

ILLINOIS LEADERSHIP DEVELOPMENT PROGRAM PROJECT REQUIREMENTS

PROJECT INFORMATION AND REQUIREMENTS

One of the requirements for participation and graduation of the Illinois Leadership Development Program is the selection and completion of a leadership project. These projects are meant to benefit the participant's professional or volunteer community and serve as learning experiences for participants to apply leadership tools and techniques contained in the program. Project objectives should be reachable and achieved during the course of the LDP.

Brief updates (1-2 mins) on project completion will be given at each meeting throughout the course of the year with mentoring support provided by the LDP team, if needed. The updates might consist of the following questions about the project: What is your project? What is one key insight or lesson learned so far? All projects must be completed by March 1.

PROJECT IDEAS

The leadership development project may either be individual or in a group. The project could be something that you are already working on in your work setting, or something that you have always wanted to achieve.

ASHA lists the following as several examples of projects of the national LDP program:

Individual learning projects are focused on the workplace or a community or other volunteer organization, with the elements involving leadership activities such as working with a team or gathering the support of stakeholders. Examples include:

- Developing a support group or family training program.
- Working with a team to implement a new clinical or educational program.

Additional ideas and examples may include:

- Development of a data collection tool/rubric used in a school setting
- Establishment of weekly IPP/IPE team meetings across disciplines in your work setting
- Dissemination of information on topics related to speech and language to local physicians, health departments, daycare centers, etc
- Updating the section on speech and language services in a policy handbook
- Developing an inservice to ancillary providers on speech, language, and hearing services.

PROJECT PRESENTATIONS

The following is a list of examples of how projects may be deemed acceptable for completion. The ISHA Leadership Development Committee will have a designated one hour time-slot at convention where LDP participants will be able to present their projects in 10-15 minute time slots as convention speakers. Note that while attendance at the annual ISHA convention is highly encouraged, we know that not every member can attend every year. As such, we have also built in several completion areas below that can fulfill the project completion requirement that do not involve convention attendance. Project presentation options are as follows:

1. Present a panel 20 minute session on a group project developed by participants of the current cohort during the LDP dedicated committee timeslot at the ISHA convention.
2. Present an individual 10-15 minute session on the participant's leadership project and how the principles learned during the program were applied to the project during the LDP dedicated committee timeslot at the ISHA convention.
3. Write an article for the ISHA Voice on what you have learned about leadership and how this applies to your current volunteer or professional position.*
4. Write an article for the ISHA Voice on the participant's leadership project and how principles learned during the program were applied to the project.*
5. Submit a comprehensive electronic portfolio on a leadership project developed by the participant of the current cohort including a statement of what you have learned about leadership to the LDP committee for review.
6. Present an individual session on a project developed by the participant of the current cohort to a community organization, local ISHA area group, NSSLHA group at a university with notification to the committee via a session evaluation form.**

*There is no length requirement for articles for the ISHA Voice, although articles should be long enough to fully present the required information. A minimum of 700-1000 words is suggested, although there is no limit.

**The session evaluation form for those presenting to a group outside of the ISHA Convention is attached. Participants who are writing articles or presenting at the ISHA Convention are encouraged to use the form as a tool for self-reflection.

Note: While ISHA encourages participants to use their leadership skills to collaborate with various stakeholders associated with their projects to accomplish project goals, participation in the LDP does not imply ISHA's endorsement or official support of participants' projects. Prior ISHA approval must be obtained before using ISHA's name on any communications associated with participation in the LDP. Please reach out to ISHA's LDP committee if you have any questions regarding your leadership project.

Date presented: _____

Type of presentation/media: _____

Audience/community target _____

Goal of presentation: _____

LDP Area/ Application	Score Criteria 1	Score Criteria 2	Score Criteria 3	Score Criteria 4
Demonstrates and fully addresses an area of need in the targeted community	Vaguely demonstrates and addresses an area of need in the targeted community.	Demonstrates and attempts to address an area of need in the targeted community.	Demonstrates and partially addresses an area of need in the targeted community.	Demonstrates and fully addresses an area of need in the targeted community.
Idea clearly demonstrated and provides clear and explicit guidance for application/follow-up	Idea is partially demonstrated and is unclear. Guidance for application/follow-up is limited and non-specific to inform action.	Idea is partially demonstrated and somewhat unclear. Limited general guidance for application/follow-up is provided.	Idea clearly demonstrated and provides limited explicit guidance for application/follow-up.	Idea clearly demonstrated and provides clear and explicit guidance for application/follow-up.
Fully responds to audience questions and supports active engagement	Vaguely responds to audience questions, leading to decreased understanding and limits attendee engagement via discussion/collaboration.	Attempts to respond to audience questions and inconsistently supports attendee engagement via discussion/collaboration.	Partially responds to audience questions and supports active engagement via discussion/collaboration.	Fully responds to audience questions and supports active engagement via discussion/collaboration.
Offers specific ideas as to next steps for individuals/group to address/complete as they take ownership of their learning and suggests a doable timeline to foster change/growth.	Offers general ideas as to next steps for individuals/group to address/complete that are insufficient for promoting ownership of their learning and are not tied to a doable timeline to foster change/growth.	Offers general ideas as to next steps for individuals/group to address/complete as they take ownership of their learning however, the suggested timeline is not doable/realistic to foster change/growth.	Offers some ideas as to next steps for individuals/group to address/complete as they take ownership of their learning and suggests a doable timeline to foster change/growth.	Offers specific ideas as to next steps for individuals/group to address/complete as they take ownership of their learning and suggests a doable timeline to foster change/growth.

Comments/ Anecdotal Evidence:				Total Score: _____
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LDP Participant reflection on the presentation, feedback, and potential effect: _____
