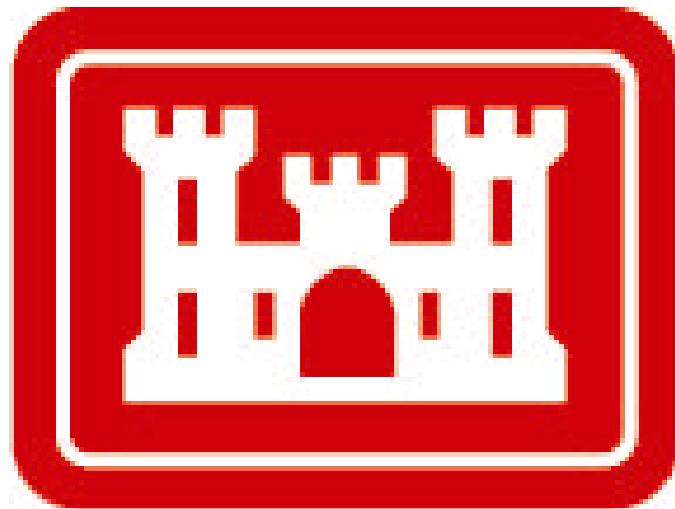


U.S. Army Corps of Engineers  
Pacific Ocean Division



Leadership Development Program  
1 September 2000



US Army Corps  
of Engineers®

# Pacific Ocean Division Leadership Development Program

## Introduction

**Purpose:** To provide current and potential leaders with an opportunity to develop their leadership and managerial skills.

**Objective:** To develop current and potential leaders and supervisors to meet the future leadership needs and challenges of the Pacific Ocean Division (POD).

**Target Audience:** First line supervisory, team leaders, and non-supervisory Pacific Ocean Division and District personnel who demonstrate leadership potential, regardless of grade. This includes Foreign National employees.

**Program Design:** This is intended to be a District run program, with Division oversight and guidance. It is a competitive program in which participants attend management level training; enhance their skills through cross-training; learn management techniques and styles by shadowing established managers; and stimulate their personal and career growth through guided and self-development activities. Participation in and graduation from the Leadership Development Program (LDP) do not guarantee or supplement promotion or reassignment to a supervisory position.

**Program Expectation:** Participants are expected to provide the initiative and self-determination to complete all minimum and optional program requirements within three years. Upon entering and completing the program, graduates will receive recognition signed by the Division Commander. Graduates are expected to support the LDP by actively soliciting new candidates with leadership potential and by mentoring and guiding new participants.

**Website:** Information and application forms for the Leadership Development Program can be found on Pacific Ocean Division's website: <http://www.pod.usace.army.mil/>.

## **Roles & Responsibilities**

It is essential that each individual associated with this program fully understands the roles and makes a commitment to the responsibilities outlined in this document. This commitment should extend not just to the individual participant but the participant's supervisor and senior leadership in the District and Division.

### **1. Division Commander:**

- (a) Provide the Command emphasis necessary to ensure subordinates fully understand the purpose of the program and its importance in implementing the U.S. Army Corps of Engineers (USACE) Strategic Vision.
- (b) Provide guidance to ensure that individuals with leadership potential are encouraged to apply and are selected for participation in the LDP.
- (c) Administer the program from a corporate perspective and provide support and opportunities for LDP participants and alumni to hone leadership skills.
- (d) Use LDP participants for special projects, developmental assignments or as a sounding board for new initiatives or procedures. Coordinate Division taskings with District Commanders.
- (e) Provide funding, as available, for developmental assignments, training and professional development to sustain the viability of the program for participants assigned to the Division.
- (f) Develop and maintain a list of mentors in the Division available for the participants in the program.
- (g) Provide program guidance as necessary.
- (h) Provide recognition to new participants and graduates as they enter and complete the program.

