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The leadership hub

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The Leadership Hub

A Project Presented to
The Faculty of the Undergraduate
College of Arts & Letters
James Madison University

In Partial Fulfillment of the Requirements
for the Degree of Bachelor of Arts

By Michelle Elizabeth Healey
May 2015



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Lastly, I am very thankful for this experience and for the support of my adviser, family, and friends throughout this entire process.



INTRODUCTION

The Honors Thesis

In pursuit of the completion of a Senior Honors Thesis at *James Madison University (JMU)*, the following creative work and book have been created between Fall 2014 and Spring 2015. The following book comprises elements that contribute to the creative piece itself, including, but not limited to, the research methods utilized, the documented creative process, personal journals of progress, and constant reflection of concepts and purpose of the product.

The completed project combines aspects from multiple disciplines of the *School of Media Arts and Design (SMAD)* combining concentrations such as *Corporate Communications* and *Converged Media*. The project expanded upon current student knowledge regarding research, design techniques, and the specific major/concentration.

The website is designed around two target audiences based on scholarly research, personal design contributions, and a focus group that tested the first draft of the website. The website has also been tested with a *JMU Bulk-Email Survey*, to confirm and contribute to design elements and content. The final product reflects the personal design and content choices of the creator, suggestions from the adviser, and elements revolving around research from the primary audience.

The Problem

James Madison University has no well-known center, school, college or program available that works with organizations and leadership development for the average student. There are a variety of campus centers including, but not limited to, *The Dux Center*, *The Office of Student Activities and Involvement*, *The Student Success Center (SSC)*, etc. However, multiple facets of students have expressed interest for an increased awareness of the concept.

The Solution

The Creation of a "Leadership Hub" similar to the concept of an airport - come for what you seek, and leave with what you need. Similar to the concept of the *SSC*, as a "one-stop-shop" for all areas revolving around recruiting, activating, inspiring and supporting leaders inside and outside of *JMU*.

The Why

So why is this a problem to be solved? At any university it is always important to be on the lookout for growth opportunities. At *JMU*, we have centers to aide students, but there is little visual connection and otherwise communication between different offices, programs and materials, thus creating a bounce-around effect for a student in need. With the recent creation of the *Student Success Center (SSC)*, a "one-stop-shop" for student services, the idea to create a web-based center for leadership arrived. Although the *SSC* is a physical place for services, the concept for an online "place," or "hub," arose. The online decision derived from students large online presence and preference for the Internet and because leadership areas are spread out all over campus; which means they will never be in the same physical location since leadership opportunities can arrive in any position, multiple classes, any organization, multiple offices, etc. it is too many to physically combine.

As a student, this revelation and idea is something I was excited to explore. I am very passionate about Student Affairs, Higher Education, and leadership development, that I felt creating a skeletal tool for the university I love so much would be a great way to end my four years.



RESEARCH

Situational Analysis

In order to understand the needs of students and faculty regarding leadership resources at *JMU*, a situational analysis was undertaken that focused on current *JMU* amenities and student needs. Further research was also conducted in regard to website usability, survey creation, in-depth interview strategies, focus group set-ups and design techniques as a whole.

General University Information

James Madison University (JMU) is a university with a total enrollment of 20,181 students, of which 18,431 students are at the undergraduate level (James Madison University, 2015). *JMU* is located in Harrisonburg, Virginia (VA) and offers 71 undergraduate degrees (James Madison University, 2015). *JMU* offers eight Academic Divisions, including: *College of Arts and Letters*; *College of Business*; *College of Education*; *College of Health and Behavioral Studies*; *College of Integrated Science and Engineering*; *College of Science and Mathematics*; *College of Visual and Performing Arts*; *The Graduate School* (James Madison University, 2015). In the academic year of 2013-2014, Accounting was the most popular degree and since 1994 over 60% of undergraduate students have graduated within four years (State Council for Higher Education in Virginia (SCHEV), 2014). The student/faculty ratio as of Fall 2013 is 16:1, with 960 full-time faculty, 430 part-time faculty, and 1,262 full-time classified staff (James Madison University, 2015).

Outside of academics, there are 361 student organizations and an ever-changing number of campus-wide involvement and events occurring each month (JMU Office of Student Activities and Involvement & James Madison University, 2015). For student involvement specifically, there is a website all about student organizations and activities called, "*Be Involved*" (JMU Office of Student Activities and Involvement & James Madison University, 2015).

The Concept of Leadership at Universities

"Research from the *Conference Boards of the United States and Canada* reports that leadership is the number one competency that business and organizations seek to develop in their people" (Brown, 2001). Over the past decade there has been a shift in emphasis from "management development" to "leadership development" (Brown, 2001). "Management" focuses on structuring goals, tasks, and roles, while "leadership" focuses on influencing direction and change, developing quality relations, and bringing out the best in oneself and others - effective leaders develop both (Brown, 2001). Specifically, leadership is about having integrity, being forward-looking, being competent, and inspiring others (Warner & Evans, 2006). Leadership development requires a process of intense introspection, and of "finding your own voice" by determining who you are and understanding your personal mission in life (Brown, 2001 and Warner & Evans, 2006). Leadership development is important for all aspects of a team, not just upper administration or management (Brown, 2001).

Former Dean of Arts and Sciences at *Tufts University*, Robert J. Sternberg, wrote in his book, *College Admissions for the 21st Century*: a system in which "students should be admitted to college on the basis of their potential for future leadership and active citizenship, at whatever level of society." (Burton, 2014). In the college admissions process, leadership is seen as an indicator to the impact a student will make on campus and the student's potential to graduate (Burton, 2014). Additionally, "leadership" is ranked as a top value within recruitment at universities such as *Harvard*, *Yale*, and *Princeton* (Burton, 2014). However, it is also important to note that leadership is culture-specific, which means the universal construct of leadership and the high influence of this concept within universities is a strong American ideal (Burton, 2014). Therefore today, for students to be competitive applicants for any organization, leadership skills are a valued asset during and after college.

Recognized Leadership at JMU

On *JMU's* website, the "About" page houses a "Leadership" sidebar, where *JMU* Administration and the President's office information is housed (James Madison University, 2015). The upper Administration is titled, "Senior Leadership Team," which encompasses the University's President, Jonathan Alger, along with Vice President positions, special assistants and executive assistants, totaling 9 members (James Madison University, 2015). Additionally, *JMU* houses the Dux Center as "a leadership resource for students...to promote leadership development for undergraduate and graduate students" through programs, resources, and general support as requested (Dux Center, 2014). However, of the 361 organizations, only 9 are listed as "Leadership Organizations" and the *Dux Center* web pages were last updated in September 2014, thus containing outdated and limited information (Dux Center, 2014).

