

2009-2010 ANNUAL REPORT TEMPLATE

Department: Student Leadership and Involvement

1. Please document results of strategies from your 2009-2010 Planning Document using the following template:

Goal	Strategies	Intended outcomes (those listed in the Planning Document)	Unintended/ Other outcomes (not listed in the Planning Document)	Evidence of whether or not outcomes were achieved*	How will your assessment data shape this strategy in the future?	How did this strategy support the Strategic Plan? The Vision for Students?	If you did not undertake the strategy please explain
Reorganize workshop offerings to increase exposure of the Memphis Lead Team and place a greater emphasis on Emerging Leaders learning outcomes	<ol style="list-style-type: none"> Discontinue workshops that are open to the general student population Generate a workshop schedule for Emerging Leaders that is based specific learning outcomes for each year in the program, Emerging Leader-related coursework, and reflection feedback (see attachment) Shift the 	<ol style="list-style-type: none"> Increase opportunities for the Memphis Lead Team to develop workshops Enhance Emerging Leader progress along identified learning outcomes for each year in the program Maintain workshop outreach to non-Emerging Leaders Team members will 	<p>Memphis Lead Team: Develop additional opportunities for Lead Team members to receive incentives for recruitment and learning leadership competencies.</p> <p>Provide more structure to the Memphis Lead Team leadership learning curriculum. Generate a leadership</p>	<p>Related to Emerging Leaders: Workshops for the 2009-2010 academic year were as follows: Freshman – Community Engagement and Critical Thinking Sophomore – Communication And organizational Efficiency Junior – Memphis 101 with the Leadership Academy Senior – Communicating Leadership</p>	<p>Emerging Leaders: Based upon feedback from the senior class, they will be asked to complete a mock interview with Career Services after attending the Communicating Leadership Experiences During an Interview</p> <p>Memphis Lead Team: Enhance the awareness of the team by working with a variety of co-curricular programs.</p>	<p>Emerging Leaders: Since this strategy is aimed at students across all undergraduate levels, it supports the three major parts of the Vision for students. For Senior Emerging Leaders, strategies most readily support Succeeding as a professional. For Juniors, the workshop lends itself to Engaging Others in a Diverse World. Sophomore and Freshman</p>	

	<p>responsibility of developing training workshops for the general student population to the Memphis Lead Team</p> <p>4. Work with Student Activities to distribute information about the Memphis Lead Team to Registered Student Organizations and to get the team involved with RSO Workshops</p>	<p>demonstrate effective personal management techniques and competencies with various leadership-related topics.</p> <p>5. Members of the team will employ effective communication with diverse audiences and environments.</p> <p>6. Students will demonstrate the ability to think critically, act ethically, and make individual decisions</p>	<p>newsletter highlighting student leaders and RSOs</p>	<p>Experiences on a Résumé and Communicating Leadership Experiences During an Interview.</p> <p>Students wrote about these in their end-of-semester reflection papers. Selected statements are included in Appendix 1</p> <p>Related to Memphis Lead Team: Team members presented a total of 11 workshops that appealed to a diverse group of students (i.e. First year students, seasoned student leaders, and Residence Life students)</p>	<p>Team members will identify areas of interest and develop workshops based on the interest of participants</p>	<p>workshops are split, with each year having one workshop toward Understanding and Managing Self and one workshop toward Engaging Others in a Diverse World.</p> <p>Memphis Lead Team: Team members demonstrate autonomy and personal responsibility through planning workshops</p> <p>Team members demonstrate effective leadership skills</p> <p>Team members establish a connection to the University of Memphis</p>	
Develop a spring	1. Seek collaborative	1. Structure an environment					While this goal was not accomplished

<p>semester, for-credit leadership training course for student leaders that are non-Emerging Leaders Scholarship recipients, offering these student leaders education that is similar to what scholarship recipients complete</p>	<p>support with an academic department to secure for-credit, graded status for the course.</p> <ol style="list-style-type: none"> 2. Utilize current Emerging Leader coursework activities and learning outcomes to develop a curriculum that is appropriate for student leaders, ranging from second-semester freshmen to seniors (see attachment) 3. Structure a recruitment and application process to select interested student leaders for the course 	<p>for student leaders to network with on another</p> <ol style="list-style-type: none"> 2. Provide an opportunity for non-Emerging Leader Scholarship recipients to increase their understanding of the process of leadership and develop their capabilities as leaders 3. Develop additional relationships between academic units and Student Leadership & involvement. 4. Students will integrate leadership competencies with practical experiences. 5. Students will 					<p>during the 2009-2010 academic year, a Student Leadership Learning Community is set to begin in the 2010 fall, with a section of ACAD 1100 developed similarly to that of the Emerging Leaders ACAD sections.</p>
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		<p>focus on personal vision and values</p> <p>6. Students will build relationships and interact from a diverse group of people from different backgrounds, beliefs and cultures</p>					
<p>Host a campus-based session of The LeaderShape Institute</p>	<ol style="list-style-type: none"> 1. Recruit 60 student participants and faculty/staff members as Family Cluster facilitators 2. Communicate with other local colleges to seek sponsorships for a small number of their students 3. Continue relationship with For the Kingdom Camp 4. Further develop team challenge 	<ol style="list-style-type: none"> 1. Learning outcomes defined by LeaderShape, Inc. 2. Students continue developing visions that will impact the University and the greater Memphis community (i.e. campus-based sessions of Common Ground and IDEAS 	<p>An opportunity was created to involve more members of the University community into LeaderShape efforts. As students submitted their Breakthrough Blueprints, the vision and action plan document for LeaderShape, they also submitted the names of at least three</p>	<p>Outcome 1: LeaderShape, Inc. conducts an assessment on the final day of the Institute. All students self-reported some learning toward LeaderShape’s intended outcomes. The largest number (27.27%) identified a component of “commit to identifying their core ethical and person values and</p>	<p>The assessment instrument utilized by LeaderShape, Inc. for the Institute was changed for 2010. Based upon the relatively limited information the instrument is now able to provide, a campus-specific instrument will be developed for delivery on site at future sessions.</p> <p>Strategies 4 & 5: Students</p>	<p>Outcomes for the LeaderShape Institute support all components of the following two pieces of the Vision for Students: Understanding and Managing Self and Engaging Others in a Diverse world</p>	<p>Strategy #2 was not attempted because we decided to keep it specific to the University of Memphis.</p>

