



Missouri TSA Degree Program

Basic Degree Application

The first step in the Missouri TSA Degree Program is the Missouri TSA Basic Degree. This degree is available for all Missouri TSA members regardless of school grade level upon completion of the Basic Degree requirements. Submit the completed form and to the State Advisor, Byekwaso Gilbert, at Byekwaso.gilbert@dese.mo.gov by the dates of the Fall Leadership Conference. This degree will be awarded at the Awards Session during the Fall Leadership Conference.

Candidate's Name _____

Mailing Address _____

Chapter _____ Grade Level _____

Completed	Requirements	Examiner Initials
	Leadership Style Identified	
	Self-Assessment	
	Time Management	
	Goal Setting	
	TSA Acronym (memorized)	
	TSA Motto (memorized)	
	TSA Logo and Colors (tested)	
	TSA Creed (read only)	
	TSA History (key milestones)	
	TSA Dress Code (all 3 levels)	
	Participated in committee meeting(s)	
	Attended all conference meetings	

Describe your local chapter's Plan of Action:

Our chapter's first plan of action is to generate fundraising for our TSA state competition funds. We have an idea for our next meeting on fundraising. After that is arranged, we plan on finding out what we possibly want to do for our state competitions. That is our main goal for this year.

Requirements		Examiner Initials
Name the National TSA President		
Name the National TSA Executive Director		
List the current National TSA Theme		
List the four Missouri TSA Regions		
Name the Missouri TSA State President		
Name the Missouri TSA State Vice-President		
Name the Missouri TSA State Secretary		
Name the Missouri TSA State Treasurer		
Name the Missouri TSA State Reporter		
Name the Missouri TSA State Sergeant-At-Arms		
Name any Missouri TSA State Regional Vice-President		
Name the Missouri TSA State Advisor		

Candidate's Signature

Date

Local Chapter Advisor's Signature

Date

Identifying Leadership Styles

Every leader has a unique way of working with people. By identifying your leadership style, you can better assess your strengths and areas for growth while developing your skills. When each officer understands his or her own leadership style and those of others, the team becomes a more effective team by using the strengths of each person. This activity will help you identify your individual leadership style and become aware of the styles of others in your chapter.

TSA is a great organization to foster your soft skills and leadership capabilities. A former state officer shared these words after participating in our Fall Leadership Challenge:

“I had no idea how much there was to learn about being a leader. TSA is awesome, and I have learned so much about being a leader. I have gained a tremendous amount of confidence in myself and the ability to step out of my comfort zone and learn new things. The opportunities that TSA gave through my involvement in TSA were so many I want to give back to TSA in any way I can in the future.”

Activity Procedures:

The next three pages are designed to help you identify and understand your leadership style.

1. Complete the Leadership Style Activity.
2. Total your responses on the Leadership Style Tally sheet. Follow the instructions to determine total scores for each of the four (4) columns.
3. Review the Leadership Style Descriptions and determine which descriptors do or do not describe you. As you better understand your leadership style, you can also understand others. There are no right or wrong answers. Remember, we are all unique!
4. Knowing our leadership style helps us work more effectively as an officer team. How will you handle a problem or situation? What jobs would best be handled by each type of leader? What leadership style do you use with your team? What do you feel are your strong points and areas to develop?
5. Get into groups of three to five. Discuss at least two of the Leadership Situations scenarios. What questions should you ask to better understand the situation? How might you handle each situation? What solutions might you try?
6. Individually, complete the Self-Assessment Inventory and determine your total score.
7. Reassemble as a large group to share insights from small group discussions; learn and develop your chapter leadership team chemistry.

Leadership Style Activity

The words below describe different leadership characteristics or traits that influence your personal leadership style. Place a check mark beside each word you think describes your actions in a leadership situation. Think about what others may say if they were to rank you. Respond with your first reaction.

