

**Leadership Memphis Class of 2000:
A Five Year Retrospective Follow-Up**

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The goal of this paper is to investigate a leadership development program called “Leadership Memphis” (LM) and the long-term impact its alumni can have on the Memphis community because of their participation in the program. The paper will first review literature on community involvement, what hindrances and motivations exist for involvement, possible solutions to these involvement problems, and general research on leadership development programs. Finally, the current study will address the specific goal of examining how LM participants of the Class of 2000 feel the program has influenced their perceptions of various issues over the past five years.

As there has been very little research on the types of community leadership development programs such as LM, this study will contribute to the research on community leadership development programs and community improvement.

Importance of Involvement

Community involvement appears to be an integral part of any progressive city (Chambers et al., 1990; Gero, 1997; Pernick 2001; Swain, 2001). Members of the community have a responsibility to become involved in civic activities of the community in order for it to improve and develop. All levels of the community, including economic, social, political, and medical require local commitment in order to function at their greatest capacities (Chambers et al., 1990). In order for civic engagement to take place within a community, however, that community requires having motivated, informed, and dedicated leaders to head efforts for improvement. Research has shown that, to produce

effective local community development, it is integral that sound community leadership be developed and the community become informed and active (Gero, 1997). So, if a community can produce effective leaders to engage in civic activities, the community will likely improve in many respects.

In order to become a closely knit community, it is important for any city to achieve a kind of community “feel.” Research findings suggest that the more civic involvement in a community, the more that community will develop both in terms of material (economic) status and in the "sense of community" experts in the field allude to (Howat et al., 2001; Hernandez 1998). This "feel," or sense of community, translates into how much ownership a community's citizens can assume for the status of their community. As much as involvement can increase a city's economic and political status, it can also greatly improve the sense of community in a city. As more members of the community become involved, citizens will attain an empowerment that allows them to take ownership of improving the community (Azzam & Riggio, 2003) and thereby develop an even stronger society.

Community leadership is essential for the community to feel like they have an actual capability to make progress toward solutions and to advance as a city. If leaders take active roles in the community, they empower their community to gain momentum toward making advancements in living conditions as well as foster effective decision makers that can lead its advancements (Hernandez, 1998). Thus, it is important to identify factors that foster or impede the improvement of peoples' ability to take an active role in their communities.

Factors that Motivate or Hinder Citizens' Involvement

One of the most important factors to understanding community involvement is the question of what motivates community members to get involved and what the barriers are if they do not become involved. Hernandez (1998) attempted to develop community leadership in Venezuela based on a training model that motivates people according to three mental paradigms. The first element is "Being Part Of," which indicates one's identification with their residential area, which is qualified by this identification being shared by a group. The second element is "Having Part In," explaining the idea that people will participate if they realize that their participation directly leads to the fulfillment of a goal that is important to them. The final element is "To Take Part In," which implies an experience of shared leadership. Hernandez suggests that these three will help determine whether members will be motivated to get involved in their community.

Research suggests, however, that "successfully harnessing civic engagement to achieve community improvement is difficult" (Swain, 2001). There are several obstacles which occur in generally all forms of community. Hernandez (1998) outlines first the leader obstacles, pointing out ones who do not feel the need to share their skills or do not know how to delegate power, ones who only become involved for a short burst of time then fade away, and ones who feel prepared to lead others even though they are not equipped with proper skills. She also explains the community obstacles, such as perceived helplessness, desire for immediate solutions, and a fatalistic outlook on their community's problems.

Another study looked at community participation in the specific problem area of road safety in Australia (Howat et al., 2001). By looking at this specific example of a community challenge, the researchers were able to identify several obstacles people can encounter when faced with a community problem and whether or how to get involved. They first identify several elements for community development and participation, such as control of decision making held by community members and development of the community culture with which members could identify. They then identify several obstacles they observed as members did not participate in the community, such as lack of time of community members, lack of leadership, and inappropriate planning for the issue. The authors go on to suggest ways to handle each obstacle, importantly stating that "community members who become involved in community projects usually already have some other significant commitments" (260) and that "programs are more likely to flourish in communities that already have 'entrepreneurs of change'" (262).