The *Office of Student Activities and Involvement* also offers multiple leadership programs and opportunities including Presidential Leadership Academy (PLA), Make Your Mark on Madison (MYMOM), Outriggers, and Leadership U ((*JMU* Office of Student Activities and Involvement, 2015). These programs offer leadership involvement beyond student clubs and organizations, or supplement current involvement (*JMU* Office of Student Activities and Involvement, 2015).

JMU also has doctoral program within the School of Strategic Leadership Studies as part of the Graduate School (School of Strategic Leadership Studies & James Madison University, 2015). The program offers concentrations in non-Profit and community leadership, organizational science and leadership and post-secondary analysis and leadership (School of Strategic Leadership Studies & James Madison University, 2015). When Google searching "JMU Leadership" the Ph.D. program for Strategic Leadership is the first link offered.

Competition

Focusing on more local competition in relation to *JMU*, i.e. *Virginia Polytechnic Institute and State University* (*Virginia Tech* or *VT*) and *Virginia Commonwealth University* (*VCU*) each offers some academic reference in regards to leadership. *Virginia Tech* offers multiple "leadership opportunities" through the *Student Centers and Activities* link within the Division of Student Affairs (*Virginia Polytechnic Institute and State University*, 2015). In the "About" tab, *Virginia Tech* states, "*Virginia Tech* takes a hands-on, engaging approach to education, preparing scholars to be leaders in their fields and communities," thus emphasizing leadership as a core value to campus instruction and involvement (*Virginia Polytechnic Institute and State University*, 2015). Similar to *JMU*, *VCU* offers a graduate degree in "Leadership" itself and offers a *Center for Sports Leadership* (*Virginia Commonwealth University*, 2015). On *VCU's* "About" page, there are six key categories to explore ranging from "history" to "facts and figures," with "leadership" listed as the sixth topic (*Virginia Commonwealth University*, 2015).

Between *JMU*, *Virginia Tech*, and *VCU*, it is clear that the American ideal of leadership within education to promote competitive graduates is thriving. Through my online research, I did not find anything like "The Leadership Hub" I am proposing and creating. However, it must be recognized that if a system like this does exist at other universities it may not be available for the public.

SWOT

Before the website was created, an analysis of Strengths, Weaknesses, Opportunities and Threats for the potential “Leadership Hub” was completed by the creator and adviser during a brainstorming session. Much of the following SWOT is self-diagnosed and from research from the situational analysis. Some information was added during the creative process as well. For these reasons there are no citations within this section.

Strengths

- Fewer clicks to content
- Identified as a need for the primary audience
- Designed similar to social media (familiar to primary audience)
- Clear, uncluttered and specific.

Opportunities

- “Hub” concept leads to the idea of more “hubs” for the *JMU* network
- Potential for multiple audiences (community members, students, teachers, community organizers, prospective students, etc.)
- Website is in line with expanding the *JMU* commitment to leadership.

Weaknesses

- Amount of information/content and research obtained for the project was limited
- The site is nothing like any current *JMU* system (in reference to design and content)
- Limited time to complete the project limits the results and product

Threats

- Lack of utilization or consideration of concept by *JMU* and this simply being a project
- Updates may be difficult as things change
- Gaining permission to use certain materials

Primary Research

1 IN-DEPTH
INTERVIEW

2 FOCUS
GROUP

3 SURVEY

In-Depth Interview

In-depth interviews occurred in the fall semester (fall 2014), before the website was created. The interviews were conducted with Hailey Fleming and Tyler Hansen. These individuals were selected based on interest in the project and volunteered for the interview. Hailey is President of *AITP* and was interested in finding more sources for retreat materials and to help train her Executive Council (Fleming, 2014). In a direct quote from the interview, Hailey said, "Personally, I don't know where to get activities for the retreat I'm planning. I've looked online, but it's way too complicated or not applicable. I can make stuff up, but I would rather be legit ya know?" (Fleming, 2014). Her thoughts provided insight into the types of topics most applicable to *JMU* students, and the website content is thus based around a simple and college-applicable manner, although it could still be used for any purpose.

Tyler is the Education Outreach Executive Head for the Geology Club and was interested in retreat materials, training programs, resources for his organization to boost involvement and morale, and had a personal interest in leadership classes (Hansen, 2014). In Tyler's interview, he discussed how unprofessional his Executive Council was in handling matters and how he wanted access to student friendly versions of the colors survey and DISC (Hansen, 2014). He said, "I talked to friends in other organizations, and they tried different leadership personality tests, it really seemed to help them out a lot!" (Hansen, 2014). This posed the idea of incorporating training aspects and highlighting what the university already offers.

Combined, the pair began the creator's initiative to provide a wide variety of information on the site, and confirmed the need for a leadership "hub" at *JMU*.



RESEARCH

Focus Group

A focus group was conducted on March 20th, 2015 on *JMU's* campus in *Harrison Hall* Computer Lab 0104 from 12:00PM EST until 12:45 PM EST. The focus group was conducted by the researcher (Michelle) as the main facilitator. It was filmed utilizing a canon camera and tripod provided by the *Carrier Library Resource Lab*. Five full-time *JMU* students participated from a variety of majors and organizations. The participants had various opinions, experiences and knowledge to share about the concept of leadership at *JMU*, website design, website utilization, and overall conceptual thoughts. Overall, participants provided insight into their own utilization of the site, what material they would like to see more of, design ideas, and general errors from testing all links within the site. See Appendix A for the focus group facilitation.

As a whole the feedback was positive. Participants enjoyed the “fun” and “light” design (as they described it), saying that it reminded them of social media, which was part of the thought behind the design (Focus Group, 2015). The main things to fix were design and click-through related issues (Focus Group, 2015). Edits were made and further discussion with the adviser ensued.

Survey

The survey was by-far one of the most challenging things to complete. Additionally, it took from January 2015 until March 20th (the day of the focus group) to gain approval from the *Institutional Review Board (IRB)* in order to conduct research. From this setback I re-evaluated the time-frame to complete everything, so decisions for the site had to be made before the survey could be conducted. Therefore, the site was created and tested once *and then* the survey was sent out via *JMU Bulk-Email*.