### **2. District Commander:**

- (a) Select the participants for the LDP.
- (b) Provide the Command emphasis necessary to ensure subordinates fully understand the purpose of the program and its importance in implementing the USACE Strategic Vision.
- (c) Develop specific LDP plans and procedures to ensure that current supervisors or individuals with leadership potential are encouraged to apply and are selected for participation in the LDP. Participants should exhibit characteristics that mark them as future leaders.

- (d) Designate a champion or an individual responsible for overseeing the program, including alumni activities.
- (e) Develop and maintain a list of mentors in the District available for the participants in the program.
- (f) Use LDP participants and alumni for appropriate purposes, such as special projects and developmental assignments.
- (g) Communicate with the LDP participants on a regular basis (at least annually) to discuss mission-related issues, mentoring or any other appropriate topics.
- (h) Incorporate LDP participants into existing mentoring programs - both as mentors and proteges.
- (i) Provide resources, as available, to allow District LDP participants to fully participate in developmental assignments, training and professional development to sustain the viability of the Program.

### **3. Immediate Supervisor:**

- (a) Understand and actively support the LDP and its goals.
- (b) Ensure Individual Development Plans (IDPs) are completed in accordance with ER 350-1-420, “Five Year Individual Development Plan (IDP) and Developmental Assignments – Training,” and support all the components of the LDP.
- (c) Coach/teach/mentor LDP participants and alumni in the following ways:
  - (1) Encourage LDP participants to attend the Leadership Education and Development (LEAD) course, the Organizational Leadership for Executives (OLE), Sustaining Base Leadership and Management (SBLM) and other DA and DOD service school and developmental programs.
  - (2) Encourage LDP participants to pursue assignments in different functional and/or geographic locations to broaden their experience base and enhance their competitiveness for future opportunities.
- (d) Support the LDP member's participation in developmental activities.

### **4. Career Program Manager (Division and District) (*Applicable to appropriate DA career programs*):**

- (a) Understand the LDP and its goals.
- (b) Ensure LDP participants have applicable career program information.

(c) Coach/mentor participants as appropriate.

**5. Director of Human Resources, POD:**

(a) Serve as advisor to Division and District Commanders on program requirements and applicable leadership development programs.

(b) Evaluate the LDP and provide feedback to Division and District Commanders.

(c) Recommend and coordinate necessary program changes.

(d) Review revised IDPs from LDP participants who transfer to other activities and request that he/she continue in the LDP, and provide recommendation to the Commander.

**6. Equal Employment Manager, POD:**

(a) Serve as advisor to Division and District Commanders to ensure that equal opportunity is offered to all participants and applicants without regard to sex, age, race, national origin, color, religion and physical disability.

(b) Serve as advisor during the recruitment and selection process of the LDP.

**7. Mentors:**

(a) Serve as counselor, information provider, friendly critic, interpreter of organization policies and politics, sounding board and link to pulse of the organization.

(b) Should not be the participant's immediate supervisor to ensure the participant receives unbiased critique and counsel throughout the mentor-protégé relationship.

(c) Assist the LDP participant in developing an IDP consistent with program goals and periodically provide evaluation of the participant's progress.

**8. LDP Participants:**

(a) Take the initiative and make a firm commitment to complete the requirements of the program.

(b) Participate with USACE and Division Board of Directors (BOD), Regional Management Board (RMB), and other task force efforts by responding to surveys or data calls and volunteering for projects or task forces as requested.

(c) Brief the local program administrator, mentor and supervisor on LDP experiences. Share experiences of the LDP with the workforce using town hall meetings, local publications, web sites, email or other appropriate format.

(d) Communicate with new LDP participants prior to their participation in the program. Briefly describe the LDP experience and provide information on what they might expect. Caution should be exercised not to over inform new participants, but rather to explain the logistics/structure of the program. Each person needs to experience the program in his or her own way.