These studies are important because they provide a starting point for understanding why citizens choose to become civically active or choose to be passive in their community. By addressing some of the obstacles and educating potential leaders on them, positive results could be produced and more people could feel the desire to get involved in their community.

Leadership Programs as a Solution

In order to address the challenges of getting members involved, community leadership development programs have been created in cities across the nation. Since the 1960's, more than 700 community programs have sprouted throughout the country (Community Leadership Association, 2005; Fredericks, 1998). These programs are

typically created by leaders who have been civically active or involved in other types of leadership training. The programs involve a combination of classroom instruction with direct involvement within the community (Azzam & Riggio, 2003). The general goal of these programs is to explore leadership training possibilities in an environment other than business or education (Fredericks, 1998) so that these newly trained leaders may apply the skills they develop to civic commitments.

Though there has been much research conducted about leadership training in executive environments, there has been little evaluation of leadership development programs and their influence on the community. The very limited amount of research done on these programs has described the programs and the process by which leadership development programs are developing, suggesting that they are still in early stages of development and not enough research has been conducted to make assertions about the effectiveness of these programs (Fredericks, 1998; Pernick, 2001).

In the only review of literature on leadership development programs that this author could find, Fredericks (1998) reviews literature on current leadership training programs and emerging state-wide training programs. She outlines the common goals of these programs, investigates selected state-wide programs, suggests possible assessment tools for programs and provides a framework for an ideal community leadership training program based on the study of several state-wide programs in the country. She also suggests that the growing popularity of community leadership development programs and research on leadership development reflect the growing interest and implications for success of these programs in the future.

Evaluation of Civic Engagement Programs

After understanding that participation, and particularly leadership, are integral parts of community development, the next step is examining if similarly focused programs have produced significant outcomes. There has been some research about both leadership development and community development that shed light on the aforementioned question. However, these studies are limited by their shortcomings. Most of the studies have focused on short-term effects, community leadership in only specific areas (such as economics), programs in primarily rural communities, or leadership training (as opposed to leadership development) programs.

After an extensive search of literature in the fields of psychology, sociology, and economics through search engines such as PsychInfo and InfoTrac, no published documentation on evaluation of Leadership city programs in particular was found. Thus, evaluation of other community initiative programs will be provided as a means of identifying what types of community programs have been found to be successful. The following programs were chosen because of some of their similar goals to LM and because the programs highlight civic engagement and its influences on a society. The differences include more economic goals, short-term focuses, and more rural environments for the study.

The Jacksonville Community Council Inc (JCCI) which has been operating for 27 years and implements community improvement programs such as the Human Services Council, on which community members serve to allocate resources and help with planning (Swain, 2001). It has been successful in reaching out to segments of the population not as likely to become involved in the community and marketing itself as a

valuable resource. The effects of this program have been tremendous on the Jacksonville community through its successful projects. The JCCI has earned a reputation in Florida for being one of the only programs that seeks to improve the community through civic engagement and serves as a good model for communities hoping to develop a program for civic engagement.

The Rural Revitalization Project (Chambers et al., 1990) was designed to help economically suffering rural areas to revitalize. As economists, they point out that a focus on community development is a necessary precursor to economic development. They first point out that communities have the full ability and responsibility to determine and implement the direction of the future of the community. Next they point to the importance of participation of community members, defining it as members having an opportunity for expressing their opinions on the outcome of the issue. The authors assert not only that "the key to community development is participation in the process" but also that this participation must imperatively be continual throughout the process (30). For the two small towns mentioned in this project, there were local revitalization teams (LRT) that became involved in a short-term development project, evaluating and improving these communities, culminating in the organization of a community day. After some initial disdain and rejection of the groups, the LRTs became more respected in the community with further involvement. Final results showed that these processes were successful in that the community day increased the groups' legitimacy in the community. It is important to note, however, that this study was conducted in a short-term manner and in a number of small communities.