	<p>activities for Day 3 of the curriculum</p> <p>5. Seek community partnerships to provide a Guest Leader Panel for Day 5 of the curriculum</p>	<p>organizations to promote entrepreneurship among students)</p>	<p>members of our community – students, faculty, or staff – that will be invited to a showcase of the visions at an event in November. This will allow more people to become familiar with LeaderShape and its outcomes, and it will open line of communication between participants and those who may be able to assist with their visions for the future.</p>	<p>then commit to act on them” as their greatest area of growth. The second most identified outcome, with 15.91%, was “develop relationships where dignity and contributions of all people are acknowledged and respected.”</p> <p>Additionally, the assessment utilized a 7 point likert scale (1= strongly disagree, 7 = strongly agree). The response averages to the items “In general, The LeaderShape was a valuable experience in increasing my capacity to lead” and “I would recommend The LeaderShape Institute to others” were 6.64</p>	<p>responded positively to the team challenge activities Day 3 and the recent purchase of supplies for a portable low challenge course will allow for continued improvements to that session.</p> <p>Recommendations from the Leadership Advisory Board were utilized to help structure the Guest Leader Panel on Day 5. The positive interactions that students had with those guests are encouragement to continue using the board’s input for future panels.</p>		
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				<p>and 6.86, respectively.</p> <p>Outcome 2: All participants developed Breakthrough Blueprints for LeaderShape. Of those 44 visions created, 9 of them specifically reference the University and/or Greater Memphis Community.</p> <p>Strategy 1: While overall application numbers were down from 2008-2009, 60 students were initially placed in the session, and a waiting list of 10 additional students was begun. Strong attrition took place between session and the session, resulting in the entire waiting list being</p>			
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				<p>utilized. Additionally, a Family Cluster Facilitator became unavailable just weeks before the session, and that space could not be filled. This resulted in an inability to recruit additional students to overcome the attrition so the maximum allowable number dropped to 48 students, Four no-shows on Day 1 left the final number of LeaderShape participants at 44.</p>			
<p>Utilize the Student Leadership Summit as a forum for student leaders to discuss important</p>	<ol style="list-style-type: none"> A) Seek student input when selecting issues discussion topics B) Contact appropriate departments to assist as facilitators for 	<ol style="list-style-type: none"> Allow students to become active participants in addressing important issues at the University 	<p>In the additional comments/open-ended questions section of the assessment, many students reported wanting additional time</p>	<p>Total registrations and attendance for the Summit was 60. Forty-seven students completed evaluations.</p>	<p>Future Student Leadership Summits will move back to a format emphasizing leadership training. Even though a high</p>	<p>The Student Leadership Summit, in its format for 2009-2010, mostly readily ties into the division's Vision for Students by</p>	<p>Strategy 3 was not fully undertaken. While input was gathered from students, that input was limited to the Memphis Lead Team.</p>

<p>campus issues as well as participate in leadership training</p>	<p>issues discussion topics generated by student input</p> <ol style="list-style-type: none"> 2. Use the Memphis Lead Team to facilitate leadership training activities 3. Utilize student feedback from the 2008 Student Leadership Summit to continue adjusting the agenda to achieve the stated goal 	<ol style="list-style-type: none"> 2. Generate additional opportunities for the Memphis Lead Team to facilitate training for student groups 3. Build upon existing collaborative relationships and develop new relations between Student Leadership and Involvement & other departments 	<p>for leadership training and more opportunities to interact with peers in small groups. This unintended outcome helps to inform changes that will be made for 2010.</p>	<p>Outcome 1: In response to the assessment items about whether the issues discussion sessions “provided a forum to share my perspective on the topic,” 82.98% respondents agreed or strongly agreed with that statement for the first session, and 70.21% did so for the second session.</p> <p>When students responded to the statement “I believe that my participation in the issues discussions will be utilized,” 97.24% indicated Agree or Strongly Agree</p> <p>Outcome 2 and Strategy 2. The Memphis Lead</p>	<p>percentage of participants believed feedback from the Summit would be utilized by the various offices, we have no accurate way to track that. Without the ability to show results, it is somewhat disingenuous to represent the Leadership Summit as a way to provide vital feedback that will lead to changes. Future sessions will maintain and opportunity to discuss important issues, with students self-selecting topics of interest for lunchtime discussions at future Summits. As for breakout times, those will be reserved solely for leadership education.</p>	<p>allowing them to Engage Others in a Diverse World by establishing a connection to the University of Memphis and participate in an inclusive and interactive community focusing on understanding and respect of individual and group differences</p>	<p>Input for the 2010 Summit has been sought from a more representative sample of our student population.</p> <p>This is a repeat of the assessment explanation for outcome #2, but strategy #2 did not happen. The Memphis Lead Team was set to facilitate activities at the beginning of the Summit, but the opening message ran longer than time allotted so MLT had little more than an opportunity to make and brief advertising statement at the end of the day.</p> <p>The plan to include Memphis Lead Team members by</p>
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				<p>Team was set to facilitate activities at the beginning of the Summit, but the opening message ran longer than time allotted so MLT had little more than an opportunity to make a brief advertising statement at the end of the day.</p> <p>The plan to include Memphis Lead Team members by having them lead a session was scrapped in favor of reaching out to University guests to guide those sessions. This move supported goal #5 from the planning materials.</p> <p>Outcome 3 and Strategy 1b and 3: Campus Safety and</p>			<p>having them lead a session was scrapped in favor of reaching out to University guests to guide those sessions. This move supported goal #5 from the planning materials.</p>
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				<p>Environmental Sustainability sessions were retained from the 2008 Summit, with Bruce Harber and Marian Levy guiding those discussions. New forums for 2009 included Internships, University Center, and the Centennial Celebration. These changes were made due to the timeliness of the, then, recent announcement about internships opportunities for all qualified students seeking them, the soon-to-open UC, and planning for the 2012 centennial of the University.</p>			
Provide a progressing cohort-driven	1. Target selected student populations	1. Structure an environment for student		<p>Level I: Outcome 2: Level I graduated</p>	<p>Level 1: Strategy 4: Two upper class</p>	Primarily, Level I supports Understanding	Strategy 2: The curriculum will no longer have 4