From the Bulk Email, only 53 responses were received, all from students. However, in review of the current responses, the results from the survey align with the focus group and create an additional back-up source for defense as to site decisions. When asked, “Would you utilize this website or any of the above offerings?” 71 percent of respondents said “yes” followed by 23 percent who said “maybe” and only 6 percent that said “no” (Healey, 2015). Even with the smaller scale of results, the site is still clearly a desire of the primary audience. Unlike the original plan, the survey justifies the site rather than helping to create the site.

Although I was not able to actively utilize the survey during the creative process, the survey can be used in the future if there is interest from *JMU*, or from any other outside department or organization. The survey was created after diligent research about survey rendering, so as to not offend any population, and the questions allow for statistical data while also gathering opinion. If the survey is able to be sent out again, it can help further research on this topic in general.

See Appendix B for the Survey Questions.



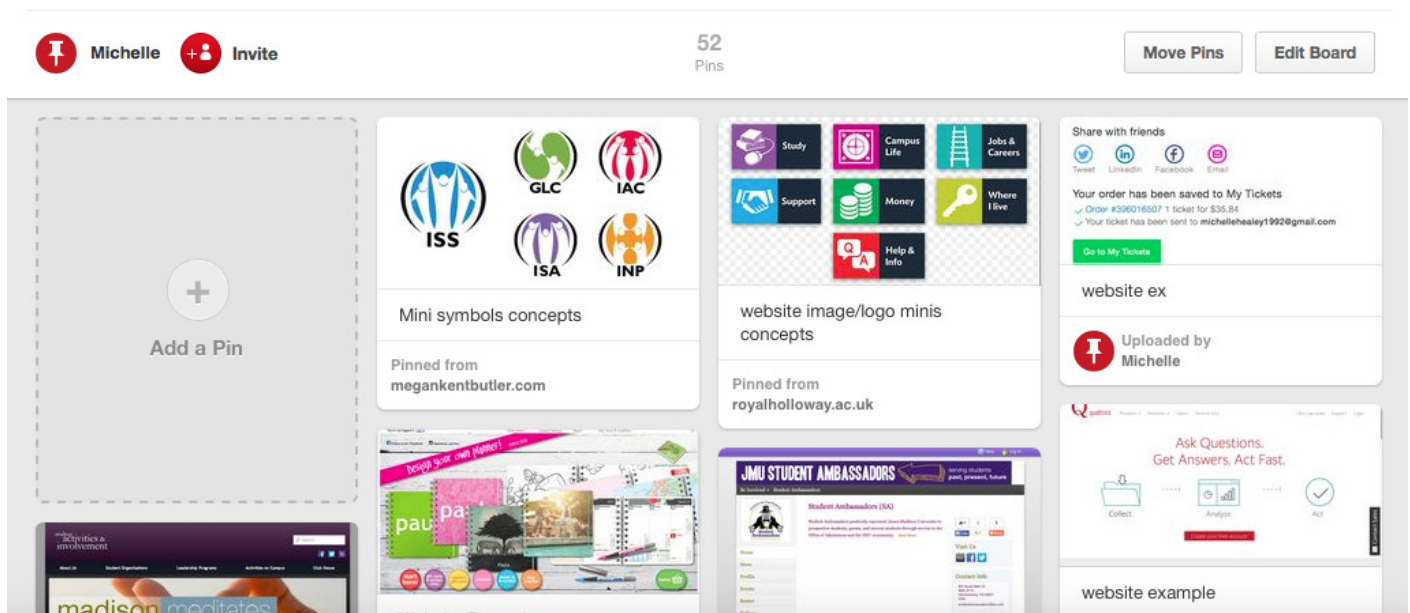
Visual Research

Visual research was conducted via *Google* searches, website browsing, finding images and screen-capturing them, etc. all of which was added to two private *Pinterest* boards (Pinterest, 2015). *Pinterest* was chosen because it allows for simple storing and searching of images in addition to my other search techniques (Pinterest, 2015). The research helped me gain design ideas to create my own logo and website based on the world around me. The visual research really helped me get a grasp of web design since this is still a new discipline for me and helped me gauge how to begin my sketches. The research continued throughout the entire creative process, these are some of the main inspiration images.

Website Visual Research

Honors Thesis - The Leadership Hub - Research

This board is secret



RESEARCH

Visual Research

OSAI Webpage

Pinned from info.jmu.edu

Student Website Focus Design

Pinned from personal-planner.com

DUX Center Home Page - Bottom Info

Pinned from info.jmu.edu

Be Involved Web Page for an Organization

Pinned from beinvolved.jmu.edu

DUX Center Home Page

Pinned from info.jmu.edu

Pinned from qualtrics.com

Kijiji Home Page

Pinned from info.jmu.edu

FINANCIER

Student Website Focus Design

Pinned from m1.behance.net

Design Example

Pinned from static.splashnology.com

info.jmu.edu

Design Example

Pinned from cdn1.freshdesignweb.com

Design Ex.

