comfort with suicide prevention knowledge and skills.



- Large effect size (u = 1.52)
- 3. How to ask someone about suicide:
 - Significant improvement (p < 0.05)
 - Large effect size (d = 1.35)

Reporting with Al

- Email
- Report

Good afternoon everyone,

Thank you again for hosting Question.Persuade.Refer at the Emergency Management Center. And another thanks to for providing the funds to deliver this important training. Attached you will find an impact report based upon the participant responses. The program was clearly a success. Please feel free to share this report as needed.

Have a great day, and do not hesitate to reach out for any future training needs! -Rvan

Ryan A. Stuart, M.S., CFLE, AFC[®] Health and Human Sciences Educator

IOWA STATE UNIVERSITY Extension and Outreach

Health and Human Sciences

2025

QPR Suicide Prevention Training Impact Report

KNOWI EDGE IMPROVEMENT OUTCOMES Instructor Participants showed significant improvement across all categories: Ryan Stuart Facts concerning suicide prevention: Substantial increase in "High" knowledge Total ratings (from 20% to 73%). Number of Warning signs of suicide: Strong improvement in identifying warning signs (from Participant 30% to 80%). Responses 19 Intervention techniques: Increases in knowing how to ask about suicide, persuading someone to get help, and connecting them with resources. Class Dates Resource awareness: Improvement in knowledge of local resources for suicide February 20. prevention. 2025 March 20, 2025

Location

ATTITUDINAL CHANGES The training effectively addressed hesitation around suicide intervention:

Appropriateness of asking about suicide: Increase in participants who "Always" feel it's appropriate to ask someone about suicide (from 35% to 73%).

Likelihood of intervention: Decrease in participants who would "Never" ask someone about suicide thoughts (from 10% to 0%).

Overall confidence: Substantial increase in participants reporting "High" understanding of suicide prevention (from 15% to 73%).

TRAINING FFFFCTIVENESS

Participant feedback confirms the training's high guality:

- 60% rated the training as "Excellent"
- 33% rated the training as "Very Good"
- 7% rated the training as "Good"
- 100% would recommend QPR training to others

CONCLUSION

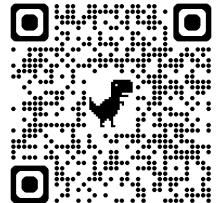
The QPR training program demonstrates highly effective results in improving participants' knowledge, confidence, and willingness to intervene with individuals who may be at risk for suicide. The consistent positive feedback and measurable improvements across all assessment categories indicate this program is meeting its objectives and should be continued and expanded.

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IOWA STATE UNIVERSITY Extension and Outreach

Communication - Podcast





- Record Zoom
- Convert to mp3
- Edit
- Transcription with Word
- Cleanup with Claude or Perplexity
- Rewrite for newsletter



Dan Filius Field Specialist Commercial Vegetables and Specialty Crops

Online Organic Vegetable Production Conference starts now!



AI Cleanup with Claude

The Prompt

"I'm going to provide you with a raw podcast transcript that includes timestamps. Please correct spelling, grammar and punctuation of this podcast transcript. Make the speaker names bold, exclude the intro before "Welcome back to "What in the Weather?"" and replace with *[speaker discussion], *remove repetitive words, non-substantive text and interruptions while strictly preserving all timestamps in their original format and position. Timestamps appear in the format [00:00:00] or similar."



Al is going to have a big impact.

You can trust Extension and Outreach.

Iowa Stater

With internet search engines so readily available, what is the value in contacting AnswerLine rather than taking a question to Google? The human connection, says AnswerLine staff member Jennie Savits ('09, '14).

"I know we have AI, and technology is so important and we can utilize it, but I don't think that it would ever be good to get away from personal connection," Savits says.

Al is going to have a big impact.

You can trust Extension and Outreach.

May 12 Comparing NASS estimates to final RMA yields.

tl

ChatGPT >

Franklin County Corn Yields (2018–2022)

	RMA Yield (bu/acre	NASS Yield (bu/acre)	Difference (RMA - NASS)	
2022	200.0	195.0	+5.0	1
2021	210.0	205.0	+5.0	1
2020	185.0	180.0	+5.0	1
2019	190.0	185.0	+5.0	1
2018	195.0	190.0 J	+5.0	J
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1 61

Retrieval-Augmented Generation (RAG)







https://extension.org/tools/extbot/

ExtensionBot



Lawn and Garden

What is the best fertilizer to use on my lawn?