<p>comprehensive leadership training program, The Tiger Leadership Institute, for students that do not receive the Emerging Leaders Scholarship</p>	<p>(Honors, Resident Assistants, RSO presidents) to begin the recruitment process that will build cohort groups</p> <ol style="list-style-type: none"> 2. Develop a 4 phase curriculum that borrows from current Emerging Leader learning outcomes and has a realistic delivery method 3. Collaborate with other departments for the delivery of certain components of the curriculum (i.e. Career Services may be able to facilitate the professionalism and career preparation portions of phase IV) 	<p>leaders to network with on another</p> <ol style="list-style-type: none"> 2. Provide an opportunity for non-Emerging Leader Scholarship recipients to increase their understanding of the process of leadership and develop their capabilities as leaders 3. Increase the capacity to prepare others for the leadership among senior Emerging Leaders that are involved with this program. 4. Students will articulate what skills they have as a leader, who 		<p>23 students total in the program over the year.</p> <p>Tiger Leadership Institute students currently hold leadership positions in co-curricular activities and programs</p> <p>Sixty percent of students in this program agreed that they are able to apply leadership concepts to their student involvement.</p> <p>Sixty-five percent of students in this program agreed that they would be able to practice critical thinking in working with groups and in their daily decisions</p>	<p>Emerging Leaders assisted with Level I of the Tiger Leadership Institute, but that will cease in the future because it provided inconsistent in structure.</p> <p>Provide additional opportunities to team build.</p> <p>Enhance the experience with more interactive discussions.</p> <p>Create smaller communities within the program to ensure diversity.</p>	<p>and Managing of Self and helps participants establish a connection to the University from the Vision for Students.</p> <p>Level II expands upon that and begins to introduce social change skills and working to develop an inclusive and interactive community focusing on understanding and respect of individual and group differences.</p>	<p>phases. It has been limited to 3 because a fourth level is unnecessary. Additionally, the third phase was not implemented during 2009-2010 because a requirement for Level III will be to have graduated from Level II. Waiting a year before unveiling Level III allowed for more students to become eligible by completing the second level.</p>
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	<p>4. Include senior Emerging Leaders as assistants with instruction</p>	<p>their influences are and what impact personal history has had on them as a leader.</p> <p>5. Students will participate effectively in group decision-making.</p>		<p>Eighty-percent of students in this program agreed that they became more knowledgeable of personal management skills</p> <p><u>Level II</u> Outcome 2: Twenty-three students graduated from Level II in the fall, and 18 graduated in the spring. Assessment for the fall cohort was inconsistent and unreliable because of the delivery of separately deliver pre and post-tests, but the instrument was improved for the spring cohort. The following responses to a 7 point likert-scale display some of</p>			
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				<p>the leadership growth that took place, and the entire list of responses is included in Appendix 4:</p> <p>Please rate your ability level in the following areas...</p> <p>1= Low, 7=High</p> <p>Identify your core values 11% indicated a 6 or 7 before participation, and 88% indicated a 6 or 7 after participating</p> <p>Apply leadership concepts within your student involvement 0% indicated a 6 or 7 before participation, and 67% indicated a 6 or 7 after participating</p> <p>Lead positive</p>			
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				<p>change within an organization 11% indicated a 6 or 7 before participation, and 55% indicated a 6 or 7 after participating</p> <p>Set goals that align with personal or organizational vision 11% indicated a 6 or 7 before participation, and 78% indicated a 6 or 7 after participating</p>			
Expand opportunities for Emerging Leaders to develop relationships with active community members	<ol style="list-style-type: none"> 1. Adjust organization involvement requirements during the junior and senior years to include one RSO and one community organization 2. Develop a list of appropriate community organizations for Emerging Leaders 	<ol style="list-style-type: none"> 1. Develop collaborative relationships between the Emerging Leaders Scholarship Program and community organizations 2. Integrate more students as active, contributing members of the greater 		<p>Strategy 1: Movement was made in the direction of strategy #1 by allowing junior and senior Emerging Leaders the opportunity to petition for an internship or involvement with a community organization count toward their involvement</p>	The junior class workshop will include specific information about the class project they will undertake in COMM 3341. While the Memphis 101 workshop we had last year offered helpful for the larger project in COMM 3341, it will be even more helpful if we	This effort is intended to really grow students in the areas of Becoming engaged citizens locally and globally, developing effective social change skills, and demonstrating civility.	Strategy #2 was not undertaken because the involvement petitions were handled on an individual basis, and the full adaptation of the requirement, as mentioned in strategy #1 did not take place. Our office did meet with Andrew Tripple about the

	<p>3. Include research into community organizations as a part of the COMM 3342 curriculum</p>	<p>Memphis community.</p> <p>3. Students will articulate the responsibility to lead positive change in the community through active citizenship</p> <p>4. Provide students with additional opportunities to learn about and prepare leadership and community involvement after college</p>		<p>obligation. — students</p> <p>Strategy 3 and Outcome 4: The first project in COMM 3341 was for students to interview a social change agent. While students were allowed flexibility with the final direction of the interview, students were required to include the following: the name of the agent and the agency that person represents, the mission of that agency, why that person got involved with community change, challenges and benefits related to that type of work, and suggestions they would give to anyone looking to do social</p>	<p>immediately get them started on that project after gaining the new knowledge in the workshop, instead of allowing nearly three months to pass.</p>		<p>possibility of placing students with agencies and neighborhood associations in the University District, but placement opportunities have not become available.</p>
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				<p>change projects.</p> <p>Outcomes 3 and 4: With the changes made to our workshop structure, as outline in Goal #1, the junior class had a day-long workshop in the fall semester, which had the intention of informing them more extensively about the realities of social change within Memphis. One of the freshman class workshops surrounded Community Engagement; the intention of that session was to begin expanding the basic understanding our freshman had related to service-learning. Selected statements from semester</p>			
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				reflection papers that display learning in those sessions are included in Appendix 1.			
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*Evidence should include results from the assessment plan from your 2009-2010 Planning Document, along with any other data you would like to present - qualitative or quantitative (participation numbers, income generated, etc). If you did not complete the assessment plan outlined in your Planning Document, please explain. You should also include participant quotes here.