(e) Continue to enhance leadership skills through self-development activities such as:

(1) Completing an honest, objective self-assessment and setting professional and personal goals to further develop strengths and take advantage of growth opportunities to overcome weaknesses. Lay out a career path; periodically review career plans and appraise progress. Ensure the IDP is kept current and focuses on leadership as well as technical skills.

(2) Actively seeking a mentor to assist in career planning and self-assessment. Volunteer as a mentor to others.

(3) Applying for developmental assignments and educational opportunities (graduate degree programs, LEAD, OLE, SBLM, etc). Apply to become a LEAD facilitator.

(4) Attaining professional certifications where available.

(5) Staying abreast of the USACE Strategic Vision as well as current Corps missions and work to support them. Bring corporate perspective to District level.

(6) Taking every opportunity to enhance the image of the U.S. Army Corps of Engineers and to convince other agencies to use the Corps in support of their missions.

## **Program Resources**

**Group Size:** Districts should select the maximum number of LDP participants they can afford per year. Districts are encouraged to select a minimum of three new participants annually.

**Funding:** Districts will budget a total of 200 hours of training over the program duration for each participant in the LDP. Participants will attend 120 hours of formal training and 80 hours of non-classroom training (shadowing, cross training, mentoring, etc.), over the course of the program. Tuition, salaries and costs associated with training, site visits and team projects (e.g., travel costs) will be funded by the participants' organization, unless other arrangements have been made. Participants will provide the remaining effort on their own time to complete the requirements of the program. Commanders will consider centralization of training wherever possible to cross-level resources. Commanders and senior staff may also teach certain components of the training, as necessary.

**Program Length:** The LDP length can be up to three years and is subject to the following:

(a) Graduation: An LDP participant who has been in the program for up to three years, met all of the requirements as described in this document and has successfully participated in the program, will “graduate” from the program and become an LDP Alumni. The Division Commander will provide appropriate recognition of the LDP participants who complete program requirements.

(b) Promotion: Promotion and/or reassignment after selection into the LDP will not affect eligibility.

(c) Transfer: If the LDP participant transfers to another organization, the participant may continue in the LDP at the gaining organization, contingent on the gaining Commander’s approval.

(d) Termination: During the duration of the program, the LDP participant may be tasked with various assignments. If the participant consistently rejects assignments or has not successfully responded to any of the program’s requests or requirements, the participant will be counseled and may be terminated from the program by the District Commander. If terminated, the former LDP participant will not be considered an LDP Alumnus.

(e) Resignation: An LDP participant may resign at any time during the duration of program. To resign, the participant must submit a letter of resignation to the District Commander. The District Commander will notify the LDP participant of the decision, in writing, with copies to the immediate supervisor and the mentor. The former LDP participant will not be considered an LDP Alumnus.

***NOTE: It should be noted the program can be completed at any time within three-years, providing the participant has successfully met all program component requirements.***

**Resource Materials:** Districts will budget a small amount (e.g., \$300 minimum) annually for the purchase of LDP resource materials, such as reference books. Districts should be responsible for making this material available to LDP participants and others as required.

**Travel:** If travel funds are available, it is strongly encouraged that LDP participants take one or more field trips such as to Division Headquarters, other Districts, or other activities located within the respective District boundaries to gain a better understanding of the mission, business practices, and leadership challenges and leadership styles of those offices. Resources should be budgeted accordingly.

**Mentors:** It is the rare leader, manager, or executive who did not receive valuable help along the path of career development from one or more mentors. For this reason, each participant will select a mentor from among a pool of experienced District or Division key personnel. Division and District Commanders will ensure key personnel are made available to serve as mentors for LDP participants.

**Alumni & Sponsorship:** LDP alumni will continue to support the program by acting as sponsors and providing one-on-one guidance and encouragement to new LDP participants.

District Commanders will allow reasonable contact between LDP alumni and current participants during working hours.