A similar rurally-based study was conducted about the Gulf States Utilities Company (GSU), which held a leadership development program called "Team City" (Williams, 1990). In this study, small communities would partner with utility developers in order to further their economic status. The goal of this program was to achieve maximum community involvement and leadership so that the communities could flourish economically. This program required community leaders to commit a great amount of time to forming local economic development teams and setting goals for the community. Results showed that some successes with this program have been found that economic development occurs within these communities and also that it can renew optimism and confidence in otherwise perceivably helpless community leaders. Though this study has a firm focus on community involvement, it is more based on the economic aspect of community development than the current study. It also involves a more high-end executive component, whereas the current study will deal with individuals and their involvement in the community as leaders.

Memphis and Leadership Memphis

The 20th century history of Memphis consists of many issues, events, and people that led to the founding of Leadership Memphis. In a time of a nation-wide civil rights movement and tensions building between blacks and whites, Memphis' sanitation strike of the late 1960's and the subsequent murder of Dr. Martin Luther King, Jr. exacerbated the conditions and made Memphis a symbol for the racial divisions the country was facing (Bond & Sherman, 2003). In addition to the racial strife taking place, there was also a new political situation after the forty-five year reign of the political machine powered by E.H. Crump. However, in light of the borderline reputation of Memphis, the

city and its citizens dedicated themselves to urban renewal, marking historic buildings and places, and working together to improve neighborhoods around the city. Since this period, Memphis has found itself in the midst of a sort of renaissance, facing many challenges and working to improve its reputation (Bond & Sherman, 2003).

Now, as the 17th largest city in the United States (www.downtownmemphis.com), Memphis holds appeal and opportunities for people in an urban environment. Although it is a major growing city, Memphis still faces many challenges and offers many opportunities for improvement in the community. It is imperative, therefore, that citizens of Memphis prepare themselves to become more involved in this quickly growing community in order to help it further improve as a place to live.

Taking all these factors into account, a community leadership development program would be especially beneficial to the Memphis community. Leadership Memphis is one of these leadership development programs whose focus is bringing together a diverse group of people in order to foster a civic understanding and encourage efforts to serve the community. Their goals correspond to the city's since the period of the late 60's to 70's, with their aims being to help foster a leadership base to address the range of the city's challenging issues, including the racial strife. The leaders LM hopes to develop are ones who can implement improvements in order to make Memphis a great city (www.leadershipmemphis.org). Since 1978, Leadership Memphis has provided leadership development for 1,340 Memphians through their prestigious program (D. Williams, personal communication, July 26, 2005). Though this program has continued to operate for more than 25 years, there has been little evaluative research conducted on the influence of the program on its graduates.

Present Study

The present study will explore the community leadership development organization, Leadership Memphis (LM). Specifically, this study will examine why participants wanted to enroll in LM, what civic engagement participants are most involved in, what aspects of the program help to inspire LM graduates to become involved in the community, and what their perceptions of the strengths and challenges of the Memphis community are and whether LM played a role in their perceptions. Participants of the LM Class of 2000 were selected for information as this five-year timeframe allows for opportunities for participants to reflect on the influences the program has had in their life. Follow-up analyses were also conducted to examine whether different subgroups of participants deemed different impacts of the program most important or beneficial.

Method

Participants

Due to time limitations, 50% of the fifty-two member LM Class of 2000 was randomly selected for interviews, making the possible amount of interviewees 26. Subsequently, a total of 13 participants were interviewed in the study. The group consisted of 7 males and 6 females, of which 7 were African-American and 6 were White/Caucasian. Participants varied in age from 33 years to 58 years old, with the mean age being 49 years. A Chi-Square analysis revealed that the group of participants who were interviewed did not differ in demographic makeup (i.e. sex, race) from the overall class.