Crop Management

What are some effective ways to manage my crops?

Local Extension Office

How do I contact my local extension office?

Pest Management

Can I use Bacillus thuringiensis and spinosad together in a non-chemical form?

Type your question...

1

ChatPDF

+ Upload PDF

M

New Folder

Hubstaff - The Al Productivity Sh... QM-White-Paper-Al-Strategies-f... SF651.pdf

IowaFarmlandOwnershipTenureS...

AlliteracyParticipatory.pdf

genAl-12competencies-2024.pdf

Lewin's Democratic Style of Situ...

THE MODERATING EFFECT OF S...

LandValueSurveyISUEO.pdf Self-Compassion and Resilience ... GOING BEYOND SELF OTHER RA...

*<u>∧</u> EN ∨ □

C Al Scholar

😁 Al Detector

Kr Kris Baldwin

QM-White-Paper-Al-Strategies-for-Course-Design.pdf

From Automation to Transformation:

and Inclusive Online Course Design

Racheal Brooks, PhD, Director of QA Implementation Solutions, Quality Matters

AI Strategies for Personalized, Engaging,

Siobahn Day Grady, PhD, Director, Institute for Artificial Intelligence and Emerging Research (IAIER),

Program Director & Assistant Professor of Information Science, North Carolina Central University and

A QUALITY MATTERS WHITE PAPER

Authors:

May 8, 2025

RECOMMENDED ACTION PLAN

O Prioritize ethical and intentional AI

ensure AI tools support diverse learning needs and perspectives.

equity and accessibility. O Conduct regular bias audits and

⊘ Maintain human oversight

enhancement tool.

025 Ouallb

and empathy while using Al as a complementary learning

implementation that centers learner

- D + 1 /16 Q

QUALITY MATTERS

qualitymatters.org

Chat

0000000

Hello Kris, great to see you!

This paper explores how AI can be used to personalize, engage, and create more inclusive online courses, highlighting strategies that focus on ethical implementation, learner equity, and accessibility. It also stresses the importance of human oversight while using AI to complement teaching.

Ready to talk more about Al in education?

Summarize this paper
 How can Al improve inclusivity in online course design?
 What steps should educators take to

ensure ethical use of AI?

Summarize this paper

Recommended Action Plan 🕕

 Prioritize ethical and intentional Al implementation with a focus on learner equity and accessibility 1.

 Conduct regular bias audits to ensure AI tools support diverse learning needs 1.

 Maintain human oversight when using AI as a learning enhancement tool (1).

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Fast High Quality
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Ask any question...

Google NotebookLM

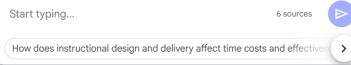
2025

Time Costs of Developing	and T	eaching Online Courses
Sources		Chat
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AMEP-408791-comparing-online	\checkmark	6 sources
DOE-EvidenceBasedPractice-Onli	 	These sources collectively exam approaches, particularly in highe U.S. Department of Education fo
FactorsInfluencingEffectiveElearni	~	better student performance than approaches showing the most si
InstructorTimeRequirements-Deve	~	increased learning time. Another program in higher education, co
E Learning effectiveness of a flexibl	~	traditional formats, effective imp active tasks, instructor interac in healthcare during the COVID-
		immunes and advertant manifestrum and a