## **Program Component Requirements**

**1. Individual Development Plan:** LDP participants will be required to jointly develop an IDP with their immediate supervisor and mentor to fulfill program goals. The IDP should be developed within 30 – 60 days of acceptance into the program and must include formal classroom training, developmental work assignments and independent study, subject to availability of resources. In addition to the IDP, a personal “contract” between the participant, mentor, supervisor and program administrator should be developed specifying requirements and resources.

**2. Formal Classroom Training:** “Formal” training can either be classroom or correspondence courses. Formal training consists of 120 hours of specialized training over the program duration in five areas: **Management, Leadership, Organizational Development, Personal Development, and Team Building**. It includes attendance at managerial or leadership courses, college or university course work, attendance at applicable seminars or conferences and appropriate correspondence courses.

Specific training activities may include workshops and seminars (conducted either on/off-site or locally produced), college/university courses, and/or command level courses such as the Sustaining Base Leadership and Management Program (SBLMP), Supervisor Development Correspondence Course (ST5000), Leadership, Education and Development (LEAD) Course, Organizational Leadership for Executives (OLE), Personnel Management for Executives (PME I & II), etc. See Appendix A for a list of examples of the various professional development programs available.

Workshops, seminars and classes will be offered throughout the year as available to meet training requirements. Commanders and senior staff should consider teaching or hosting workshops for the participants. Regardless of any training completed in the past, each participant must complete the 120 hours of training required of the program.

**3. Developmental Work Assignments:** Participants are required to spend 80 hours over the course of the program in these types of activities. Types of assignments include leadership shadowing, office orientations, rotational assignments, meeting attendance, special project participation, and cross-training/detail assignments. As a minimum, participants must participate in the leadership shadowing, office orientations, meeting attendance, and special project assignments as a minimum. The rotational assignments, cross-training or detail assignments are optional, depending on mission requirements and availability of resources.

These assignments are intended to provide opportunities to develop leadership skills and to gain a better understanding of the Districts’ and Corps’ mission as a whole. These assignments must be meaningful and consistent with the participant’s career goals.

The method of complying with this requirement must be shown in the IDP. All assignment opportunities will be developed jointly by the participant, the immediate supervisor and mentor. When each developmental assignment is completed, the participant must submit an “After

Action Report" to the Commander with copy furnished to other LDP participants, supervisor, mentor and program administrator describing what he/she learned about leadership and the organization.

**Leadership Shadowing Assignments** – Participants will shadow a minimum of five leaders in their District for one day. Shadowing the DE/DD, DPM, and Chief E&C are required. The other two are the participant's choice from other District or Division leaders, e.g., Chief, RM, CT, IM, LO, etc. Coordination of these selections and the shadowing will be arranged with the participants' supervisor and mentor.

**Leadership Meeting Observations** – Participants will attend a minimum of five different types of district level meetings (Project Review Board (PRB), Program Budget Advisory Committee (PBAC), District staff meeting, District management review, Command Management Reviews (CMR), Regional Management Board (RMB) if held at the District, etc.). The purpose of attendance is for the participant to observe leadership styles of those participating and gain a better understanding of the operation of their District as a whole.

**Special Project Assignments** – During the course of the program, participants will serve on three special project teams and will serve as team leader on at least one of these teams. These teams are formed to work on real challenges, issues or events that affect the District, Division or Corps of Engineers. Some examples include coordinating and preparing VIP briefings, serving as a point of contact for a VIP's visit, serving on a process action team, coordinating the savings bond or CFC campaigns, planning District special events, etc.

**Cross-Training or Detail Assignments – (Optional but highly encouraged)**

Candidates may participate in work assignments which cross-functional lines to gain a better understanding of the Corps' mission and of the individual's functional area. These assignments must be meaningful and consistent with the participant's career goals and be supportable by District or Division resources.