Measures

Interview Protocol. With the input of Dr. Davis, student associate Elizabeth DeMahy, Tish Robertson and David Williams (LM staff members), a set of seven main interview questions, with follow-ups as necessary, was designed (Appendix A). Questions primarily focused on participants' perceptions about their LM involvement and their views on the Memphis community.

Demographic Information. In addition to participating in the interview, participants each filled out a demographic questionnaire (Appendix B), which was given to each participant immediately following the interview. The demographic information was used to supplement the qualitative data from the interviews by collecting information about participants' sex, age, zip code of home and place of work, race/ethnicity, and highest level of education achieved.

Procedure

After obtaining approval from the Rhodes Institutional Review Board, contact information for members of the LM Class of 2000 was provided by David Williams (LM CEO) and Tish Robertson (LM Director of Operations). David Williams first contacted the randomly selected class members by mail explaining the study and informing them that they might be contacted in the course of a few weeks to participate in the study. The selected class members were contacted at work or home via telephone to schedule one-on-one interviews with the researcher. The researcher contacted all of the randomly selected class members whose contact information was correct, and left messages if the

participant was not reached personally. If no response was received after 3 days, the researcher attempted to contact them again, leaving a second set of messages.

All interviews took place at the interviewee's place of work, Rhodes College, and various other locations based on the interviewee's preference. Upon meeting the interviewee, he/she was given an Informed Consent form (Appendix C) explaining more about the study. The interviewees were then asked the standard set of questions, with follow-up questions whenever necessary to clarify. The interviews lasted from 15-40 minutes and were tape recorded. Participants were then given a brief demographic questionnaire and the researcher's contact information and then thanked for their participation. Each participant's interview was recorded onto a tape recorder and later transcribed by the researcher.

The Coding Process

This section describes the process by which the researchers identified and categorized specific themes that were recurring in interviewees' responses to interview questions. The process is modeled after the grounded theory approach by Strauss & Corbin (1998). Their approach describes open coding through conceptualizing, defining categories, and developing categories' properties through researchers' analysis.

After the interviews were all completed, Dr. Davis and I began to consider the coding process. Since we were under very limited time constraints, we decided to focus on three of the original interview questions for qualitative analysis. We chose these three based on the topics presented in the literature review.

These three questions were 1) what motivated you originally to enroll in LM?, 2) what were the most important things you learned from LM?, and 3) are there any civic

engagements LM inspired you to join? After transcribing the 13 interviews, I separated the responses by question so that there were three documents with 13 responses each sorted by question. Separately, Dr. Davis, the student associate, and I carefully read through each response to these questions and noted specific themes that reoccurred in the interviewees' responses.

After picking out themes individually, the three of us met to discuss these themes. Again having to deal with the issue of time constraints, we collaboratively decided to focus on one question for more extensive qualitative data analysis. Judging by length and substance of the responses, and by relevance to the literature review, we decided to focus on the question "Looking back over the last 5 years, what are the most important things you learned from LM?" The three of us then discussed themes we saw present in the responses to that question. Each theme that was brought up was noted in some fashion or agreed upon by all three researchers. The themes we noted were Developing Relationships and Networks, Understanding Differences, Understanding Memphis, and Importance of Involvement. We then proceeded to develop definitions, with properties and qualifiers, for the four themes.

After these definitions were developed, half (6) of the interviews were randomly selected for coding these themes. A dichotomous scale was used for each theme (0=absent, 1=present) and the six interviews were scored according to the definitions for the themes that we had established. After both of our data sets were recorded, we computed inter-scorer reliability which resulted in kappa coefficients of .67 (Developing Relationships and Networks), .67 (Understanding Differences), .57 (Understanding Memphis), and 1.00 (Importance of Involvement). Because most of these kappa

coefficients were not as high as we would have liked them to be, the student associate, Dr. Davis, and I reconsidered the definitions we assigned to the four themes. After discussing and reusing the definitions to account for the discrepancies we experienced, Elizabeth and I coded the remaining seven interviews on the same scale with the revised definitions. The final theme definitions can be seen in Figure 1. This time the inter-scoring reliability test resulted in kappa coefficients of 1.0, 1.0, .72, and 1.0 for the respective themes. The first six interviews were then recoded according to the revised definitions.