- | | | | |
|-------------------|-------------------------|------------------------|----------------------|
| ____1. Methodical | ____21. Formal | ____41. Thinker | ____61. Conservative |
| ____2. Sociable | ____22. Optimistic | ____42. Entertainer | ____62. Pleasant |
| ____3. Aggressive | ____23. Firm | ____43. Independent | ____63. Risk-Taker |
| ____4. Loyal | ____24. Calm | ____44. Mild | ____64. Sympathetic |
| ____5. Accurate | ____25. Detailed | ____45. Problem Solver | ____65. Deliberate |
| ____6. Trusting | ____26. Open | ____46. Motivated | ____66. Persuasive |
| ____7. Decided | ____27. Bold | ____47. Controlling | ____67. Powerful |
| ____8. Patient | ____28. Kind | ____48. Willing | ____68. Thoughtful |
| ____9. Careful | ____29. Specific | ____49. Efficient | ____69. Practical |
| ____10. Emotional | ____30. Enthusiastic | ____50. Flexible | ____70. Carefree |
| ____11. Confident | ____31. Result Oriented | ____51. Creative | ____71. Direct |
| ____12. Honest | ____32. Tolerant | ____52. Modest | ____72. Supportive |
| ____13. Precise | ____33. Stable | ____53. Task Oriented | ____73. Systematic |
| ____14. Friendly | ____34. Popular | ____54. Playful | ____74. Outgoing |
| ____15. Forceful | ____34. Authority | ____55. Brave | ____75. Assertive |
| ____16. Sensitive | ____36. Lenient | ____56. Understanding | ____76. Gentle |
| ____17. Organized | ____37. Thorough | ____57. Complete | ____77. Respectful |
| ____18. Believing | ____38. Impressive | ____58. Fashionable | ____78. Desired |
| ____19. Telling | ____39. Daring | ____59. Correct | ____79. Convincing |
| ____20. Sincere | ____40. Neighborly | ____60. Helpful | ____80. Moderate |

Leadership Style Tally

Place a "1" for each check mark beside the corresponding number from the activity sheet above. Determine the total score for each column. The higher the total score, the more frequently you tend to use that strategy.

A. EVALUATOR	B. INFLUENCER	C. COMMANDER	D. COOPERATOR
1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____
17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____
25. _____	26. _____	27. _____	28. _____
29. _____	30. _____	31. _____	32. _____
33. _____	34. _____	35. _____	36. _____
37. _____	38. _____	39. _____	40. _____
41. _____	42. _____	43. _____	44. _____
45. _____	46. _____	47. _____	48. _____
49. _____	50. _____	51. _____	52. _____
53. _____	54. _____	55. _____	56. _____
57. _____	58. _____	59. _____	60. _____
61. _____	62. _____	63. _____	64. _____
65. _____	66. _____	67. _____	68. _____
69. _____	70. _____	71. _____	72. _____
73. _____	74. _____	75. _____	76. _____
77. _____	78. _____	79. _____	80. _____
TOTAL _____	TOTAL _____	TOTAL _____	TOTAL _____

Leadership Style Descriptors

Below are some common behaviors for each of the major attitudes. How well do they describe you?

EVALUATOR ATTITUDES

You prefer TASKS.
Your strength is a DETAIL TO FACTS.
Your weakness is BEING TOO IMPERSONAL.
You like to work in a STRUCTURED AND ORGANIZED environment.
You ask "HOW?"
You need a SLOW AND STEADY PACE.
Your fear is UNPLANNED CHANGES.
You possess PLANNING AND ORGANIZATIONAL skills.
You handle pressure by WITHDRAWING.

INFLUENCER ATTITUDES

You prefer SOCIALIZING.
Your strength is YOUR ENTHUSIASM.
Your weakness is A LACK OF EMPHASIS TO DETAIL.
You like to work in an OPEN AND INSPIRATIONAL environment.
You ask "WHO?"
You need FLEXIBILITY AND A FAST PACE.
Your fear is LOSING SOCIAL APPROVAL.
You possess INFLUENCING AND PERSUASION skills.
You handle pressure by CONFRONTATION OF THE ISSUE.