**4. Independent Study:** Participants shall select a minimum of three independent study activities in cooperation with their supervisor and mentor and document the selections on the IDP. These activities will be completed on the participant's own time. Participants have the freedom to select resources that will benefit them personally and professionally. They should be encouraged to learn through the use of video and audio-tapes, computer-aided programs or select from among a variety of learning materials including books, journal articles, and other resources (see Appendix B for examples). Credit for completion will be given when the participant provides a written synopsis of the material, including evaluation of its value to leadership training to the supervisor and mentor.

Career program guidance on career development should also be consulted to ensure the participant is completing appropriate career program requirements for progression within their applicable career program.

## **Participant Evaluations**

The LDP participants will be evaluated on their progress and will provide input to their immediate supervisor, mentor and program administrator on a regular basis (at least semi-annually). This progress evaluation is in addition to the annual performance rating (TAPES) and is not intended to replace the annual rating.

- Mid-Year: Immediate supervisors and mentors will conduct a mid-year evaluation of the participants' progress. The evaluation will record the participants' progress with respect to their IDP. Participants will provide a summary of experiences and accomplishments.
- 360 Evaluation: Participants will conduct a progress and performance self-evaluation of their IDP and LDP annually. They will seek feedback from other participants, the supervisor, mentor and anyone else who could provide meaningful feedback on their performance while in the program.

## **Mentors**

Participants will select a mentor from a list of District or Division key personnel who will serve as counselor, information provider, friendly critic, interpreter of organizational policies and politics, sounding board and link to the pulse of the organization. The mentor will normally occupy a supervisory or managerial position and must have been as a minimum, geographically and/or functionally mobile during his/her career. Selection of a mentor should be accomplished within 30-60 days of acceptance into the program and will be designated in writing.

## **Recruitment**

**Recruitment:** District Commanders will issue an announcement annually, normally in the first quarter of the fiscal year, for employees to apply for acceptance into the Leadership Development Program. Applicants must compete in order to be accepted. Senior managers are expected to support and encourage those applicants who demonstrate leadership potential and individual commitment.

The Leadership Development Program is established and conducted on a competitive basis without regard to applicant's sex, race, color, national origin, lawful political or other affiliation, marital status, religion, disability, age or membership/non-membership in an employee organization, or any other non-merit factor.

**Eligibility:** To be eligible to compete for the Leadership Development Program, employees must be in a permanent position. The employee must have been a Federal employee for a minimum of three years and have a current "Fully Successful" or better performance rating. First line supervisory, team leaders, and non-supervisory employees who demonstrate leadership potential, regardless of grade, are eligible to apply. This includes Foreign National employees.

The employee must demonstrate individual commitment, have demonstrated potential for leadership or management positions, be supportive of Corps values and be motivated for career advancement.

## **Application**

**Application Process:** To apply, the employee must submit a package containing the following:

- Applicant Profile (Appendix C)
- Application Form (Appendix D)
- Current performance appraisal
- Statement of Interest (Appendix E)
- Supervisor's assessment of applicant's supervisory or leadership potential (Appendix F)
- Leadership Development Program Contract (Appendix G)

The Statement of Interest should address why the applicant is applying, short and long range career goals, what he/she hopes to get out of the program and how participation will benefit the applicant and the Corps of Engineers.

The LDP contract is simply an agreement, signed by both the applicant and supervisor, that completion of the program does not guarantee any future placement or promotions.

The completed package must be submitted NLT the closing date referenced in the Commander's announcement.

## **Selection Process**

**Selection:** District Commanders will select the participants for the LDP. The Commander may designate a selection or ad hoc panel to screen applications and make recommendations on participants for the LDP. If a panel is designated, HR and EEO representatives should serve as advisors to the panel.

The following factors should be considered in the selection process:

- Meeting the needs of the District or Division as a whole
- Meeting the goals of the District or Division Affirmative Action plan
- Mix of professional/technical/administrative personnel
- Organizational benefit of applicant's participation
- Interview (Optional)

## **Alumni Activities**

**Alumni Program:** Upon successful completion of the Leadership Development Program, participants shall be considered LDP Alumni. The purpose of an Alumni Program is to assist with the leadership program and provide guidance to individual participants in the LDP.