VET

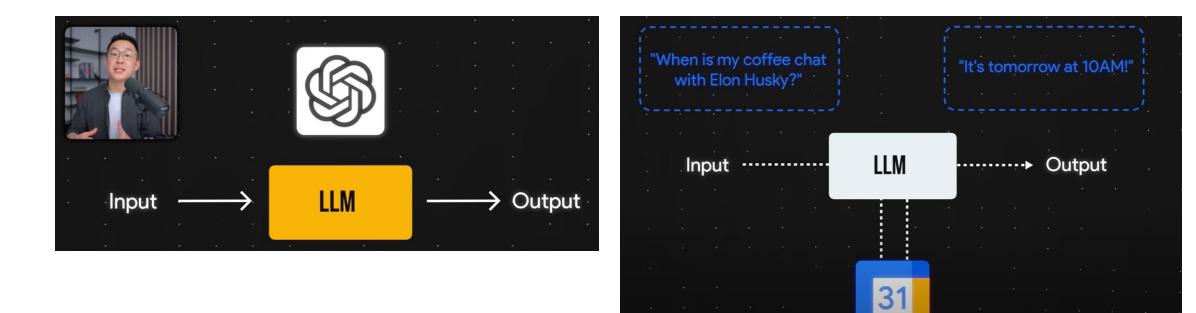


better student performance than face-to-face instruction, with blended learning approaches showing the most significant advantage, although this could be linked to increased learning time. Another study specifically analyzed a flexible, blended learning program in higher education, concluding that while overall outcomes were similar to traditional formats, effective implementation hinged on **factors like course structure**, **active tasks**, **instructor interaction**, **and timely feedback**. Finally, research on e-learning in healthcare during the COVID-19 pandemic indicated that **online learning led to improved student performance compared to the pre-pandemic era**, with female



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Interactive mode (BETA)	
Notes	:
+ Add note	
🛇 Study guide 🗈 Briefing	doc
🗉 FAQ 🛛 🖍 Timeli	ne
Timeline and Characters of Online Here is a detailed timeline and cast of characters based on the provided so	of
Learning Effectiveness Study Guide A Comprehensive Study Guide: Analy Learning Effectiveness in Blended ar	zing