2. Please include results from programs/services not included in your 2009-2010 Planning Document below:

Program/Service	Intended Outcomes	Evidence of whether or not outcomes were achieved	How will your assessment data shape this program/service in the future?
Professional Mentor Program	<ol style="list-style-type: none"> 1. Provide opportunities for students to operate as leaders in a professional setting. 2. Students will become engaged in the Memphis community. 3. Generate discussions between students and professionals about relevance of leadership development in the professional setting 4. Establish and maintain a connection to the University of Memphis and the Memphis community. 5. Provide an experience for students to grow and excel academically and professionally. 	<p>The program offers a cluster mentorship in which students are able to network with professionals in their area of study and concentration</p> <p>Students were offered internships after the conclusion of the program</p> <p>Ninety percent of students in the program agreed that small group discussions provided them with opportunities to grow as a future professional</p> <p>Students in the program desired additional opportunities to meet with mentors</p> <p>Students in the program desired more field specific experiences with</p>	<p>Provide students with additional opportunities to meet one-on-one with mentors.</p> <p>Examine the structure of the program and develop more structure.</p>

		mentors. Students in the program agreed that utilizing <u>The Servant</u> by James C. Hunter assisted with learning and understanding that in order for one to lead, one must serve	
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3. Report any additional data that demonstrates how your department supports the persistence and graduation of students. Tables or charts are appreciated.
As additional time and resources are committed to growing Emerging Leaders understanding of service-learning and becoming active in the community, it is important to also keep track of the commitment they make through their efforts to the greater Memphis area. In 2009-2010, Emerging Leaders produced over 3300 hours of community service to 80 agencies in the fall and over 90 agencies in the spring. That information is included in Appendix 2.

At the end of each semester, all Emerging Leaders are obligated to complete a reflection paper. To assist in tracking the progress of Emerging Leaders during the first two years in the program, a rubric is utilized to track growth and progress when reading the reflection papers for those years. The rubrics allow our office to provided critical feedback based upon the numerical scale within those forms. Included in Appendix 3 is a copy of the freshman and sophomore rubrics and specific graphical information from the freshman rubric.

4. What is your BHAG? List evidence that supports that you are making progress toward it.

5. List any awards or other notable accomplishments by the department, individual staff or students:
- Alesia Putman, Donald K. Carson Scholar
 - Kirby Cheers, National Coalition of 100 Black Women
 - Gian Gozum, Internship with The Washington Center
 - Jon Campbell, selected as a Cluster Facilitator for a national session of The LeaderShape Institute
 - Up ‘til Dawn crossed the \$1 million fundraising mark in the lifetime of that program

6. Photos suitable for publication should be placed in YOUR O Drive and notify Pat of the location.

Appendix 1

Selected Freshman Class Community Engagement Workshop Responses

Service-learning is supposed to give you a better understanding of your values and passions when it comes to leadership. I have always known what I value above all else but have learned how better to defend my position on such issues through service-learning. I still have not found my place in this crazy merry-go-round that is our world, but I believe that is not something that is easily solved through attending one workshop. The workshop helped me link my love of children and American Sign Language in my service work.

This workshop helped me by providing me with the skills necessary to pick my community service in the future, picking ones that will have greater and longer impacts on the city of Memphis. There is more than one type of service work.

During this workshop, my friends and peers challenged me to rethink what I consider community service. At this point, I had planned out my service hours to include my work on staff with Operation Broken Silence. While I do consider this community service, I have come to believe it does not qualify as *engaging* community service. It is essential for the people of Memphis — especially in the southern, somewhat isolated city we live in — to understand the grave issues facing our world and know how to address them. However, while informing them about these issues and equipping them with the tools to address them is imperative, I no longer believe it should represent the bulk of my community service. As a response to this conviction, I plan to spend every available moment volunteering at Monday Night reading next semester. This way, I will re-direct my efforts toward a more hands-on means of serving the international community in Memphis.

The community engagement workshop helped me to decipher what service meant. I liked how we had to make a choice to determine what scenario would be considered a service or not. It made us think as to what we would call a service and got to understand why other people might think the opposite. The word service is a broad word. If we break it down the base word is serve. To serve means to provide or give to. Service is an action that takes place to better your community, organization, school, the people, or world.

Service outcomes include understanding self confidence, commitment levels, build consistency, dedication and self confidence, etc. There is motivation behind the work being done, whether it is upfront or behind the scenes. It provides for the community voice, and seeks to utilize responses to needs of people.

Selected Freshman Class Critical Thinking Workshop Responses

During the critical thinking workshop it was good to sit down and think some things all the way through. It was also neat to see them from different perspectives and think outside of the box.

The critical thinking workshop inspired me to truly think before making any rash decisions. Sometimes I act on feeling and do not think of what the outcome will be.

The critical thinking reemphasized the critical thinking concept that we touched on in ACAD in the fall. I feel critical thinking is an important asset to have as any leader and should be utilized at all times.

At the second workshop, I learned to think out-of-the-box to solve problems, and to think critical about them. Also, not to only think critical about decisions, but to think about how it will affect you later. The

main thing I will take from the workshops is how to think out the side box about problems. Thankfully this helps me in leading, and it helps me in my major time.

Selected Sophomore Class Communication Workshop Responses

The effective communication lesson gave me some tips on communicating messages without so many words and in a more professional manner. This topic also allowed me to understand the importance of communication within an organization. I learned that without an effective, professional communication with the members of an organization, the organization will not get a lot of work accomplished.

I learned a lot about being an active listener, which can give off good or bad first impressions. The part about resumes was very beneficial and I know that I will take all the suggestion into account when I am doing a resume after college.

I like the fact she used the phrase active listening instead of listening when trying to express the significance of pay attention to others as they speak. Listening is more than hearing words being said to me. It is to my advantage to listen for meaning, comprehension and content whenever someone is communicating with me. It was comforting to hear her say that it is all right to restate what the person has said and even ask him or her questions to clarify what was stated.

Selected Freshman Class Organizational Efficiency Workshop Responses

During the workshops they were very helpful because they helped you focus on working toward a goal you want to accomplish. During the first workshop I liked the process that Jon talked about reaching your goal. He talked about to set a timetable and work to strive to achieve your goal.

The thing I remembered most was goal setting. I feel that goal setting is important but I also feel that goal setting is something that most people have to learn how to do as soon as they get to college their freshman year. Goal setting goes in with almost everything in college. You have to set goals for managing time, for getting homework done, for volunteering, for everything.

I am going to use the SMART Goals in both of my organizations to try to increase membership. Last semester, I had the goal of getting 50 members to join NORML by the end of the semester. It was a large goal, but I really wanted to achieve it. I did not write anything down or have a specific plan for getting these members, so I failed. Next semester, in each of my organizations, I am going to set a SMART Goal so it will be achieved.

Selected Junior Class Memphis 101 Workshop Responses

It impacted my understanding of being a part of a social change in Memphis by first understanding what Memphis needs and catering to those needs. It showed us what all opportunities there are out there for us to make a change. The workshop also revealed to me what all Memphis is prospering in compared to other cities in America, but also what they are lacking in as well. It opened my eyes to a whole different city that I lived in, one that is so open to any help it can get.