COMMANDER ATTITUDES

You prefer CONTROL OF PEOPLE AND ENVIRONMENT.
Your strength is GETTING RESULTS.
Your weakness is YOU ARE ABRASIVE TO OTHERS.
You like to work in a FORMAL AND POWER POSITIONED environment.
You ask "WHAT AND WHEN?"
You need a FAST PACE AND MAXIMUM FREEDOM.
Your fears are LOSING POWER AND CONTROL.
You possess ADMINISTRATIVE AND INTERDIRECTING skills.
You handle pressure by AGGRESSIVELY DICTATING ORDERS.

COOPERATOR ATTITUDES

You prefer PERSONAL CONTACTS.
Your strengths are LOYALTY AND TRUST.
Your weakness is GOAL SETTING.
You like to work in a SECURE AND NON-THREATENING environment.
You ask "WHY?"
You need a SLOW PACE AND REASSURANCE.
Your fears are CONFLICT AND AGGRESSION.
You possess COUNSELING AND RELATING skills.
You handle pressure by SUBMITTING.

Leadership Situations

OVERLOAD

You are a chapter officer. At executive board meetings the advisor continually depends on you and gives you all of the busy work for projects, including writing letters, making phone calls, and filling out registrations. It is just too much for you to handle with school, work and sports. The rest of the officers haven't volunteered to take on the load. As a matter of fact, they like the idea that you are doing it and they don't have to. What do you do now?

KEEP IT QUIET

Chapter officers are holding a business meeting. Several members in the back of the room are making rude comments and creating a general disturbance. They do not respect your authority as an officer and refuse to quiet down. The advisor is out of the room. *As a team*, how do you handle this?

CHRISTMAS REFRESHMENTS

You are the chairperson of the Christmas Dance Committee. You have asked Candice to be in charge of refreshments. The day before the dance, Candice lets you know that she is not interested in serving on the committee anymore and hasn't done anything to arrange refreshments. No special reason just not interested anymore. What do you do?

THE GREAT PRETENDER

You are the president of your local chapter. The vice-president is continually coming up with elaborate schemes and ideas to help out but does not follow through. He once offered to serve as the DJ for a TSA dance, telling everyone he did this as a side job. The day of the dance, he said he couldn't get the CDs to play; therefore, he couldn't DJ for the dance. Later, he offered to do another important job. Do you let him? How would you handle this situation?

CREDIT FOR SERVICE

A chapter works all weekend on a service project the entire team helped to plan and carry out. On Monday at school, several members overhear the president taking all the credit for the planning and most of the work. As members, how do you handle these actions?

SPLIT DECISIONS

You are members of the TSA chapter leadership team at your school. Three of the officers are best friends and always hang around together. They continually argue with other officers, wanting their way with important decisions as well as insignificant items. They are all experienced officers and have completed projects before. As a member of the leadership team, which should be working together, how do you solve this problem?

CONTROL FREAK

You have a great advisor, but he is always interrupting brainstorming sessions with his ideas. When it comes to solving problems and challenges, he is quick to give you all the answers instead of letting you figure it out yourselves. You don't want him to feel unwanted, but you would really like students to run this "student organization." How do you handle this?

Self-Assessment Inventory

	Seldom	Sometimes	Usually	Always
I deal honestly and fairly with myself and others.	1	2	3	4
I apply myself to the problems of each day.	1	2	3	4
I adapt to new situations.	1	2	3	4
I am reliable.	1	2	3	4
I enjoy being part of a group.	1	2	3	4
I like people for what they are without waiting to see if they like me.	1	2	3	4
I am thoughtful of others' feelings.	1	2	3	4
I am interested in other people.	1	2	3	4
I get along well with others.	1	2	3	4
I remember names and faces.	1	2	3	4
I am persistent in carrying out a task.	1	2	3	4
I am enthusiastic.	1	2	3	4
I exert positive leadership.	1	2	3	4
I am free of prejudice.	1	2	3	4
I know how people react in most situations.	1	2	3	4
I am a good listener.	1	2	3	4
I can give constructive criticism without being offensive.	1	2	3	4
I try to understand the other person's point of view.	1	2	3	4
I am following a plan of improvement and advancement.	1	2	3	4
I make a decision quickly and accurately.	1	2	3	4
I keep working on a task or project even if I get discouraged.	1	2	3	4
I know where I make my mistakes, and I admit them.	1	2	3	4
I can take constructive criticism.	1	2	3	4
I am loyal to my supervisors and associates.	1	2	3	4
I look for chances to serve others better.	1	2	3	4
I can delegate duties when it's appropriate.	1	2	3	4
I am patient.	1	2	3	4
I have a cheerful disposition.	1	2	3	4
I can set goals and meet them.	1	2	3	4
I am on time.	1	2	3	4
I am neat and clean in my work.	1	2	3	4
I maintain a well-groomed appearance.	1	2	3	4
My posture reflects that I am alert and poised.	1	2	3	4
I accept honors and advancements gracefully.	1	2	3	4
I feel good about myself.	1	2	3	4