Pinned from coolhomepages.com

Pinned from info.jmu.edu

Design Example

Pinned from image.slidesharecdn.com

Design Ex

Pinned from

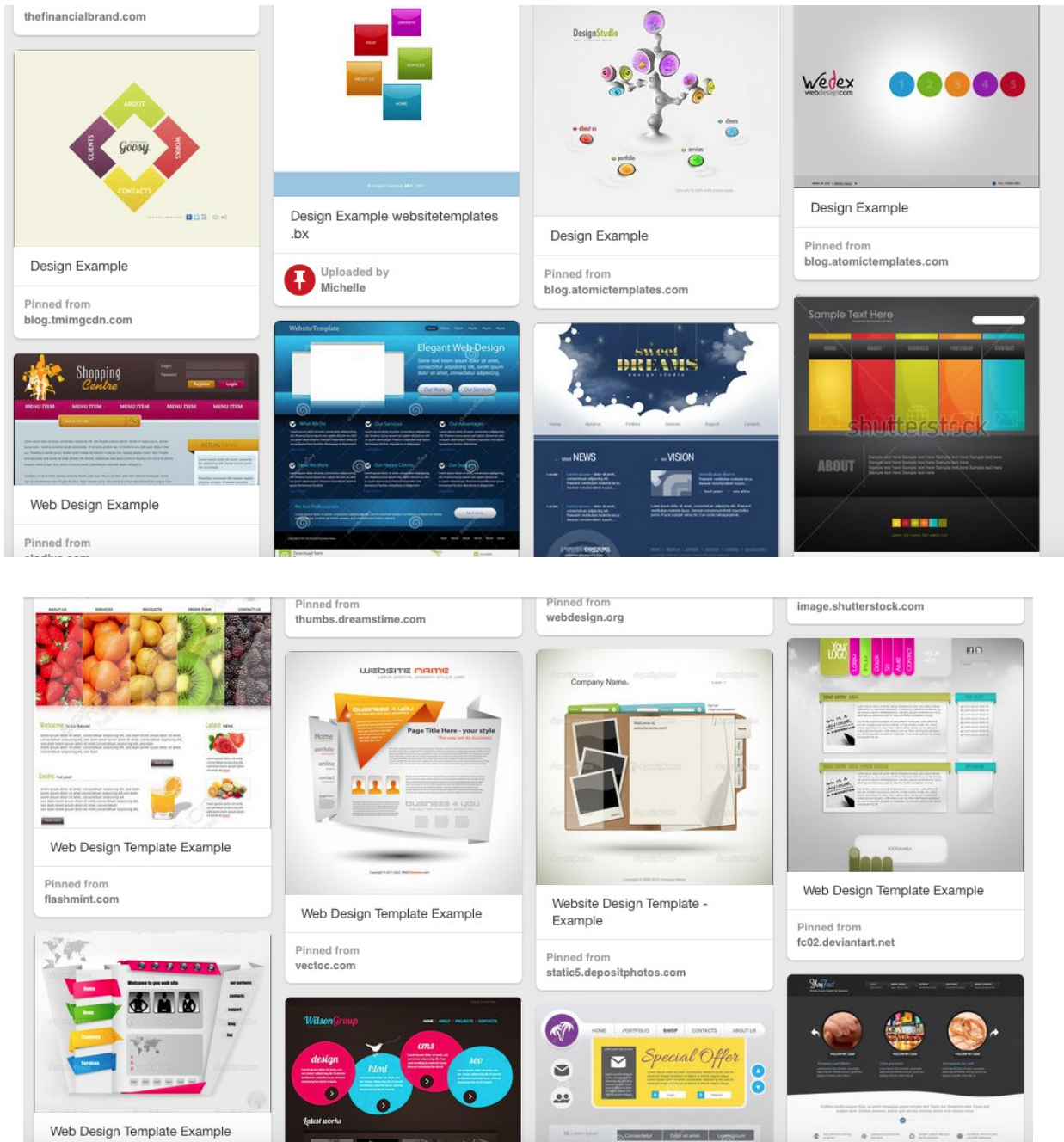
Website Design Example

Pinned from phpfaber.com

Design Example



Visual Research



RESEARCH

Visual Research

Web Design Buttons/Icons
Pinned from st.depositphotos.com

Web Design Example
Pinned from sixthlife.net

Web Design Template Example
Pinned from thumbs.dreamstime.com

Web Design Stock Image
Pinned from thumbs.dreamstime.com

Web Design Elements
Pinned from thumbs.dreamstime.com

Aerie/American Eagle - Bottom of Main Page

SMAD Major Page - Featured Faculty
Pinned from smad.jmu.edu

SMAD Major Page - Searching
Pinned from smad.jmu.edu

Facebook - "home page"/news feed
Pinned from facebook.com

SMAD Major Page - continues scroll down
Pinned from smad.jmu.edu

JMU Website - "Current Students"
Pinned from jmu.edu

JMU Home Page
Pinned from jmu.edu

JMU Website - SMAD page (same top section as home page)
Pinned from jmu.edu

urbanoutfitters.com

Visual Research

Logo Visual Research

This board is secret

Michelle Invite 29 Pins Move Pins Edit Board

The image displays a collection of logos from a Pinterest board. The logos are arranged in a grid-like fashion. Each logo is accompanied by a small text box containing the name of the logo, its source, and the user who pinned it. The logos include: ORL (James Madison University), MAKE YOUR MARK ON MADISON (MYMOM Logo JMU), DUX CENTER (Dux Center Logo JMU), Google (Google creative logo example), HubSpot (logo example), Joomla! (logo example), Australian Qualifications Framework (logo example), Microsoft (logo example), Toronto Foundation for Student Success (logo example), SOCIAL BUSINESS LEARNING (logo example), and madrid2020 (Logo Example). The board is titled 'Logo Visual Research' and is owned by Michelle. It has 29 pins and is marked as secret.



RESEARCH

Visual Research

The image displays a collection of 15 different logos, each presented in a card format. Each card includes the logo itself, a brief description (e.g., 'logo example'), and the source website where it was found. The logos are arranged in a grid-like fashion, with some cards having more text than others. The logos include: EduTree (a tree with a person sitting at its base), Student Support Services (a colorful graphic of people), EVENT SERVICES (text-based logo for Sonoma State University), STUDENT AFFAIRS (four stylized human figures), STUDENT SUCCESS CENTER (text-based logo for James Madison University), THE Artery (a stylized red and blue graphic), fairbankscycleclub.org (a bicycle and a mountain peak), Coffee Point (a stylized 'CP' with steam), COOL SHIT (a graphic of sunglasses with text), SOUND CLOUD (a stylized orange cloud with sound waves), git (a black diamond with a white 'g'), Post-it Brand (two yellow sticky notes), DigitalOcean (a blue wave with a white cloud), an orange slice logo, inkdrop (a blue ink splatter with the word 'inkdrop'), and itv (the letters 'itv' in various colors).

Logo examples and sources:

- EduTree (stocklogos.com)
- Student Support Services (cdn.spellbrand.com)
- EVENT SERVICES (sonoma.edu)
- STUDENT AFFAIRS (utsa.edu)
- STUDENT SUCCESS CENTER (jmu.edu)
- THE Artery (theloamix.com)
- fairbankscycleclub.org
- Coffee Point (4.bp.blogspot.com)
- SOUND CLOUD (entrepreneur.com)
- git (git-scm.com)
- Post-it Brand (netdna.webdesignerdepot.com)
- DigitalOcean (topnews.net.nz)
- inkdrop (i3.mirror.co.uk)
- itv (i3.mirror.co.uk)



TARGET AUDIENCE

Primary Audience - The Students

JMU Students were selected as the primary audience because it is a tool for personal and organizational development, something most pertinent to undergraduates.