I will be able to apply the experiences from the workshop because I do have a better understanding of Memphis and its communities. I can better adapt to certain situations. It impacted me in a way that I know I will be able to make a change when I leave college. There are still so many opportunities to get involved outside of college as well.

I really feel driven to help make Memphis a better community now I have a deeper understanding of its history and recent growth. I feel it was help our class in finding common ground on issues we all want to participate in.

I think the most valuable lesson from the workshop was the history lesson we received on the city of Memphis from the Memphis Leadership Institute. If we are going to be planning a senior project to benefit the city of Memphis, we need to learn about the history of the city to see what programs do have help and which ones need more assistance to succeed. Also, getting to hear from the other members of our emerging leader class helped us to understand what everyone was interested in doing for the senior project and possibly narrow ideas down to topics discussed most by my classmates. I believe the moment from the workshop that will have the biggest influence on my student involvement is the panel that was held at the workshop. Hearing the stories from the participants in the leadership institute program made me realize that every activity and organization that you are a part of not only gives you a learning opportunity but it also gives you the chance to make a difference in your community and the ones you work with in those projects. This is important for my involvement because I need to cherish and learn from every experience that I have through my involvement. Also, I believe this experience made me realize that the lessons we are learning through our experience as emerging leaders can really be applied to our lives to make a social change. We can use what we learn from our leadership experiences to help improve the Memphis community and any other community we might end up in. We can also make this social change because if we notice what is important in our community and strive to change or improve it and encourage others to make change as well.

I learned much of student involvement, as well as how to be an effective leader that is able to possess all the abilities of a leader. Also, I gained much insight to apply leadership to the members of my organization.

How to apply these skills to my everyday life

Leadership, listening, group/personal development

I learned that communication is key for anything to happen

Effective skills for communication

I learned about writing a resume, being positive, sharing ideas to improve our organizations and University

I learned more about how amazing my university is and the leadership opportunities available to us all

Job skills and new leadership abilities

Learned how to improve communication, transfer skills provided here to transfer to jobs

How to vibe with people better and be a better leader

I learned a lot about the University and learned what other student leaders are thinking about different issues

How to dig deeper in order to communicate more effectively. No matter what faith we are, we use faith to guide our leadership values

I learned more about leadership and how the University really wants us as a whole to exceed. I learned we need more collaboration.

Tips for Challenging the Process:

- a. Forget what you know
- b. Push expectations one step further
- c. Make disadvantages into strengths
- d. Get advice from outsiders
- e. Learn from competition

What the UofM is doing to better the institution overall

I learned more about how amazing my university is and the leadership opportunities available to us all

A great deal about the University of Memphis and its developments.

Children's Museum	89
Youth Villages	40
Helping Hands	1
YMCA	56
Kings Daughters & Sons	102
Lester Community Center	93
Kingsbury High School	13
Special Olympics	10.5
St. Jude	8
Wesley Highland	33.5
REP	12
Campus Outreach	6
Active Minds	3
Enviornmental Action Club	2
SAS	6
Peace Jam	304
Riverview Middle	10
Memphis Family Shelter	8
Ronald McDonal House	9
Kenton School	3
Angel Food Ministries	6
EAC	4
Pi Beta Phi	1
Psychology Department	3
Faith Baptist Church	14.5
LDS Church	10.5
Tipton Christian Academy	2
Central Day School	3
Vanderbilt Children's Hospital	3
Multi-National Ministries	7
Venturing Officers Association	3
Hope House	11
Tiger Serv	33
Frosh Council-Game Day	17
Operation Broken Silence	6
Bishop Carroll High School	2
Via Christi Regional Medical Center	3
Larry Hill for Sheriff	10
Focus On	14
Kappa Alpha Order	5
Collierville Animal Shelter	6.5
Grow Memphis	5
Alturia Elementary School	7
New Bethel Assembly	3
Raleigh Assembly at the Springs	3
Refugee Empowerment	4
Bartlett Hills Baptist Church	10

U of M Department of Foreign Languages and Literatures	8.5
St. Mary's Catholic Church Soup Kitchen	10
Community Gardens	6
Tiger Athletics	4
Olive Branch Rotary Golf Tournament	16
Animal Rescue Foundation	4
Interested Ladies of Lamda Theta Alpha Sorority Inc.	4.5
Feed America	5.5
Briarcrest Ambassadors	7
Baptist Memorial Hospital	5
Hybrid/OLA.	30
Memphizm	4
LeBonhuer	1.5
Bellevue Baptist Church	4
Sigma Phi Epsilon	8
St. Peter Manor	5
Wordsmith	4
Habitat for Humanity	1
Social Pupils	5
Northwest College	1
Site Leader	5
U.S. Dream Academy	12.5
Black Scholars Unlimited	3
Kappa Alpha Psi	6
Campus Clean-Up	10
Roteract	7.5
Residence Life	3
Germanshire Elementary School	4
Pop Top Ministries	5
Catholic Student Organization	75
Alpha Delta Pi	9
Amedisys Hospice	14
Georgia Avenue Elementary	4
Dress for Success	6
Girl Scouts of U.S.A.	10
Young Life	3
MLK Program	16
Angel Food Network	9
HARK	2
Food Bank	3
Volunteer Mid-South	3
New Ballet Anseble School	7
College Corps Soulsville Charter School	32
Down to Earth Celebration	8.5
United Methodist Neighborhood Center	2.5
Lynfield Park	2.5
Total	1402

