

Personal Development Plan

Adapted and Compiled for Use at Don Valley Bible Chapel

Sources:

Antioch School, 'Personal Development Plan Manual', ANTIOCH SCHOOL OF CHURCH PLANTING AND LEADERSHIP DEVELOPMENT, revised September 2008. (Built on *The 7th Priority Life Development Portfolio* and *LifeN* resources of BILD International)

Warren, Rick, 'C.L.A.S.S. 301', Christian Life And Service Seminars, SADDLEBACK CHURCH, 2003.

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Appendix: Becoming Established Assessment Tool

What is a Personal Development Plan?

The Personal Development Plan is a tool to assist and guide you in developing and monitoring your lifelong learning strategy. Nearly everyone needs help in this area in order to respond to the pressures that shape their lives and be proactive in pursuing the life that God intended for them. For instance, many people find that their lives are essentially managed for them by the pressures of life, leaving them largely out-of-control. Others make careful plans, but only for part of their lives. A simple PDP can help you rise above the urgencies of the moment, as well as the limitations of your own personal approach to life management, and begin to intentionally plan for your development.

Perhaps it is best to view the PDP as a tool for acquiring wisdom (“skill in living according to God’s design”):

Acquire wisdom! Acquire understanding!
Do not forget, nor turn away from the words of my mouth.
Do not forsake her, and she will guard you.
Love her and she will watch over you.
The beginning of wisdom is: Acquire wisdom.
And with all your acquiring, get understanding.
Proverbs 4:5-7

This workbook is a tool to help guide you through a process of thinking intentionally about your life and participation in God’s plan. The intent is for you to work through this process over a number of weeks or months *with another leader*, taking time to reflect, pray and discuss as you go. The goal is to learn about yourself and let other people speak into your life. It should be used as a tool to help you stay on track with commitments and goals. It is to be reviewed, discussed and tweaked as you learn and grow in your understanding of yourself and God’s plans and purposes.

There are six projects:

- 1) Heart Motivations
- 2) Life Experience
- 3) Abilities & Spiritual Gifts
- 4) Roles & Responsibilities
- 5) Life View Purpose Statement
- 6) Goals & Intentions

Then it is all pulled together into a basic Personal Development Plan. The plan is then used as a tool to help you prioritize.

It is important that you regularly review your plan as you become more established in Gospel-Shaped living. The Becoming Established Assessment Tool can be used to compare your living to the core principles for living out the Gospel found in Paul’s letters. Use this tool to identify areas in your life that are in need of development. This assessment is of most value when discussed with a trusted friend (someone who isn’t afraid to humbly speak the truth in love).

Note: the First Principles Series is meant to help develop you in the basic principles for living out the Gospel.

HEART MOTIVATIONS:

If you are like most people, you have never taken much time to sort out and identify the things you are good at and motivated to accomplish. As a result, it is unlikely that you use these talents as completely or effectively as you could. One of the keys to understanding your heartbeat is to look at some of the things you love to do.

LIST AND DESCRIBE THOSE THINGS YOU HAVE DONE WELL AND ENJOYED SINCE CHILDHOOD.**What to Include:**

- Accomplishment at home, school, work, sports, etc.
- Things you enjoy doing
- Things you believe you do well
- Give specific details about what you do
- Forget about what other people might think about your answers

Remember, you're recalling things you *enjoy doing* and *did well* (accomplishments), not simply pleasant experiences.

BAD EXAMPLE: Had a great summer vacation (pleasant experiences)

GOOD EXAMPLE: Took some great photos during my vacation (did well, took pictures)

MORE GOOD EXAMPLES:

- "I put on plays for the neighborhood kids with costumes, props, etc. We transformed the shed in back of our house into a fairyland with lighting effects, decorations and princesses."
- "I started a Kool-Aid stand in 4th grade and expanded it into three different stands. It was fun and I made money!"
- "I have always liked to build things. I built the best tree house in the neighborhood."

LIST HIGHLIGHTS OF THINGS YOU DO WELL AND ENJOY

1.