Demographic Information

“The Students” are comprised of individuals between the ages of 18-23, who are currently enrolled as full-time students at *JMU* (Office of Institutional Research and James Madison University, 2010). The current segment and enrollment is 60 percent female and 40 percent male (James Madison University, 2015). Additionally, The majority of the target audience is single with no children, and 80.46 percent are of Caucasian ethnicity (Office of Institutional Research & James Madison University, 2011). Additionally, No specific numbers are available in regard to specific student involvement beyond what was stated within the situational analysis.

Geographic Information

“The Students” live within Harrisonburg, Virginia while attending *JMU*. “The Students” make up a student body of 73.12 percent in-state students and 26.88 percent out-of-state students (James Madison University, 2015). 67 percent of students live in off-campus housing while 33 percent of students live on-campus (U.S. News and World Report, 2013); it must also be noted that all first-year students are guaranteed housing for the academic year on-campus (Office of Residence Life & James Madison University, 2015).

Psychographic Information

“The Students” can be classified as both experiencers and Innovators by the *VALS* (“Values, Attitudes, and Lifestyles”) consumer groups system (Strategic Business Insights, 2009-2015). “The Students” spend a large amount of their income on products and services within entertainment that allow them to socialize with their peers (Strategic Business Insights, 2009-2015). Their purchases reflect their inherent desire to feel “cool” and “look good,” and thus they favor products and services that demonstrate success to their peers (Strategic Business Insights, 2009-2015).

Lifestyle

JMU students are known to be involved and have a “work hard, play hard” mentality when it comes to balancing school, work and social life (Strategic Business Insights, 2009-2015). Hosting parties and maintaining relationships with friends is important to them, but they also like to work independently on school assignments (Strategic Business Insights, 2009-2015). The segment also stays informed on local and international news mostly through smart phone usage (Strategic Business Insights, 2009-2015).



TARGET AUDIENCE

Media Consumption

“The Students” segment actively utilizes social media, with 89 percent using social networking sites to socialize and stay connected with peers (Nielsen, 2014). Of all the social media sites, *Facebook* is used most frequently with 80 percent of the segment using it, followed by *Instagram* used by 53 percent, *Snapchat* used by 46 percent and *Twitter* used by 36 percent (Edison Research, 2014, p. 6). The average number of *Facebook* “friends” for this segment is 649 friends, which is the highest of all age groups (Edison Research & Triton Digital, 2014, p. 49).

Although *Facebook* and *Twitter* have continually grown in popularity over the years, image-sharing applications such as *Snapchat* and *Instagram* have also gained a significant following (Edison Research & Triton Digital, 2014, p. 59). 67 percent of the segment utilizes social media primarily through mobile devices, using an average of 28 applications and spending an average time of 37 hours a month (Nielsen, 2014). The high user activity within social media implies that this segment responds more positively to information that they come across on social media. This inference was then utilized and thus reflected in some of the design concepts for the website.

Secondary Audience - *JMU* Faculty & Staff

JMU Faculty and Staff is identified as the secondary audience as they are also intended to use the site. This audience was included in the survey, however the website is mainly designed around the primary audience with this secondary audience taken into account.



PROCESS

Vision

Big Idea & Goal

To research, create and produce a “Leadership Hub” with design elements aimed for *James Madison University (JMU)* students, faculty, and staff. With all these resources available, students will utilize the site for research and development. The site simply provides the tools and opportunities for students interested in increasing leadership within an organization as a whole, within groups they may supervise or be a part of within an organization, to plan retreats for entire organizations or friends, and to provide opportunities for themselves and peers that may have otherwise gone unnoticed. The need arrives since *JMU* has no well-known center, school, college or program available that works with organizational development for the average student. There are a variety of centers, including, but not limited to, *MYMOM* (leadership experience for participants of first and second-year students and for the Leadership Councilors ((LCs) that facilitate discussions and activities related to campus integration and involvement), *Office of Student Activities and Involvement* (On-campus office/resource that promotes and advises student organizations and opportunities for student leadership), etc., but multiple facets of students have expressed interest for an increased awareness of the concept.

Ultimately, the site will help expand the concept of leadership development throughout campus and help engage students and organizations in this aspect of higher education. Since the site has academic, personal and organizational contexts, it will have multiple facets of leadership to choose between depending on what the student is looking for or desires to attain. The goal of the website and content is for utilization involving self-improvement, classroom usage, and organizational resources for the *JMU* population.

James Madison University’s motto is “Be the Change” (James Madison University, 2014). This site will encompass that motto in a new fashion by promoting individuals to be the change for themselves and their own personal development, but also provide the tools to create change and promote the development of others within their organizations, and even *JMU* as a whole. By centralizing this information, it creates an inclusive atmosphere for the ultimate student development through a new medium and facet.

Accessibility

The website will be created as an accessible website for *JMU* students, faculty, staff, offices and organizations. The website will also be accessible for external audiences although it is aimed at the *JMU* population. In this respect, the website will be bridging the gap between the “information rich” and “information poor” by providing access to materials that were otherwise not accessible to certain groups (Mazur, 2014). Creating an “information rich” campus involves providing simplified portals to simplified information (Mazur, 2014). Offices and programs, need to be better known and easy to find. Facilitations and materials should be accessible for student benefit. Even student created materials can be provided for an organization or individual.



Journal of Progress

The entire Senior Honors Thesis was an intense project being completed mainly within a six month period, with the bulk being completed within the second semester (Spring of 2015). The project was intense, time-consuming, and difficult with dozens of obstacles to overcome. However, at the end of the day, I am proud of all I have completed and believe it is deserving of the “Creative Project” designation for an Honors Thesis.

Brief Synopsis

The project journey began mid-fall of 2014. In October, seniors are required to meet with multiple offices to gain insight and signatures in order to graduate in May. During this time, one of the stops I made was to the Honors office. I have been an Honors student since entering *JMU* and had completed all the program requirements...except for the Thesis.

Now, in my mind, this was always called a “Senior Thesis” because you completed it Senior year. However, I quickly learned that it was something you were intended to start during junior year. When I discovered this fact, I assumed I would not be able to complete the project and have to drop the program altogether. Luckily, I learned I could still complete the project, just in a condensed manner - so here I am!