**Alumni Roles & Responsibilities:** Each alumnus may continue to participate in the various activities of the LDP and should serve as a mentor and advisor for incoming participants. Alumnus participation as a mentor is highly encouraged.

Alumni assistance will be solicited in program administration and to help continuously improve the program. After completing the LDP, each alumnus shall provide feedback or an evaluation of the program to the program administrator.

LDP alumni will make presentations to explain the nature of the program and assist in the recruitment of new program participants. The alumni may serve as advisors to the LDP.

LDP alumni may be used for special projects and as sounding boards for new initiatives, programs or procedures. Subject to District Commander approval, the LDP alumni shall serve as a resource pool for creating process action teams (PAT). Senior leaders may draw upon the alumni to participate in special projects. Division taskings will be coordinated with District Commanders prior to soliciting the assistance of the alumnus.

## Appendix A

### Examples of Professional Development Programs

PROGRAM TITLE	Length of Program	Eligibility Grade GS/GM	On or About Dates of Program	Applications Due Date at MACOM
Army Comptrollership-Syracuse University	14 Months	11 & 12	Jun 01 thru Aug 02	<b>17 September 2000</b>
Army Congressional Fellowship Program (formerly LEGIS)	15 Months	13 thru 15	Sep 01 and Jan 02 thru Aug 02	<b>17 September 2000</b>
Competitive Professional Development - College/University, Developmental Assignments and Training with Industry	Various	11 and above (unless specified)	Jan 01 May 01 Aug 01	<b>13 August 2000</b> <b>8 November 2000</b> <b>14 February 2001</b>
Defense Leadership & Management Program (DLAMP)	Intermittent NTE 6 Years	13 thru 15	Continuous	TBD
DOD Executive Leadership	10 Months	12 & 13	Sep 01 thru Jun 02	13 December 2000
Energy Mgt Professional Enhancement	12 Months	11 thru 15	Aug 01 thru Aug 02	<b>17 September 2000</b>
Logistics Executive Development (LED)	15 Weeks/ 4 days	12 and above	10 Jan thru 4 May 01 9 Aug thru 30 Nov 02	<b>3 September 2000</b> <b>6 March 2001</b>
Materiel & Distribution Management Professional Enhancement Prog (MDMPEP)	12 Months	12 & 13	Jan 01 thru Dec 01 Jul 02 thru Jun 02	<b>17 September 2000</b> <b>18 February 2001</b>
OSD Maintenance Fellowship (formerly Maint Mgt Prof Enhancement Prog (MMPEP)	12 Months	12 thru 14	Sep 01 thru Sep 02	14 February 2001
Secretary of the Army Research & Study	6-12 Months	12 and above	FY 01	<b>13 August 2000</b> <b>8 November 2000</b> <b>14 February 2001</b>
Sustaining Base Leadership & Management (SBLM) Resident	12 Weeks	12 thru 14 (by exception 11&15)	23 May thru 11 Aug 01 19 Sep thru 13 Dec 01 11 Jan thru 31 Mar 02	<b>8 November 2000</b> <b>6 March 2001</b> <b>19 June 2001</b>
Sustaining Base Leadership & Management (SBLM) Nonresident	11.5 Months	12 thru 14	14 Aug 01 thru 27 Jul 02	<b>8 November 2000</b>
Transportation Management Professional Enhancement Program (TMPEP)	12 Months	12 & 13	Jul 01 thru Jul 02	13 December 2000

Note: Dates of program and application deadlines subject to change. Please check with your local training coordinator if interested in attending any of these courses.