2.

3.

4.

5.

What I love doing is...

People compliment me when...

Examine your answers for a common motivational thread. See if you can find one of the “loves” listed to match to your answers on the previous page. Remember these are ALL God-given motivations. They are only sinful when used selfishly. Every one of these can be used by God. Don’t be embarrassed to identify a basic heartbeat that doesn’t *seem* spiritual!

I LOVE TO...

DESIGN/DEVELOP - I love to make something out of nothing. I enjoy getting something started from scratch.

PIONEER - I love to test and try out new concepts. I am not afraid of failure.

ORGANIZE - I love to bring order out of chaos. I enjoy organizing something that is already started.

OPERATE/MAINTAIN - I love to efficiently maintain something that is already organized.

SERVE/HELP - I love to assist others in their responsibility. I enjoy helping others succeed.

ACQUIRE/POSSESS - I love to shop, collect, or obtain things. I enjoy getting the highest quality for the best price.

EXCEL - I love to be the best and make my team the best. I enjoy setting and attaining the highest standard.

INFLUENCE - I love to convert people to my way of thinking. I enjoy shaping the attitudes and behavior of others.

PERFORM - I love to be on stage and receive the attention of others. I enjoy being in the limelight.

IMPROVE - I love to make things better. I enjoy taking something that someone else has designed or started and improve it.

REPAIR - I love to fix what is broken or change what is out of date.

LEAD/BE IN CHARGE - I love to lead the way, oversee and supervise. I enjoy determining how things will be done.

PRESERVE - I love to see things to completion. I enjoy persisting at something until it is finished.

FOLLOW THE RULES - I love to operate by policies and procedures. I enjoy meeting the expectations of an organization or boss.

PREVAIL - I love to fight for what is right and oppose what is wrong. I enjoy overcoming injustice.

OTHER

Now record one or two that you would say are your primary heart motivations. You should be able to support your choice with examples from your achievements.

EXAMPLE:

I feel that a primary motivation for me is to “**LEAD/BE IN CHARGE**”: This can be demonstrated by:

- I’m always asked to be the captain of teams even when I’m not the best.
- My peers look to me when we need to make a group decision.
- I’m usually the first one to take charge of a situation or problem.
- Others have commented positively about my leadership and asked me to lead again

I think that a primary motivation for me is...

This can be demonstrated by...

Transfer your primary motivation to your PDP

LIFE EXPERIENCE:

Use this worksheet to sketch major milestones, events, experiences, involvements, achievements, and goals that describe the various areas of your life. Choose nodal events (things that really shaped your life). If you left these events out of your history you just wouldn't be the same person things that speak about who you are today. As you reflect on your time line, you should take care to make peace with things in the past, look at your past constructively and assess the past to determine your assets and liabilities.

Childhood & Adolescence

Early Adulthood (20's – 30's)

Middle Adulthood (40's – 50's)

Late Adulthood (60's – retirement)

How does the gospel re-inform your story?

Are you aware of where the gospel can bring healing to your own life story?

If so, where in your life story did you begin to believe a false gospel?

Which parts of the gospel message do you need to remind yourself of in order to live out the implications of the gospel today?

Possible assets and liabilities based on my life experiences:

Assets	Liabilities

ABILITIES AND SPIRITUAL GIFTS

This form facilitates assessment related to abilities and giftedness. This includes what are commonly called “spiritual gifts,” but also natural abilities. In both cases, God has granted giftedness. This form also helps you think about types of ministry involvement that match your giftedness.

Like the forms above, meet with another leader to help you reflect. Your first discussion should be focused more on gathering data about your giftedness. The second should be focused on development of a plan for exploring other areas of possible giftedness and/or maximizing development in areas of giftedness. You should refer back to this page and have further discussions focused on following up and making adjustments in the plan at least annually.