Figure 1.

Theme	Definition
Developing Relationships and Networks	Interviewee indicates importance of developing new and ongoing relationships with LM classmates and alumni that provide a network of connections.
Understanding Differences	Interviewee indicates a broader understanding of self's and others' perspectives such as those of diversity, race, and social injustice.
Understanding Memphis	Interviewee indicates increased awareness of and exposure to the Memphis community including important issues facing the city and expansion of the city's amenities.
Importance of Involvement	Interviewee indicates increased awareness of existing opportunities for community involvement and importance of citizens' participation in order to bring about improvement in the community.

The two questions we decided to analyze less extensively were 1) what motivated you originally to enroll in LM? and 3) are there any civic engagements LM inspired you to join? The student associate and I discussed the themes we noted from our individual analyses of these responses, discussed the categorization of these themes, and counted the

instances we both observed of these themes occurring. Only themes that we both agreed on for these questions were retained.

Results

Most Important Things Learned

The interviewees' responses to the question "Looking back over the last 5 years, what are the most important things you learned from LM?" produced the four themes described above. Examples of each theme, in addition to the final kappa coefficient for inter-rater reliability can be seen in Figure 2.

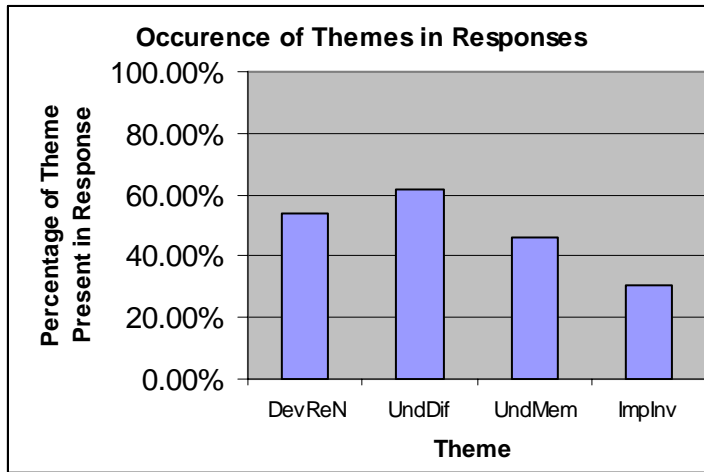
Figure 2.

Theme	Interviewee response as Example	Kappa coefficient
Developing Relationships and Networks	"The biggest thing is just the relationships you develop with people in the class."	1.00
Understanding Differences	"More of an appreciation for a broader outlook on things, being able to see certain issues or certain topics from other peoples' perspectives"	1.00
Understanding Memphis	"One of the more important ones is the infrastructure, the network of leadership here...how things work and how they interact or not"	.72
Importance of Involvement	"The seminal thing would be the importance of community stakeholders being brought into an issue early in the process"	1.00

Frequency tests were conducted on the interview data to examine how often each theme was mentioned by interviewees. The theme of Developing Relationships and Networks was mentioned in 53.8% of responses, Understanding Differences in 61.5%,

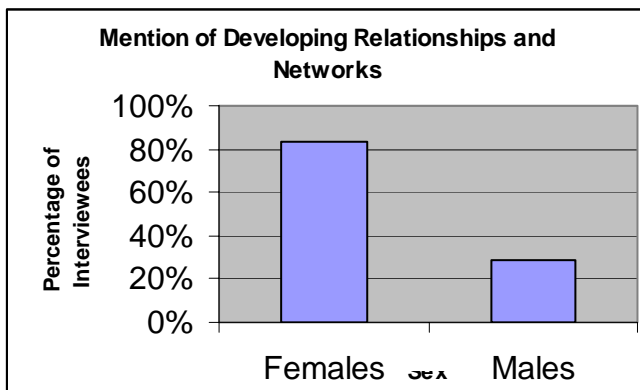
Understanding Memphis in 46.2%, and Importance of Involvement in 30.8% (see Fig 3).