Moving forward I had to meet with my *SMAD* Honors adviser, find a project adviser, get approval from the *SMAD* Honors Committee, fill out a ton of approval forms, write a project proposal, get the proposal approved by the Honors Program and do all of this as soon as possible so I could instantly start since I had a huge disadvantage of time. I was very diligent and persistent, filled out everything as soon as I could and found a willing and wonderful adviser who wanted to work with me!

I soon learned that very few, if any, *SMAD* majors complete the Honors Thesis, so this was quite amazing it all got approved because it almost didn't! However, gaining approval was not a simple task in the slightest. It was a mini battle, but that was just the beginning. The largest concern was having to integrate a project with class and involvements and meeting the same requirements as students who began a year in advance created huge time constraints. MY time was cut by 2/3 and I definitely have felt it during the semester just because of the sheer volume of work, even if it represented 5 credits of my course-load. I have persisted. I am proud of my project and what I have completed and I am glad I stayed in the Honors Program to create an amazing piece for my portfolio that could even *possibly* be used, even if it is not.

Timeline

Fall 2014

Meetings with Diener, Flamiano, and Deal
Completed Honors Thesis Proposal
Gained Approval from SMAD Honors Committee
Gained Approval from Honors Program
Winter Break: Rough Presentation, IRB Form, Created Survey, began sketches

Spring 2015

Throughout entire semester/in-between the listed dates: multiple meetings, research, edits for IRB, web design , gathering website material and book design and completion

1/15: Meeting with Adviser - Review Rough Presentation made over Winter Break

1/29: Meeting with Adviser - All Content ready/gathered for site, visual research (Pinterest) completed, 2-3 website sketches for review and discussion

2/05: Email Adviser Photoshop Mock-Ups from sketches for feedback

2/12: Meeting with Adviser - Review Logo sketches and complete Pre-Submission form

2/16: Email Adviser Logo roughs for feedback

2/19: Email Adviser Final Logo and Signature for form

2/19: Meeting with Diener to discuss Honors Requirements

2/20-3/10: Complete Rough Website (outlined and some information present, provided multiple style options for focus group testing)

3/20: Focus Group and Post-Meeting with Adviser

3/27: Meeting with Adviser to discuss further Website edits and plan remaining portions of semester

3/30: Rough Book/Context Essay Emailed to Adviser for edits/feedback

4/20: Meet with Adviser to discuss Book/Context Essay

4/14: Submit Final/Complete Book and Website to Readers

4/21: Presentation and "Defense" with Readers

4/21-4/23: Final Edits based on Reader feedback

4/24: Honors Symposium



PROCESS

Ideas and Decisions

This is best seen in the creative process section. However, decisions were based on research, personal discretion, advice from adviser, advice from colleagues, and limitations from *SMAD*, *IRB* and the Honors Program.

Significant Roadblocks

Unfortunately there were multiple roadblocks throughout the project, however that was expected of a condensed creative project. The main issues came from the *IRB*, concerns about my adviser from the Honors Program and the project itself being condensed in nature.

1) The *IRB* was very frustrating as discussed in the "Survey" section. Essentially, multiple edits were required because the *IRB* would add new edits each round of emails that they had not asked the first time, even though the same form was continuously submitted. It took 1-2 weeks for processing once revisions were submitted to the *IRB* again, so my survey and focus group were not approved until March 20th when the original submission occurred the first week of January. Since the process of *IRB* approval took so long, I was not able to utilize the survey to create the website, but rather to confirm the design and material after it had been created. Additionally, I read a variety of sources before creating the survey or facilitation for the focus group, which aided in the creation and successful implementation with learning not only how to gain approval, but how to create pieces for research that will benefit the project, but also yield the most reliable results. The research on how to research was beneficial to render the survey and focus group facilitation, but had I known the survey would not come to full fruition, I could have used that research time more efficiently instead. With the condensed project, all time was valuable and this constraint caused numerous head-aches. Learned a great deal about time management.

2) In regards to my adviser (Sadrena Deal), she was approved to be my adviser via email with the Honors Program, but then upon approval of the Honors Project Proposal, she was then denied the designation. This caused some stress for Deal and myself since we had already been working together and we had been told previously that we were approved. In the end, we had Shelly Hokanson sign the form, while Deal remained my actual adviser. It is a bit frustrating and unfair that Deal's name will not be on the form since she has been helping me and been a guiding light throughout the entire project. Learned that sometimes we need to roll with situations even if we disagree, but to make the best in professional settings since it still all worked out, just in a different way!

3) Lastly, with the above two considered, along with the creation of the website and this book/context essay, completing an Honors Thesis in a condensed fashion has been an overall challenge. The time constraint limited the amount of tests I could perform (in regards to survey timing and doing additional focus groups) which would have aided in a more finished final product. I recognize that the website is more of a guide and outline of the true possibility to its true potential. I wish I had had more time to add even more pages and information, but at the end of the day it was a huge load to take on for a site, regardless of time constraints or not.



Progress

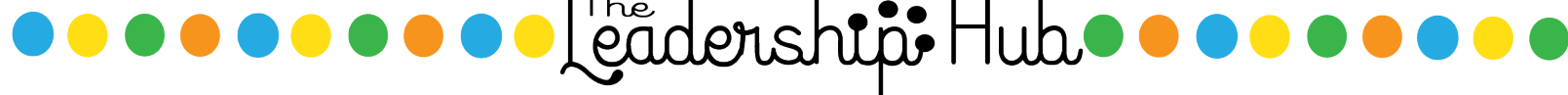
My progress was tracked and spread out from approval until the symposium. Certain tasks were assigned and decided by myself and Deal to be due or emailed by our next meeting. We kept a strict look at the calendar and on the time frame at each meeting. Progress continued as fast as possible given the time and workload. Since this is condensed, progress was rapid. The progress essentially went from discussion to research to sketch to build/develop and last test and rework/discuss until I finished the final project you see today.

Overall Themes, Plans, and Outcomes

The overall theme was to create something aimed at a younger audience and reminiscent to social media. The plan was to combine SMAD/corporate communications with my passion of Higher Education/Student Affairs/Leadership development areas. The intended outcomes were for certain pieces of the project to be due each week or every two weeks, create rough versions and then finalize them on my own, and to learn more about website development and expand upon my own skills.