There are three main teaching passages on gifts in the New Testament: Ephesians 4:11–16, 1 Corinthians 12:1–31, and Romans 12:3–16. This Giftedness Assessment Guide is based on concepts presented in 1 Corinthians 12:4–7:

“Now there are varieties of gifts, but the same Spirit. And there are varieties of ministries, but the same Lord. And there are varieties of effects, but the same God who works all things in all persons. But to each one is given a manifestation of the Spirit for the common good.”

The working of the Spirit, then, can be summarized into a variety of gifts, services, and activities:

- b) varieties of gifts
- c) varieties of ministries (acts of service, ways of serving)
- d) varieties of effects (the outcome of one’s performance, effectiveness, what is produced)

Which of the gifts listed in these passages are most attractive to you?

With which of these gifts do you think you are or might be most effective and capable?

Consider any input you have received from the people who know you best—family, friends, and leaders, others in the church— concerning your gifts. In their observation, which of these gifts do you manifest?

In their observation, which of these gifts are **not** manifested in you?

What do you consider to be your natural talents and abilities?

Are any of the gifts you have identified closely aligned with your natural talents and abilities? Keep in mind that it is probable that God would take some of your natural abilities and energize them through your spiritual gifts (supernaturally broadening or deepening what He has already given you through His creative design from conception onward through your childrearing experiences.).

Your conclusions regarding the above questions are what comprise your “natural ability, spiritual gift cluster.” Record your conclusions below and transfer to your PDP.

A. PRACITCAL MINISTRY EXPERIENCE

What kinds of ministry have you gravitated toward up to this point in your Christian life?

List specific ministry experiences you have had?

Are there any ministries you have always wanted to pursue, yet have not had the courage or the opportunity to do so? If so, what are they?

What kinds of ministries and ministry roles have other people encouraged you to be involved in?

How does your natural abilities-spiritual gift cluster relate to the types of ministry in which you have found yourself involved? What insights do you gain from this comparison?

What is your present work/vocation? How do your roles and spheres of involvement within your vocation relate to your natural abilities-spiritual gifts cluster?

Consider how aligning your work or vocation with your natural abilities-spiritual gifts cluster might maximize your ministry for Christ in the everyday work world. Record any insights below.

B. EVALUATING EFFECTIVENESS

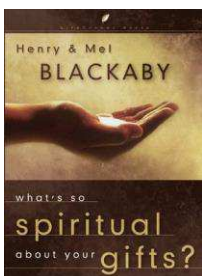
In what types of ministry have you had the best effect? The most results? The most fruit?

List the times you felt God was really at work through you. What were you doing at that time?

VISIONS AND DECISIONS:

1. What sorts of ministry visions have come to you during or as a result of this assessment process? Which ones do you find exhilarating and energizing?

2. What steps might you take at present to pursue them? How do they relate to ministry needs in the life of your local church? If these issues are unclear, talk them through with a church leader.



Recommended Reading:
What's So Spiritual about Your Gifts?
by Henry T. Blackaby, Melvin D. Blackaby

ROLES & RESPONSIBILITIES

The goal of this section is to begin to see your whole life in terms of aligning yourself with God's work and becoming more fruitful. Seek to understand where you are at in life right now and how over the span of your lifetime you can best serve God.

Start by thinking about the various roles and responsibilities you have. In light of the first principles of living a Gospel-Shaped life, list under each social structure your role and responsibilities:

Individual Responsibilities (self-care):

Family:

Community of Faith (local Church):

World community (neighbours / workplace / School... List below your various roles and responsibilities):

Most of the time we think of these as separate areas of life, but try to see them as a whole.

Evaluate your priorities in light of your roles.

- Are they in balance?
- Is each getting the attention it needs?
- Are some just barely getting your attention?

- Are some neglected altogether?

Review your roles, priorities and evaluations and make new or renew your commitments.

- Are there any commitments you need to renew?

- Are there any new commitments you need to make?

LIFE VIEW PURPOSE STATEMENT:

This worksheet deals with the abstract (life view purpose statement). This allows you to establish your values in mind before you proceed to planning. The point of this is to help you develop a vision for your life that can guide you in making life decisions and setting goals. Revisit this exercise as you learn and grow and make adjustments if necessary. (Note: the First Principle courses are designed to develop your understanding of these issues)

Start by reviewing the following elements of your basic world view:

What do you really believe about your personal identity? Who are you? What is unique about you?