Figure 3.



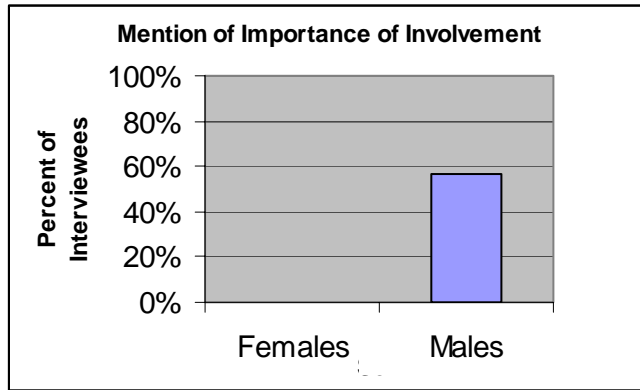
The occurrences of the four themes were analyzed with the demographic data of the interviewees in order to ascertain whether there were relationships between the sex and race of the participant and the occurrence of themes in their responses. This would indicate whether one group noticed a different aspect of learning than the other group. A significant relationship was found between the theme of Developing Relationships and Networks, indicating that females mentioned Developing Relationships and Networks more often than males, $\chi^2 (1, N = 13) = 3.89, p < .05$ (see Fig 4).

Figure 4.



The analysis also showed that there was another significant relationship between sex and the theme of Importance of Involvement, so that males mentioned Importance of

Figure 5.



Involvement significantly more often than females, $\chi^2 (1, N = 13) = 4.95, p < .05$ (see Fig 5). Other than these, there were no other sex or race differences in regards to the mentioning of the four themes.

Original Motivation for Enrollment

Question 1 asked “What about the LM program originally motivated you to enroll in it?” We found several themes to be prominent in interviewees' responses to this question, including desire to network, the reputation and curriculum of the LM program, the draw of the diverse class group, being approached by someone, and being sent by their own company. Below are common themes seen in the interviewees’ responses (see Fig 6).

Figure 6.

Networking (meeting people, getting more connections)	5
Being approached by an individual or own company	4
Reputation of LM (curriculum, list of prior participants) and leadership programs in general	4

Wanting to learn more about the city	3
The draw of a diverse class group	3
Participation in other leadership programs	2
Discovering opportunities for involvement	1

New Civic Activities because of LM

Question 5 asked “Can you name any civic engagements or activities you have undertaken in the last 5 years you would attribute all or in part to your LM experience?” Though only three interviewees named specific activities they became involved in due to LM (Literacy Experience, Center for Southern Folklore, and Success by Six), there were also themes of heavy involvement prior to LM that they continued, usage of their LM network in civic activities, and enhanced leadership capacity through compassion, understanding, and better attitude about involvement (see Fig 7). Many of the interviewees said “No, however...” and provided reasoning for why or a less specific change in their approach to community involvement.

Figure 7.

Was already heavily involved in the community (due to volunteer or professional work)	7
Networking through LM has improved involvement	4
Improved attitude about involvement	4
Literacy experience	1
“Success by Six”	1
Center for Southern Folklore	1

Discussion

In Leadership Memphis' "Call to Action," it states that the program aims to "identify leaders..., introduce them to one another, expose them to community issues and opportunities, teach them to work together, and challenge them to get involved" in the process of improving the Memphis community (Leadership Memphis brochure).