NAMES	Participation in Service I	Student Orga	Workshop A	Leadership	Speaker	Analysis of Strengths & Personality-T	Academic Re	Time Mana	Program R	Total			
Coker	0	0	0	0	0	0	0	0	0	0	0	0	Incomplete Forms
Lowery	0	0	0	0	0	0	0	0	0	0	0	0	0 points (2) 4.08% Incomplete Forms
Puckett	0	1	1	1	1	0	1	1	0	0	7	7 points (1) 2.04%	
Tillman	0	1	2	0	1	0	1	1	1	0	8		
Garrard	0	1	1	1	0	0	2	1	0	1	8		
Benson, T	1	1	1	0	0	0	1	1	1	1	8	8 points (3) 6.12%	
Merryman	0	1	1	1	1	1	2	1	0	1	10		
Tenorio	0	1	1	1	1	0	1	1	2	1	10	10 points (2) 6.12%	
Berry, L	1	1	1	1	1	1	1	1	1	1	11		
Espin, N	0	1	2	1	1	1	1	1	0	2	11		
Ward	2	1	1	1	1	0	1	1	1	1	11	11 points (3) 4.08%	
Lopez	2	1	1	1	1	1	0	1	1	1	12		
Phillips	2	1	1	1	1	0	1	2	1	1	12		
Day, R	1	1	2	1	0	1	1	1	2	1	12		
Fenton	2	1	1	0	1	1	2	1	1	0	12	12 points (4) 8.16%	
Guyton	2	1	2	1	1	1	2	1	0	1	13		
Jones, D	2	1	2	2	1	0	1	1	1	1	13		
Tole	2	1	2	1	1	0	1	1	2	1	13		
Northcott	2	1	1	1	1	1	1	1	2	1	13		
Lippert	2	1	1	0	1	1	2	1	2	1	13		
Keidis	0	1	2	1	1	1	2	1	2	1	13		
Gross	0	1	1	2	1	1	2	1	2	1	13		
Goodwin	0	1	2	1	1	1	2	2	1	0	13		
Ganavasos	1	2	1	1	1	1	1	1	2	0	13		
Ibrahim	2	1	2	1	1	0	1	2	0	1	13		
Ramos	2	1	2	1	1	0	1	1	1	1	13		
Wilkerson	2	1	1	1	1	0	2	1	1	1	13		
King	0	1	2	1	1	1	2	1	1	1	13	13 points (13) 26.53%	
Jefferson	2	1	2	1	1	1	2	1	1	1	14		
Wooten	2	1	1	1	1	2	2	1	1	1	14		
Crick, J	1	1	2	1	2	1	2	1	1	0	14		
Nichols	2	1	1	1	1	0	2	1	2	1	14		
Smith	1	1	2	1	1	0	1	2	2	1	14	14 points (5) 10.20%	
Stevenson	2	1	2	1	1	0	1	2	2	2	15		
Martin	2	1	2	1	1	1	1	2	2	0	15		
Pembleton	2	1	2	1	1	0	2	1	2	1	15		
Pietkiewicz	2	1	2	1	1	0	1	2	2	1	15		
Tidwell	1	1	2	1	1	0	2	2	2	1	15	15 points (5) 10.20%	
Caldwell, L	2	1	2	2	1	2	2	1	1	1	16		
Jones, N	2	1	2	1	1	1	2	2	2	1	16		
Byrd, L	2	1	2	1	1	1	2	1	2	1	16		
Oldham	2	1	2	1	2	0	1	2	2	1	16		
Thomas	0	1	2	2	1	1	2	2	2	1	16	16 points (5) 10.20%	
Carroll, J	2	1	2	1	1	2	2	1	2	1	17		
Carter, A	2	1	2	1	1	1	2	2	2	1	17	17 points (2) 4.08%	
Francis	2	1	2	1	2	1	2	2	2	1	18		
Gale	2	1	2	1	2	1	2	2	2	1	18		
Casey, J	2	1	2	1	1	2	2	2	2	1	18	18 points (3) 6.12%	
Day, J	2	1	2	1	2	2	2	2	2	1	19	19 points (1) 2.04%	
Participation in Service I Student Orga Workshop A Leadership Speaker Analysis of Strengths & Personality-T Academic Re Time Mana Program R Total Representation													
Number of 0	14	11	11	6	5	21	3	11	6	9	4		
Number of 1	7	46	17	39	39	23	20	31	18	39	21		
Number of 2	28	1	30	4	5	5	26	16	25	1	24		

Emerging Leader Progress Determination Rubric

Name _____

1st Year

Standards	2 points – Excellent	1 point – Meeting Minimum Requirements	0 points – Unacceptable	Points
General Requirements				
<ul style="list-style-type: none"> Participation in ACAD 1100 (Fall semester only) 	Completes ACAD 1100 course with an A or B and completes all assignments, projects and journals	Completes ACAD 1100 course with an A or B and fails to complete not more than one assignment, project or journal	Completes ACAD 1100 course with less than a B- and/or fails to complete 2 or more assignments, projects or journals	_____
<ul style="list-style-type: none"> Service Learning 	Performs greater than 10 hours of community service during each semester according to the following outline: <ul style="list-style-type: none"> At least 3 hours related to ACAD 1100 SERVE Project (Fall semester) 2-3 hours as a part of Service on Saturday (both semesters) Remaining hours to be approved by program coordinator and completed individually Supports service efforts of other Emerging Leaders, providing supporting documentation	Performs at least 10 hours of community service during each semester according to the following outline: <ul style="list-style-type: none"> At least 3 hours related to ACAD 1100 SERVE Project (Fall semester) 2-3 hours as a part of Service on Saturday (both semesters) Remaining hours to be approved by program coordinator and completed individually 	Performs less than 10 hours of community service during each semester or fails to achieve either or both of the following standards: <ul style="list-style-type: none"> Does not participate in ACAD 1100 SERVE Project (Fall semester) 2-3 hours as a part of Service on Saturday (both semesters) Schedule and complete a one-on-one meeting with program coordinator to review community service plan 	_____
<ul style="list-style-type: none"> Student Organizations <ul style="list-style-type: none"> Organizations must be registered and hold regular meetings Active means regularly attending meetings and programs Blue Crew is not appropriate to fulfill this requirement 	Becomes actively involved in more than two organizations or assumes leadership responsibilities in at least one of the two organizations of choice – Subject to confirmation by an advisor and/or executive officer and approval by program coordinator	Becomes actively involved in two organizations – Subject to confirmation by an advisor and/or executive officer and approval by program coordinator	Fails to become actively involved in at least two organizations and/or does not submit the necessary paper work to confirm participation	_____
<ul style="list-style-type: none"> Workshop Attendance (spring semester only) 	Attends required workshops for class and demonstrates, in reflections, a utilization of learned skills into daily experiences	Attends required workshops for class	Fails to attend the minimum of two workshops, complete reflections and/or reflections fail to demonstrate an implementation of learned skills.	_____
<ul style="list-style-type: none"> Leadership Speaker Attendance 	Attends more than two leadership speakers that are approved by program coordinator and demonstrates, in reflections, a utilization of learned skills into daily experiences	Attends two leadership speakers that are approved by program coordinator and demonstrates, in reflections, a utilization of learned skills into daily experiences	Fails to attend the minimum of two leadership speakers, complete reflections and/or reflections fail to demonstrate an implementation of learned skills.	_____