What is a family? What is its purpose?

What do you really believe about your faith community (church)? What is its purpose?

What do you really believe about your purpose in the world? What is your contribution?

In light of your above belief statements, how would you summarize your overall worldview? What makes all of the parts fit together for you?

How does your world view line up with the Gospel?

What does not seem to fit?

Based on what you've learned so far attempt to articulate a summary purpose statement for your life. Make this statement your own personal statement, not just a generic statement of what any follower of Christ's purpose could be. The life view purpose statement is usually a simple, single statement that describes what your purpose for living is. Consider all you've learned so far about yourself and your worldview.

Elements of Life View: Make a prioritized list of the elements of your life purpose (elaborate on what your statement means – spell it out, explain it - and identify some Priorities).

SETTING GOALS AND INTENTIONS:

With your Life View statement in mind articulate your life long intentions. These are intentions that characterize your lifelong ambitions and desires for lifelong accomplishment. Then, identify long-range intentions that lead toward your lifelong intentions or fulfill roles and responsibilities that you expect to have in 5-15 years. Finally, make a list of roles and goals for the next year. Most people make this list quite differently when they have their lifelong and long-range intentions clearly in mind.

Life Long Intentions:

Long-Range Intentions (the next 5 to 15 years):

Once you are satisfied with your work transfer your long range intentions to your PDP.

Annual Roles & Goals:

Now the challenge is to set some goals for the year that will move you toward your long range intentions. Try and see your various roles in life as working together as a whole. For example: The way I handle my personal responsibilities affects the rest of my life – often personal problems can render someone ineffective for God’s work. Using my gifts and talents for God isn’t confined to a church meeting or program, it begins at home. Fulfilling my roles and responsibilities at home, and using my gifts to do so, is part of how God is developing me and even using my family to accomplish his purposes. The secular workplace is not separate from God’s plans and purposes for your life. The workplace can help us grow in our gifts and abilities as we seek to partner with God at work. (Review your worksheet on Roles & Responsibilities).

When setting your goals avoid being too ambiguous and keep your goals measurable.

Measurable: If you can’t quantify your goal or identify where you are in the process of reaching it, your goal is not measurable. When you measure your progress you stay on track, reach your target, and are motivated to keep pressing forward.

Ambiguous goal: To become a better leader.

Measurable goal: To increase my skill as a leader by reading three books on leadership development in the next year, sharing two key leadership principals from each book with a colleague.

(Note: our key conversation ‘Habits of the Heart’ is designed to develop your thinking on foundational habits that support living a fruitful Christian life)

Use the remaining portion of your PDP to record your annual goals. Be sure to review all your previous work aligning your annual goals with the insights and conclusions made.

My Personal Development Plan (PDP)

Primary Motivation:

Abilities & Spiritual Gifts:

Lifelong Intentions:

Long-Range Intentions (5–15 years):

Annual Roles Goals	Possible Mentors

Summary of Personal Development Goals

What are the top three goals or milestones that will contribute the most to my progress?

What areas in my life do I most need mentoring in? Who are some possible mentors I can share these development goals with?

What kinds of contributions to, and interactions with, my Gospel Community / Church Community will contribute most to my growth?

What other kinds of ministry or service opportunities should I pursue?

What learning experiences (formal / non-formal) should I seek? Are there any First Principles I should be reviewing and applying?

What home/family routines, rhythms, experiences may contribute to my progress?