Noteworthy moments

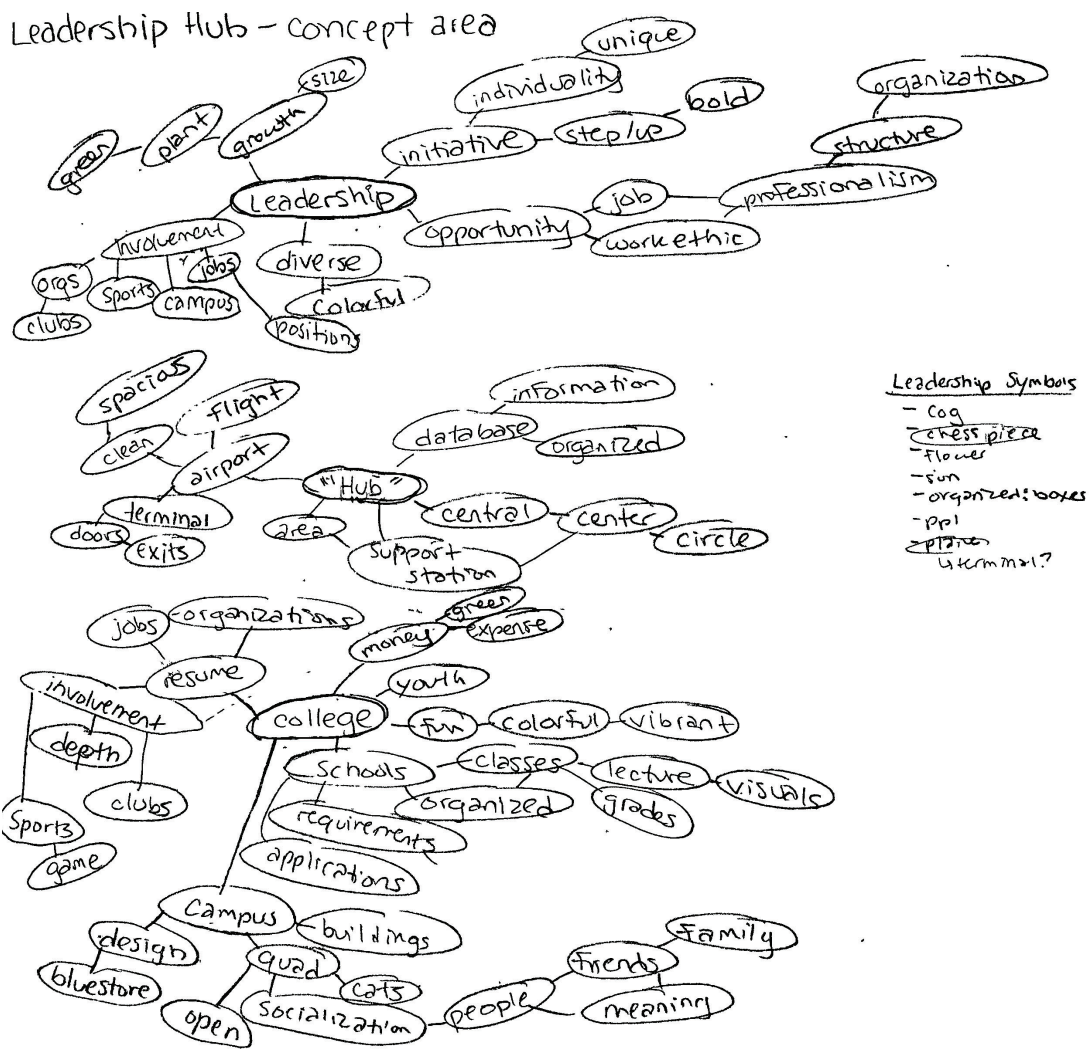
Noteworthy moments from the project included jumping through hoops to get the project approved, gaining knowledge from adviser (I have learned SO much about website development, creative project books, my own design abilities, etc.) and being intentional throughout a time crunched project.



Creative Process

Mind-Mapping

Mind-Mapping is a brainstorming technique involving word association to start the flow of ideas around a particular concept (Airey, 2015). The central word is the main concept or theme of a project, and from this all other words branch stemming from the creator's mind or research (Airey, 2015). As the first step in the creative process, mind-maps were created for the website and logo - these are shown below. The purpose is to create "thought-clouds" to guide the next creative stage of sketching (Airey, 2015).



From these mind-maps, certain ideas popped out: green and the colors of leadership, spacious, organized and unique. I then expanded upon those words and the concept of connectedness through this activity to begin the sketches.



PROCESS

Sketching

Website concept and design sketches.

The sketches include:

- A box labeled "Logo" with five circles hanging from it.
- A box labeled "Logo" with five circles below it.
- A box labeled "Logo" with a "Search" button below it.
- A box labeled "Logo" with four wavy lines below it.
- A central circle labeled "Logo" surrounded by eight smaller circles.
- A box labeled "Logo" with a "Search" button in the top right corner, and the text "picture changing" in the center. Below are three columns labeled "Topic" with wavy lines.
- A corkboard labeled "Cork" with a central box labeled "Logo" and a "Search" button, surrounded by several sticky notes.
- A box labeled "Logo" with a "Search" button and "soc media topics" next to it. Below are sections for "pic", "Topic 1", "Topic 2", and "calendar/ events".
- A box labeled "Logo" with a question mark in a circle and several other circles below it.

"edit" availability?

- retreat/bonding
- Facilitation
- How to
- Academics
- Positions/Programs
- Leadership org
- Search
- Lynda resource
- social media?
- design logo?