Through the interviews with the 13 members of the LM Class of 2000, it was found that, for the most part these goals were achieved through the program and afterwards.

One of the most overarching themes found in interviewees' responses to all the interview questions was the value of networking and building relationships that LM had provided. Interviewees mentioned that they used LM networks in social life, to extend their volunteer and civic activities, and to make professional contacts that worked to their advantage in the business world. In addition to the response to the question about the most important things learned from LM (where networking would be an expected response), interviewees also mentioned networking as an original motive for enrollment in the program as well as mentioning networking as far as becoming involved in new civic activities due to LM. Having been mentioned in 53.8% of interviewees' responses to most important things learned from LM, one can infer that the network connections and the relationships developed through the LM program were a vital component to the personal measure of success held by the interviewees.

However, the results showed that women significantly mentioned building relationships and networks more often than did men. Such a finding was not expected, but is worth investigating because of its high level of significance in the data. The first possible explanation investigated was the interviewees' responses to the question about

original motivation for enrollment in LM. If women had mentioned more than men that their desire was to network and build relationships, their motivation could have fostered their value of networking after the program. But, it was found that only 33% of women interviewed mentioned networking as original motivation whereas 43% of men cited it as motivation for enrollment. So although women did cite networking as motivation, they did not mention it more than men.

Another possible hypothesis to why this difference was observed is the unique opportunity LM provides to women to be able to network with other women and men they might not meet outside of this balanced and equally represented class. In the formation of each class, the administration of LM ensures that a proper balance of majority and minority groups (such as in sex and race) are represented so that the class reaches a well-balanced composition that is innately diverse. Therefore, women might be offered more of an opportunity to build networks in LM than in a less well-balanced environment, such as the business world.

Another interesting finding in the quantitative analysis was the result that men reported the importance of involvement more frequently than did women. Whereas there were no women who mentioned importance of involvement, 57% of men mentioned it in their response to most important things learned. One possible hypothesis for this finding is that perhaps women were already aware of the importance of involvement before going through LM. Support for this hypothesis can be found in interviewees' responses to the question about whether LM inspired new civic engagements. While many interviewees responded that LM did not inspire any new involvement, many of them stressed that they had been heavily involved in civic activities and community service before LM. More

specifically, 66% of women interviewed said in some way that they had been heavily involved in the community before LM whereas 43% of men suggested the same thing. Research has suggested that the members of the community who usually dedicate themselves to community projects or programs (such as LM) usually have a significant amount of other commitments that might prevent them from becoming further involved (Howat et al., 2001). If they mentioned their prior engagement in the community, one can ascertain that the participants were consciously aware of the importance of involvement, and therefore LM did not teach them anything new about its significance.

While these gender differences did occur on interviewees' responses, another interesting finding was that there was no significant race difference on tendency to mention any of the four themes described above. The results showed that interviewees of either race had the same tendency to mention any of the themes in response to most important things learned from LM. This is especially interesting considering the theme of Understanding Differences, which by definition specifies differences in perspectives on race and diversity. One might expect that either one or the other racial group would indicate learning and understanding more about the other. But this data shows that the groups mention Understanding Differences equally. From this it can be inferred that LM and its class members provide a broad range of perspectives that can serve to enlighten others regardless of their background.

As far as the future of LM is concerned, it is helpful to consider interviewees' responses to the questions about what they perceive to be Memphis' greatest strengths and challenges today. Preliminary analyses of these responses showed that several parallels occur between interviewees' responses to this question and the original

motivation for the foundation of LM. A significantly prominent response for one of Memphis' greatest challenges remains race relations. Many of the participants responded that they perceive the race relations in Memphis continuing to be an issue among its citizens, whether in business, social, or political contexts. However, many of the same participants emphasized their appreciation of LM's focus on diversity and commended their efforts in promoting better understanding of the issues of racial tensions and the benefits of Memphis' diversity. On the other hand, several participants named the urban renewal of Memphis one of its greatest strengths. This suggests that these participants realize the potential for the growth of Memphis, and feel encouraged by and inspired to participate in its improvement.