AI to AI Workflow to Agentic AI

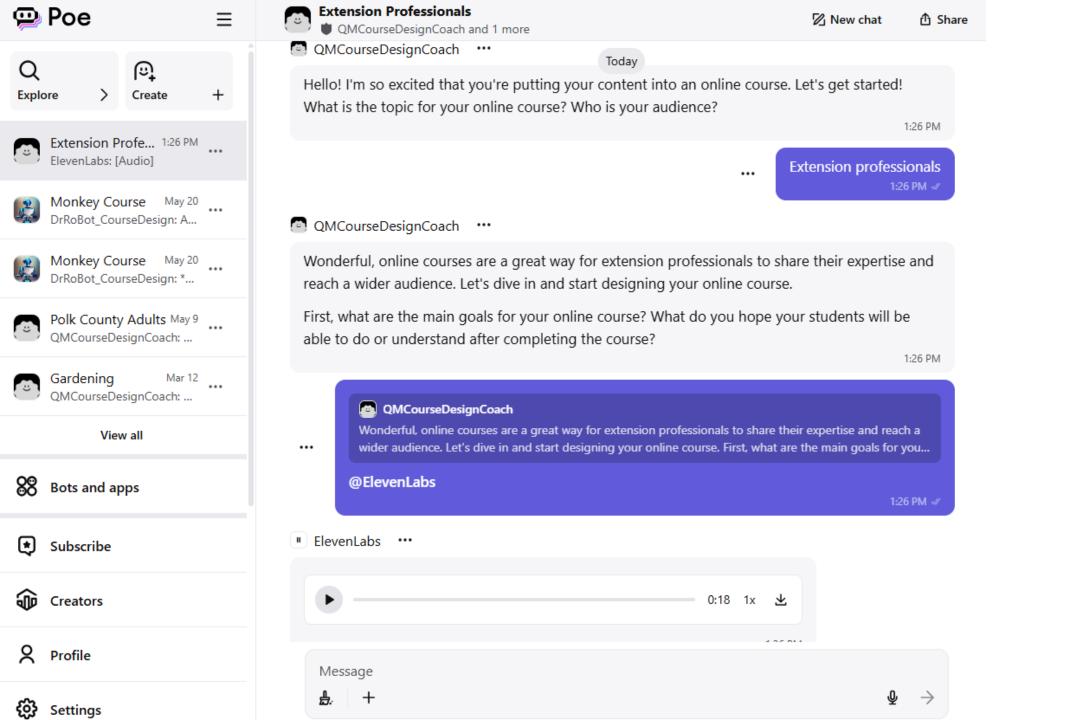




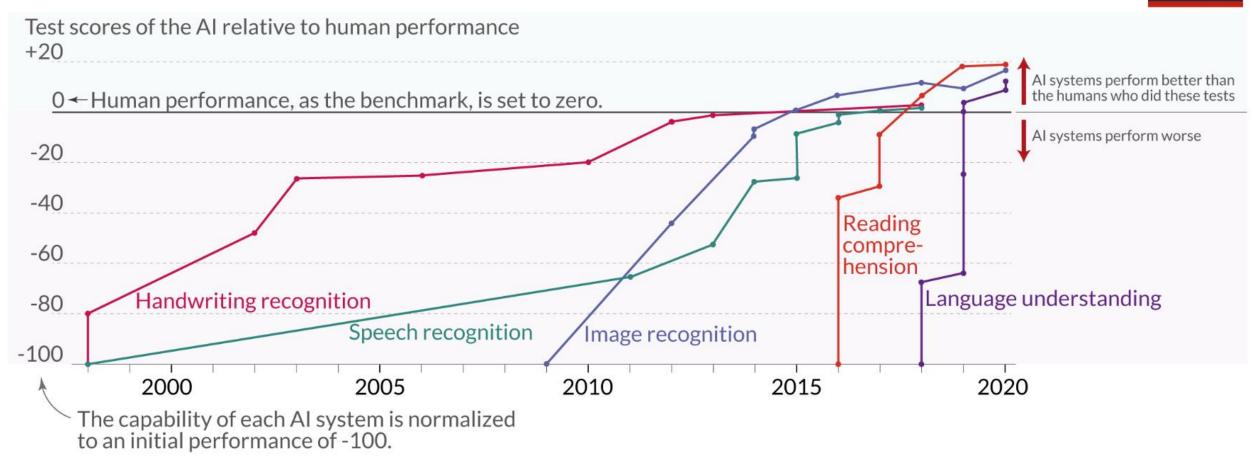
Su, J. (2025). AI Agents, Clearly Explained. YouTube. https://www.youtube.com/watch?v=FwOTs4UxQS4&t=2s







Language and image recognition capabilities of AI systems have improved rapidly Our World in Data



Data source: Kiela et al. (2021) – Dynabench: Rethinking Benchmarking in NLP OurWorldinData.org – Research and data to make progress against the world's largest problems.

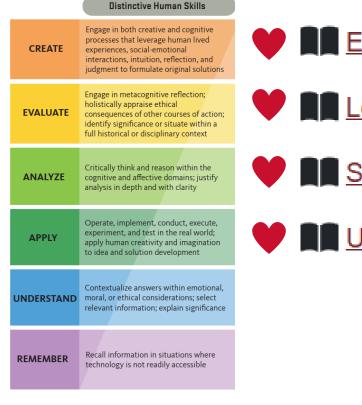
Licensed under CC-BY by the author Max Roser



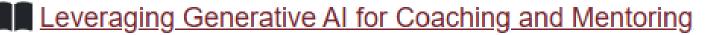
Generative AI Workshops and Presentations

FROM ISU EXTENSION AND OUTREACH PROFESSIONAL DEVELOPMENT

The following workshops and presentations are available by request. Please contact Karina Silva, Manager of Professional Development, for more information.



Effective Communication with DiSC[™] and Generative AI









Bridging History with Innovation

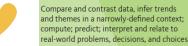


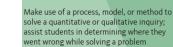
How GenAl Can Supplement Learning*

Support brainstorming processes; suggest a range of alternatives; enumerate potential drawbacks and advantages; describe successful real-world cases; create a tangible deliverable based on human inputs



Identify pros and cons of various courses of action; develop and check against evaluation rubrics





Accurately describe a concept in different words; recognize a related example; translate to another language

Retrieve factual information; list possible answers; define a term; construct a basic chronology or timeline



Al Awareness - S25

10 questions

Change Kahoot

() Change to Slide Show View to play this kahoot.



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Incorporating AI – Leadership & Mentoring

- Supervision and Management with Generative AI
- Leveraging Generative AI for Coaching and Mentoring

Course Offerings

- Creating Accessible Digital Documents in Microsoft Excel
 Creating Accessible Digital Documents in Microsoft PowerPoint
 Creating Accessible Digital Documents in MS Word (Office)
 eAccessibility in InDesign and Acrobat Pro
 Effective Communication with DiSC[™] and Generative Al
 Leveraging Generative Al for Coaching and Mentoring
- Supervision and Management with Generative AI
- Using Generative AI in the Workplace

Incorporating AI - Communication

 Effective Communication with DiSC[™] and Generative AI

Course Offerings

- Crucial Accountability
- Crucial Conversations
- Everything DiSC Management
- Everything DiSC Productive Conflict
- Everything DiSC Workplace
- Quarterly Everything DiSC Community of Practice
- The Five Behaviors for Virtual Teams
- The Five Behaviors of a Cohesive Team
- The Five Behaviors of a Cohesive Team Community of Practice



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Thank you!

https://www.extension.iastate.edu/professionaldevelopment/



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Select References

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