Add all your circled numbers together to determine your total score.

Total Score _____

Rating Key:

110-140 Outstanding 90-110 Above Average 70-90 Average Below 70 Needs improvement

Goals and Time Management

Self-Motivation and Goal Setting

Life is full of challenges, both personal and professional. Relationships, schoolwork and jobs must be juggled along with competition in the classroom and workforce. Successful people in every field share common traits, whether the field is computers, culinary arts, construction, business, or sports. They have a positive attitude and a belief that success is possible. Desire to succeed motivates behavior, effort and actions.

Goal setting is an important factor in being successful. Learning to motivate yourself to reach your goals is the next step. People are motivated in different ways. Motivating factors can be external or internal. External motivators include encouragement from others, a promise or fear of rewards or punishment. Internal motivations come from a desire to achieve, a feeling of self-worth, or pleasure from having done a good job.

Intrinsic or self-motivation is individually driven. You may not always succeed at everything you try; but if you do not try, you will not realize your own capabilities. Self-motivation includes a mindset of believing in yourself and your realistic ability to achieve. You are in charge of your attitudes and actions!

TASK

The Self-Assessment Inventory helped you identify your strengths and characteristics. Use your results to identify your strengths and areas you want to improve. Identify one strength and one area you want to improve for each category below.

Knowledge (numbers 1-13 deal with knowledge)

I know a lot about:

I need to learn:

Skills (numbers 14-30 deal with skills)

I have mastered these skills:

I want to master these skills:

Attitudes (numbers 31-35 deal with attitudes)

I have a positive attitude about:

I need to improve on:

CREATING SMART GOALS

A SMART Goal is a very specific and effective type of goal that uses the following criteria to clarify and define a plan. A SMART Goal addresses all five criteria.

Specific
Measurable
Attainable
Realistic
Timely

Specific- A specific goal has a much greater chance of being accomplished than a general goal. To create a specific or SMART goal you must answer the six “W” questions:

“**Who**”: Who is involved? “**What**” What do I want to accomplish?

“**Where**”: Identify a location. “**When**” Establish a time frame.

“**Which**”: Identify requirements and constraints.

Example: A general goal would be, “Get in shape” while a specific goal would say, “Join a health club and work out three times a week.”

Measurable: Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure progress you stay on track, reach target dates, and experience the exhilaration of achievement that spurs you on to reach your goal.

To determine if your goal is measurable, ask questions such as: How much? How many? How will I know when it is accomplished?

Attainable: When you identify your most important goals, you begin to figure out ways to make them come true. You develop the attitudes, abilities, skills and resources to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of the goals.

You can attain realistic goals you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually become attainable, not because your goals shrink, but because you grow and work to achieve them. Defining goals enhances your self-image. You see yourself as worthy of these goals and develop the traits and personality to own them.

Realistic: To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to achieve. A goal can be both high and realistic. You are the only one who can decide just how high your goal should be. Every goal should represent substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Timely: A goal should be grounded within a time frame. Without a time frame, there’s no sense of urgency. If you want to lose 10 lbs., when do you want to lose it? “Someday” won’t work. However, if you anchor it within a time frame, “by May 1,” then you’ve set your unconscious mind into motion to begin working on the goal.

For more information on SMART goals, see: <http://www.topachievement.com/smart.html>