Limitations and Future Research

The limitations of this study can mostly be attributed to a limited amount of time to conduct it. The researcher would have liked to code interviewees' responses to the other interview questions so as to more systematically pick out themes in the responses. Also, a larger sample size of the Class of 2000 would be preferred in order to achieve a greater level of representation and significance of data.

The future of research on Leadership Memphis and community leadership development programs in general is extensive. One possible direction for this program in particular is increased alumni involvement. Several participants interviewed mentioned that they would like to have the opportunity to continue their education about Memphis after their completion of LM. Participants cited their interest in hearing additional speakers and attending programs similar to the ones in the LM course after they have completed the program. Increases in opportunities for alumni involvement and continued

learning embody the continuance of the primary aims of LM - more expansive networking of the communities' leaders and further education about the Memphis community.

There are also plenty of opportunities for general evaluation of community initiative programs. Since there has not been a body of research conducted on the effectiveness of these programs in the community, it would be highly beneficial to gather information about their effectiveness in all different types of communities (rural, urban, big, small, etc). The implications of this type of research are extensive. If the effectiveness of these programs can be established, more communities might implement this kind of program, and thereby those communities might improve, leading to better relations in the community and enhancement of citizens' quality of life.

Appendix A.
Interview Questions for Leadership Memphis Class of 2000

1) What about the LM program originally motivated you to enroll in it?

2) What do you think are the Memphis community's 3 biggest challenges?

-Did your LM experience play a role in your perception of these challenges? (How?)

3) What do you think are the Memphis community's 3 greatest strengths?

-Did your LM experience play a role in your perception of these strengths? (How?)

4) Looking back over the last 5 years, what are the most important things you learned from LM?

5) What aspects of the LM program helped you learn these things?

6) Can you name any specific civic engagements or activities you have undertaken in the last 5 years you would attribute all or in part to your LM experience?

-What about the program motivated you to do this?

7) Do you have any other feedback about improving LM?

Appendix B.
Leadership Memphis Class of 2000
Demographic Questionnaire

Please complete the following questions.

Gender: _____

Zip Code of residence _____

Zip Code of office/place of work _____

Date of Birth _____

Race/Ethnicity _____

Highest Level of Education Achieved _____

Appendix C.

Consent Form for Leadership Memphis Class of 2000

My name is Chrissie Hendrickson and I am a rising senior at Rhodes College. I was selected to participate in the Rhodes Institute for Regional Studies, in which students collaborate with faculty in conducting a research project. In order to investigate the issue of civic engagement, Dr. Anita A. Davis and I are working on a study that evaluates the Leadership Memphis (LM) program. I will be interviewing members of the LM Class of 2000 about their perspectives on their experience in completing the LM program. The questions will concern what you learned from the program, your opinions on your development of leadership skills, and the relationship between you and the community. The information will be used to evaluate the LM program as well as provide insight into future avenues for graduates of the program.

The interview is voluntary and will last about 30-40 minutes, and I will be tape recording each interview. You can provide as much information as you would like or you can at any point refuse to answer an interview question. Your name will not be attached to the information gathered. I'll also ask you to complete a very brief demographic survey. The final group data I collect will be given in a report to Leadership Memphis. Thank you for your participation!

Informed Consent Form

If you agree to the following statements, please sign below:

- I understand that this study is to evaluate the Leadership Memphis program in regards to application of skills learned through the program.
- I have freely agreed to participate in this interview.
- I understand this interview will be tape recorded.
- I may at any point refuse to answer an interview question.
- I understand that all the information from this interview will be kept confidential, my name will be removed from the information I provide, and my individual interview will not be discussed with any persons outside of the study.
- I understand that Leadership Memphis will receive a report of the final group data at the end of the study.

Please print your name _____

Participant's signature _____

Today's date _____

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