Appendix



Becoming Established Assessment

Doing Well A Slight Problem A Major Problem

Comments

An early set of letters:

Is he/she sound in his/her understanding of the gospel, or is there evidence that he/she is drifting in any way toward a distorted or different gospel? Is he/she in danger, after "having begun by the Spirit" of now being "perfected by the flesh?" (Galatians)

Is he/she standing firm in the gospel, unshaken by those who might draw his/her attention away from his/her basic focus on the furtherance of the gospel with alarming teaching on future events accompanied by irresponsible living? (1 and 2 Thessalonians)

• Is there evidence of his/her conversion being solid, with a clear and confident turning to God and the gospel? (1 Thess. 1-2)

• Did he/she receive the Bible as the very words of God, grasping it firmly, without any hint of wanting to mix it with his/her old philosophy of life? (1 Thess. 1-2)

• Is he/she living responsibly in his/her new life as a Christian, faithfully providing for himself/herself and his/her family? (1 Thess. 4:9-11; 2 Thess. 3:6-15)

Are there divisions and conflicts in his/her life that are characteristic of an immature believer not fully established in the gospel? (1 Corinthians)

• divisions relating to comparing and elevating teachers? (1:10-4:21)

• divisions relating to conflicts, disputes, and open sin? (5:1-6:11)

• divisions relating to marriage, divorce, and remarriage? (7:1-40)

• divisions related to debatable matters? (8:1-10:33)

• divisions related to assembly meetings and public use of spiritual gifts? (12:1-14:40)

Are conflicts and problems, which are expected in the ministry of the gospel, being used by him/her to undermine the trustworthiness of those establishing him/her in the gospel? (2 Corinthians)

Is he/she established in a full understanding of the whole gospel? (Romans)

• Does he/she understand the work (grace) of God in his/her life, and on that basis, has he/she learned to walk in the Spirit, experiencing a growing victory over any life-controlling problems? (chs. 6-8)

Becoming Established Assessment

Doing Well	A Slight Problem	A Major Problem	Comments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does he/she understand the relational implications required within the community and how they affect the one-mindedness of the church as it pursues one-minded commitment to the furtherance of the gospel? (Philemon)
A final set of letters written to his key men:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is he/she conducting himself/herself properly in the local household of God, living a godly life in harmony with God's house order in the church, the pillar and support of the truth? (1 Timothy)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she living in line with God's created order for men and women in the church, in which men are to be taking the lead in the community? (2:8-15)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he managing his own household well, keeping his children under control with all dignity? (3:4-5)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she developing character consistent with his/her appropriate role in the church? (3:1-13, also Titus 2) See also the Character of a Leader Assessment Guide for more detailed assessment of character development.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she devoting himself to careful study of the Word and teaching when appropriate? (4:1-16)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Does he/she have a commitment to care for his/her widowed parents, as well as helping honor those who have been exemplary wives, mothers, and servants of the community? (5:1-16)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she committed to helping amply support those who labor as leaders, especially those who work hard at preaching and teaching, as well as seeing the need to deal strongly with problem leaders? (5:17-25)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is he/she committed to living an orderly life, assisting those entrusted with setting in order what remains in the full establishing of his local church? (Titus)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she committed to doing good deeds in the community and to serving in the community through a good, useful occupation? (ch. 3)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is he/she committed to being faithful with the deposit given to him/her and boldly "fighting the good fight" and "finishing the course"? (2 Timothy)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Is he/she demonstrating a consistent teachability, viewing himself/herself as one being entrusted with the gospel? (1:3-14; 2:2)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Does he/she exhibit the intensity and focus of a devoted soldier, a disciplined athlete, and a hardworking farmer? (2:3-6)



Becoming Established Assessment

<u>Comments</u>	Doing Well	A Slight Problem	A Major Problem	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Is he/she attracting similar type men/women around him/her, to assist him/her in the ministry? (2:2)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Is he/she able to stay focused by avoiding unnecessary quarrels and challenges by those desiring to dispute nonessential matters, speculations, and arguments about words? (2:14–26)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Does he/she have the ability to handle the Word accurately, along with a growing ability to use it effectively in ministry? (2:15; 3:15–17)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Is he/she fleeing youthful lusts and keeping a clear conscience in his/her life and ministry? (2:14–26)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Is he/she a team player, willing to take instructions from those over him/her? (4:9–18)