Self-Awareness				
<ul style="list-style-type: none"> Analysis of values 	Identifies a personal set of values and discusses how those values were formed and the impact that collegiate experiences have had upon them	Identifies a personal set of values as a part of the reflection	Makes no mention of personal values as a part of reflections	
<ul style="list-style-type: none"> Understanding of strengths and weaknesses (S & W) 	Displays, through reflections, a self-knowledge of S&W and how they have impacted student's participation in the collegiate experience (i.e. organizational involvement, service learning, class work, etc.) and how student has worked to harness areas of strength and improve areas of weakness	Identifies strengths and weaknesses in reflections but offers limited assessment of S&W due to one or more of the following: <ul style="list-style-type: none"> Offers no critique of weaknesses Offers no evaluation of strengths Does not discuss the impact of strengths or weaknesses on the collegiate experience 	Does not identify strengths or weaknesses as a part of reflections	
<ul style="list-style-type: none"> Personality-type comprehension 	Reflections identify how knowledge of his/her True Color has had an impact on student involvement and group interactions	Completes True Colors Assessment and receives information about his/her color	Does not complete True Colors instrument	
Self Management				
<ul style="list-style-type: none"> Academic responsibilities 	Achieves a GPA >3.25	Achieves a 2.75-3.25 GPA	Fails to achieve a 2.75 GPA	
<ul style="list-style-type: none"> Time management 	Meets all program deadlines as communicated by program coordinator and regularly submits work/forms early	Meets all program deadlines as communicated by program coordinator	Submits work, forms, or reflections related to the program after deadlines have passed and/or completes	
<ul style="list-style-type: none"> Program Representation 	Serves as an ambassador to the program in a manner deemed appropriate by program coordinator and assists with program recruitment efforts as asked	Serves as an ambassador to the program in a manner deemed appropriate by program coordinator	Inadequately performs as a representative of the program, as determined by program coordinator	

TOTAL _____

***Receiving 0 points in any category may be grounds for probation or suspension from the program**

Scoring Breakdown

0-10 points –Failing to meet minimum requirements; Unacceptable

11-13 points –Meeting minimum requirements; Can and should improve

14-16 points – Meeting minimum requirements in some areas and excelling in others; High performing Emerging Leader

17-22 points – Excelling in all areas of the program; Model Emerging Leader

Emerging Leader Progress Determination Rubric

2nd Year

Name _____

Standards	2 points – Excellent	1 point – Meeting Minimum Requirements	0 points – Unacceptable	Points
General Requirements				
<ul style="list-style-type: none"> Participation in COMM 3342 (Fall semester only) 	Completes COMM 3342 course with an A or B and completes all assignments by deadline and fully participates in project	Completes COMM 3342 course with at least a B- and completes all assignments and participates in project	Completes COMM 3342 course with less than a B- and/or fails to complete 1 or more assignments or participate in project	_____
<ul style="list-style-type: none"> Service Learning 	<p>Performs greater than 10 hours of community service during each semester according to the following outline:</p> <ul style="list-style-type: none"> 2-3 hours as a part of Service on Saturday or Focus On! (fall and spring) Schedules and completes a one-on-one meeting with program coordinator to review community service plan Remaining hours to be approved by program coordinator and completed individually Identifies how current service is impacting future plans for community involvement <p>Supports service efforts of other Emerging Leaders, providing supporting documentation</p>	<p>Performs at least 10 hours of community service during each semester according to the following outline:</p> <ul style="list-style-type: none"> 2-3 hours as a part of Service on Saturday or Focus On! (fall and spring) Schedules and completes a one-on-one meeting with program coordinator to review community service plan Remaining hours to be approved by program coordinator and completed individually 	<p>Performs less than 10 hours of community service during each semester or fails to achieve either or both of the following standards:</p> <ul style="list-style-type: none"> 2-3 hours as a part of Service on Saturday or Focus On! (fall and spring) Schedules and completes a one-on-one meeting with program coordinator to review community service plan by deadline 	_____
<ul style="list-style-type: none"> Student Organizations <ul style="list-style-type: none"> Organizations must be registered and hold regular meetings Active means regularly attending meetings and programs Blue Crew is not appropriate to fulfill this requirement 	<p>Maintains active involvement with at least two organizations – Subject to confirmation by an advisor and/or executive officer and approval by program coordinator.</p> <p>Displays increasing levels of responsibility within organizations</p> <p>Holds elected or appointed officer position</p>	<p>Maintains active involvement with at least two organizations – Subject to confirmation by an advisor and/or executive officer and approval by program coordinator.</p> <p>Displays increasing levels of responsibility within organizations</p>	Fails to maintain active involvement in at least two organizations and/or does not submit the necessary paper work to confirm participation	_____
<ul style="list-style-type: none"> Workshop Attendance (spring semester only) 	Attends required workshops for class and demonstrates, in reflections, a utilization of learned skills into daily experiences	Attends required workshops for class and completes reflections about workshops	Fails to attend the minimum of two workshops, and/or complete reflections about workshops	_____
<ul style="list-style-type: none"> Leadership Speaker Attendance 	Attends more than two leadership speakers that are approved by program coordinator and demonstrates, in reflections, a utilization of learned skills into daily experiences	Attends two leadership speakers that are approved by program coordinator and demonstrates, in reflections, a utilization of learned skills into daily experiences	Fails to attend the minimum of two leadership speakers, complete reflections and/or reflections fail to demonstrate an implementation of learned skills.	_____
<ul style="list-style-type: none"> Academic responsibilities 	Achieves a GPA >3.25	Achieves a 3.0-3.25 GPA	Fails to achieve a 3.0 GPA	_____

Sophomore Specific Learning Outcomes				
<ul style="list-style-type: none"> Integration of Leadership Competencies 	Discusses the personal application of leadership theory in student involvement experiences in reflections	Identifies a relationship between leadership theory and student involvement experiences in reflections	Does not mention a relationship between leadership theory and student involvement experiences in reflections	_____
<ul style="list-style-type: none"> Ethical Decision Making 	<p>Communicates ability to make complex decisions based upon a set of personal values and ethic beliefs in reflections</p> <p>Commits to helping others act according to values, as evidenced in reflections</p>	Communicates ability to make complex decisions based upon a set of personal values and ethic beliefs in reflections	Identifies, only, a set of personal values and ethic beliefs in reflections	_____
<ul style="list-style-type: none"> Team Development 	<p>Completes the Student Leadership Practices Inventory and actively participates in classroom discussion of the various practices</p> <p>Identifies application of the leadership practices in student involvement experiences in reflections, including how they work with others' strengths</p>	Completes the Student Leadership Practices Inventory and actively participates in classroom discussion of the various practices	Does not complete the Student Leadership Practices Inventory	_____
<ul style="list-style-type: none"> Communication Skills 	<p>Identifies strengths and weaknesses as a communicator in reflections and how they are effectively utilized</p> <p>Communicates action steps to improve in areas of weakness</p>	Identifies strengths and weaknesses as a communicator in reflections and how they are effectively utilized	Does not identify strengths and weaknesses as a communicator in reflections	_____
<ul style="list-style-type: none"> Critical Thinking 	Communicates personal application and depth of thought relating to all required experience in reflections	Writes a combination of descriptive statements and personal application of learning from all required activities in reflections	Writes only descriptive statements for all required activities in reflections	_____
<ul style="list-style-type: none"> Program Representation 	Serves as an ambassador to the program in a manner deemed appropriate by program coordinator and assists with program recruitment efforts as asked	Serves as an ambassador to the program in a manner deemed appropriate by program coordinator	Inadequately performs as a representative of the program, as determined by program coordinator	_____

