# Leadership Development Plan

*Personal development* is a major theme of many leadership programs. For that reason, one of the most important aspects is to complete a *Leadership Development Plan* (LDP). The LDP will guide you through consistent growth in leadership development objectives. To be most effective, the LDP must truly be personal – it is only useful to the extent that it describes goals important to *each individual student*. Likewise, it will only be valuable to the extent that the LDP is something the participant takes personal ownership of - something that works for them.

**Using the information from leadership inventories you have completed or feedback you have received, please indicate:**

3 biggest leadership areas to develop: 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Plan for growth**

In order to make an LDP effective, you must have a plan for growth. These should grow from the themes identified in the “FCCLA Leadership Competencies Inventory (Self), FCCLA Leadership Competencies (Observer), Image Awareness, and Admirable Leader Summary sections of the portfolio. The specific plan should include the following elements

**Leadership Objective**: What you want to do or improve - broad)

**Tangible Goals**: Goals should be specific, measurable, attainable, realistic, and time based. For full details on setting SMART goals, check out <http://www.smart-goals-guide.com/smart-goal-setting.html>. Goals should fall into at least one of the two categories (a third goal may be either).

Learning goals involve learning a new skill or acquiring information (i.e. reading a book, watching a TED talk, interviewing people who are effective, etc.)

Practice goals involve working to improve a specific skill, habit or behavior (i.e. speaking last in a discussion, delegating tasks, speaking up in class).

It is important to remember that goals should be short-term, they should be one step toward improving a leadership competency. Leaders do not become great overnight, but through constant striving to improve through small and manageable steps.

**Challenges**: Consider what might get in the way of achieving your goal. When a leader does this, they are more likely to overcome the challenge when it arises. Challenges may include time, commitment, friends or others close to you.

**Resources**: The most effective leaders know what resources are available to help them achieve their goals. Consider resources in terms of who, what and where (i.e. a specific teacher/advisor, the library, a friend who’s good at helping you stay on track, etc.).

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| **Leadership Objective**  | **Tangible Goals**  | **Challenges**  | **Resources**  |
| #1 | 1. (learning)2. (practice)3. (learning or practice) |  |  |
| #2 | 1. (learning)2. (practice)3. (learning or practice) |  |  |
| #3 | 1. (learning)2. (practice)3. (learning or practice) |  |  |