## **Appendix B**

### **Suggested Independent Study Resource List\***

#### **Management**

*At America's Service* (Albrecht)  
*The Wall Street Journal on Managing* (Asman)  
*The Power of Ethical Management* (Blanchard)  
*The New Realities* (Drucker)  
*Re-Engineering the Corporation* (Hammer & Champy)  
*The Balanced Scorecard* (Kaplan & Norton)

#### **Leadership**

*Putting the One Minute Manager to Work*  
*The Art of Leader* (Cohen)  
*The Seven Habits of Highly Effective People* (Covey)  
*On Becoming a Leader* (Bennis)  
*Managers as Leaders*  
*Thriving on Chaos* (Peters)  
*Leadership, The Inner Side of Greatness* (Koestenbaum)  
*Principle - Centered Leadership* (Covey)  
*Leading Change* (Kotter)  
*What Leader's Really Do* (Kotter)

#### **Personal Development**

*I Can See You Naked* (Choff)  
*Type Talk at Work* (Kroeger)  
*What You Are Is* (Massey)  
*Speak Without Fear* (D'Arcy)

#### **Total Quality Management**

*Quality is Free* (Crosby)  
*Quality in America* (Hunt)  
*Out of the Crisis* (Deming)  
*Quality Without Tears* (Crosby)  
*The Quality System* (Caplan)  
*Excellence in Government* (Carr/Littman)  
*Quality or Else* (Dobyn/Crawford-Mason)  
*TQM Field Manual* (Saylor)

#### **Team Building**

\* Or any other applicable source, with supervisor and mentor's approval

## **Appendix C**

### **Applicant Profile**

(The Applicant Profile must be no more than two pages in length single-spaced, characters no smaller than 12 pitch font, and submitted on plain white bond paper)

**Name:**

**Organization:**

**Address:**

**Office Telephone/Fax Numbers:**

**E-Mail Address:**

**Career Objectives:**

**Work Experience:**

**Significant Accomplishments:**

**Education:**

**Special Training/Coursework:**

**Awards/Special Recognition:**

**Volunteer and Community Service:**

**Special Interests:**

## **Appendix D**

### **Application/Nomination Form Leadership Development Program**

**Nominee:**

**Position Title, Series and Grade:**

**Career Program:**

**Major Subordinate Command / Organization:**

**Office Symbol:**

**Mailing Address:**

**E-Mail Address:**

**Telephone / Fax Numbers:**

**Name, Office Symbol and Phone Number of Individual Making Nomination / Referral:**

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**Signature**

## **Appendix E**

### **Statement of Interest**

The statement of interest must be one page or less (single-spaced, no smaller than 12-pitch font and submitted on plain white bond paper). It should state why you want to be a participant in the Leadership Development Program and address what you consider to be your major strengths and qualifications for the program in terms of one or more of the following attributes:

- ◆ Competitiveness
- ◆ Mobility
- ◆ Teamwork
- ◆ Business Practices
- ◆ Focus on Customer
- ◆ Leadership
- ◆ Challenges
- ◆ Diversity
- ◆ Promote One Door to the Corps
- ◆ Flexibility
- ◆ Respect New Ideas
- ◆ Strategic Focus
- ◆ Loyalty to the Army
- ◆ Understand Civilian Leadership in the Military Environment
- ◆ Recognize New Work Force Values/Interests

## **Appendix F**

### **Supervisory Assessment**

Immediate Supervisors: In two pages or less, please provide an assessment describing the applicant in the areas of Leadership, Management, and Personal Development (bond paper, single spaced, no smaller than 12 pitch font). Include examples of applicant's potential and/or accomplishments.

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Supervisor Signature

## **Appendix G**

### **Leadership Development Program Contract**

I understand and agree to the following if I am selected for the Leadership Development Program:

- I will actively participate in the POD Leadership Development Program.
- I understand that this program makes no inherent guarantees, but only enhances my opportunities for self-development and growth.
- I understand that the LDP may be terminated or modified upon approval of the Division Commander.

Subject to availability of funds, the District agrees to provide the resources/funding to allow the selectee to participate in the LDP.

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Leadership Development Program Applicant

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Supervisor

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District Commander