TOTAL _____

***Receiving 0 points in any category may be grounds for probation or suspension from the program**

Scoring Breakdown

0-11 points –Failing to meet minimum requirements; Unacceptable

12-14 points –Meeting minimum requirements; Can and should improve

15-19 points – Meeting minimum requirements in some areas and excelling in others; High performing Emerging Leader

20-24 points – Excelling in all areas of the program; Model Emerging Leader

Tiger Leadership Institute Level I

Please rate your confidence level in the following areas...

	Before					After				
	Not at all		Very Confident			Not at all		Very Confident		
Developing a foundational understanding of personal values	1	2	3	4	5	1	2	3	4	5
Identifying where you derived your personal values	1	2	3	4	5	1	2	3	4	5
Exploring the role of your values in your personal actions	1	2	3	4	5	1	2	3	4	5
Applying your knowledge of common leadership styles to organizations	1	2	3	4	5	1	2	3	4	5
Understanding of how to be an effective leader within organizational roles	1	2	3	4	5	1	2	3	4	5
Applying leadership concepts within your student involvement	1	2	3	4	5	1	2	3	4	5
Developing a strong foundation of personal management skills	1	2	3	4	5	1	2	3	4	5
Exploring and practicing critical thinking in working with groups	1	2	3	4	5	1	2	3	4	5

After completing the True Colors Assessment, what color were you?

Name two things that you learned about your color and how you will use what you learned to help you develop as a leader?

Reflecting on the whole Tiger Leadership Institute experience, what things can you take away from this experience that will aid in your persistence to the next semester?

Tiger Leadership Institute – Level II

Please rate your ability level in the following areas...

1= Low, 7=High

	Before	After
Identify your core values	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Act with congruence to your core values	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Align your core values and personal leadership vision	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Understand your strengths through leadership practices	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Adapt leadership practices for team development	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Utilize the strengths of others within an organization	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Apply leadership concepts within your student involvement	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Manage conflict effectively	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Lead positive change within an organization	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Consider the needs of others when affecting change in an organization	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Set goals that align with personal or organizational vision	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Comprehend the difference between power and authority	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Utilizing power according to your core values	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Name two things you have learned from your participation in the Tiger Leadership Institute:

How have you applied or will you apply those lessons to your student involvement experiences?

Name one thing you would like to see included in the Tiger Leadership Institute that was not present:

Tiger Leadership Institute- Level II

Identify your core values

	Before							After						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Number	0	0	2	4	2	1	0	0	0	0	0	1	5	3
Percentage	0%	0%	22%	45%	22%	11%	0%	0%	0%	0%	0%	11%	56%	33%

Act with congruence to your core values

	Before							After						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Number	0	1	1	3	4	0	0	0	0	0	1	4	1	3
Percentage	0%	11%	11%	33%	45%	0%	0%	0%	0%	0%	11%	45%	11%	33%

Align your core values and personal leadership vision

	Before							After						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Number	1	1	1	5	0	1	0	0	0	0	1	4	2	2
Percentage	11%	11%	11%	56%	0%	11%	0%	0%	0%	0%	11%	45%	22%	22%

Understand your strengths through leadership practices

	Before							After						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Number	1	0	5	0	2	1	0	0	0	0	2	1	4	2
Percentage	11%	0%	56%	0%	22%	11%	0%	0%	0%	0%	22%	11%	45%	22%

Adapt leadership practices for team development

	Before							After						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Number	0	1	5	2	1	0	0	0	0	2	1	3	0	3
Percentage	0%	11%	56%	22%	11%	0%	0%	0%	0%	22%	11%	33%	0%	33%

Utilize the strengths of others within an organization

	Before							After						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Number	0	1	3	0	3	2	0	0	0	0	2	2	2	3
Percentage	0%	11%	33%	0%	33%	22%	0%	0%	0%	0%	22%	22%	22%	33%

Apply leadership concepts within your student involvement

	Before							After						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Number	2	0	4	0	2	1	0	0	0	2	1	0	2	4
Percentage	22%	0%	45%	0%	22%	0%	0%	0%	0%	22%	11%	0%	22%	45%

Manage conflict effectively

	Before							After						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Number	0	0	1	5	1	2	0	0	0	0	1	3	2	3
Percentage	0%	0%	11%	56%	11%	22%	0%	0%	0%	0%	11%	33%	22%	33%

Tiger Leadership Institute- Level II

Lead positive change within an organization

	Before							After							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
Number	0	0	1	2	5	1	0	0	0	0	0	1	3	2	3
Percentage	0%	0%	11%	22%	56%	11%	0%	0%	0%	0%	0%	11%	33%	22%	33%

Consider the needs of others when affecting change in an organization

	Before							After							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
Number	0	0	1	4	1	3	0	0	0	0	0	2	1	4	2
Percentage	0%	0%	11%	45%	11%	33%	0%	0%	0%	0%	0%	22%	11%	45%	22%

Set goals that align with personal or organizational vision

	Before							After						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Number	0	0	2	3	3	1	0	0	0	0	0	2	4	3
Percentage	0%	0%	22%	33%	33%	11%	0%	0%	0%	0%	0%	22%	45%	33%

Comprehend the difference between power and authority

	Before							After						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Number	0	3	2	3	1	0	0	0	0	1	2	1	1	4
Percentage	0%	33%	22%	33%	11%	0%	0%	0%	0%	11%	22%	11%	11%	45%

Utilizing power according to your core values

	Before							After						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Number	0	1	3	4	1	0	0	0	0	0	1	2	3	3
Percentage	0%	11%	33%	45%	11%	0%	0%	0%	0%	0%	11%	22%	33%	33%

1=Low, 7=High