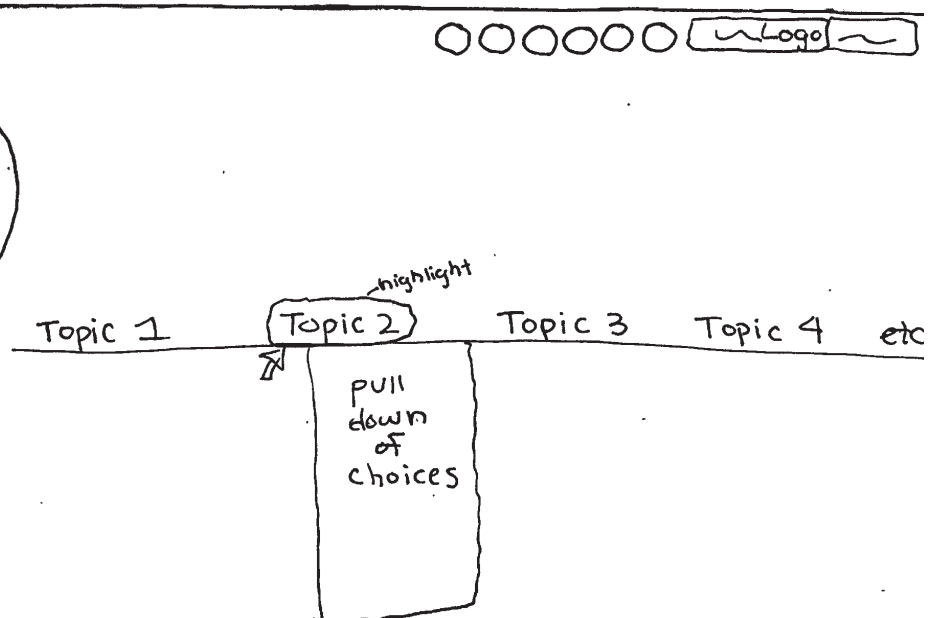
Sketching

Original Sketch for the current design based off of the mini concept sketches.

home page



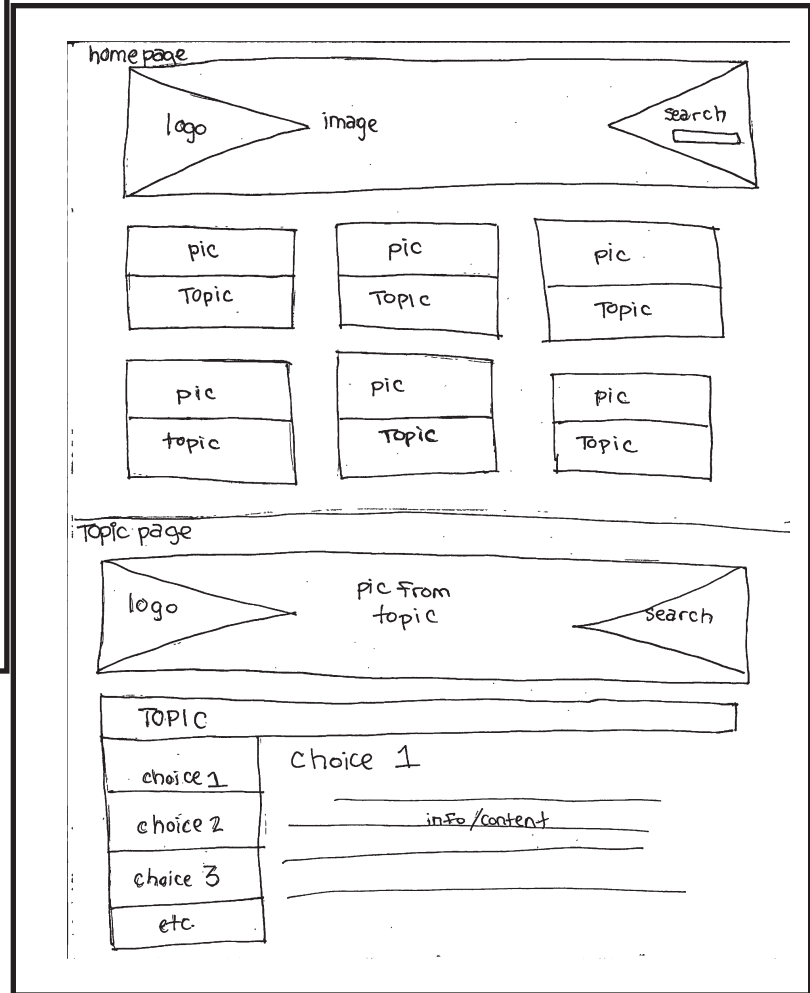
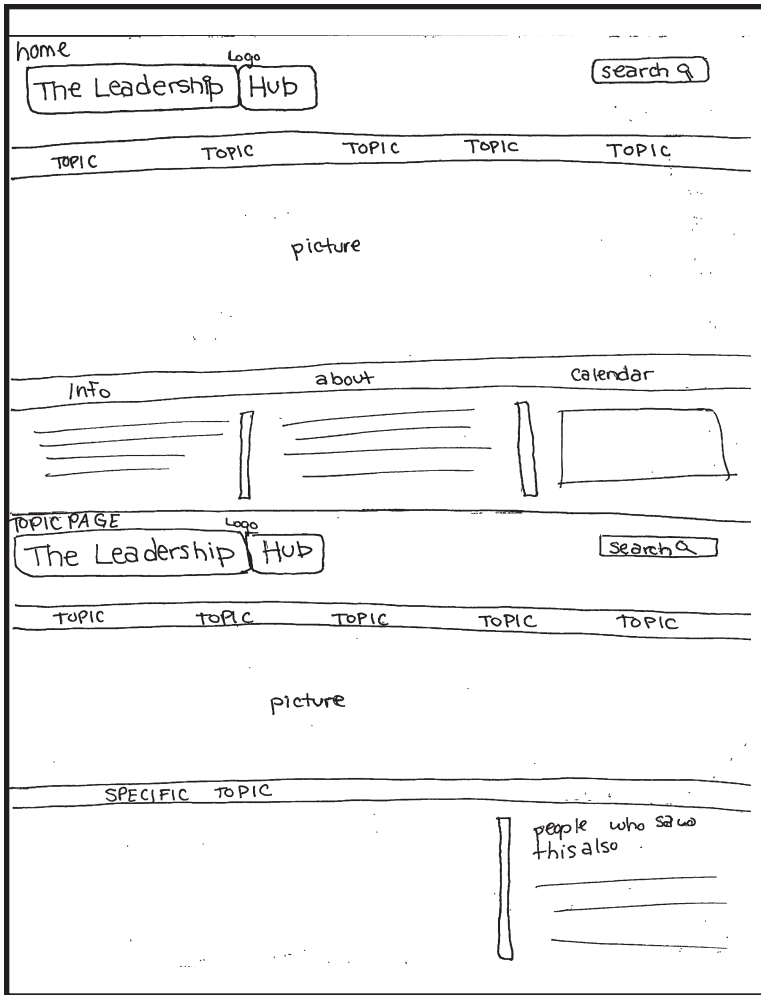
example tab page



PROCESS

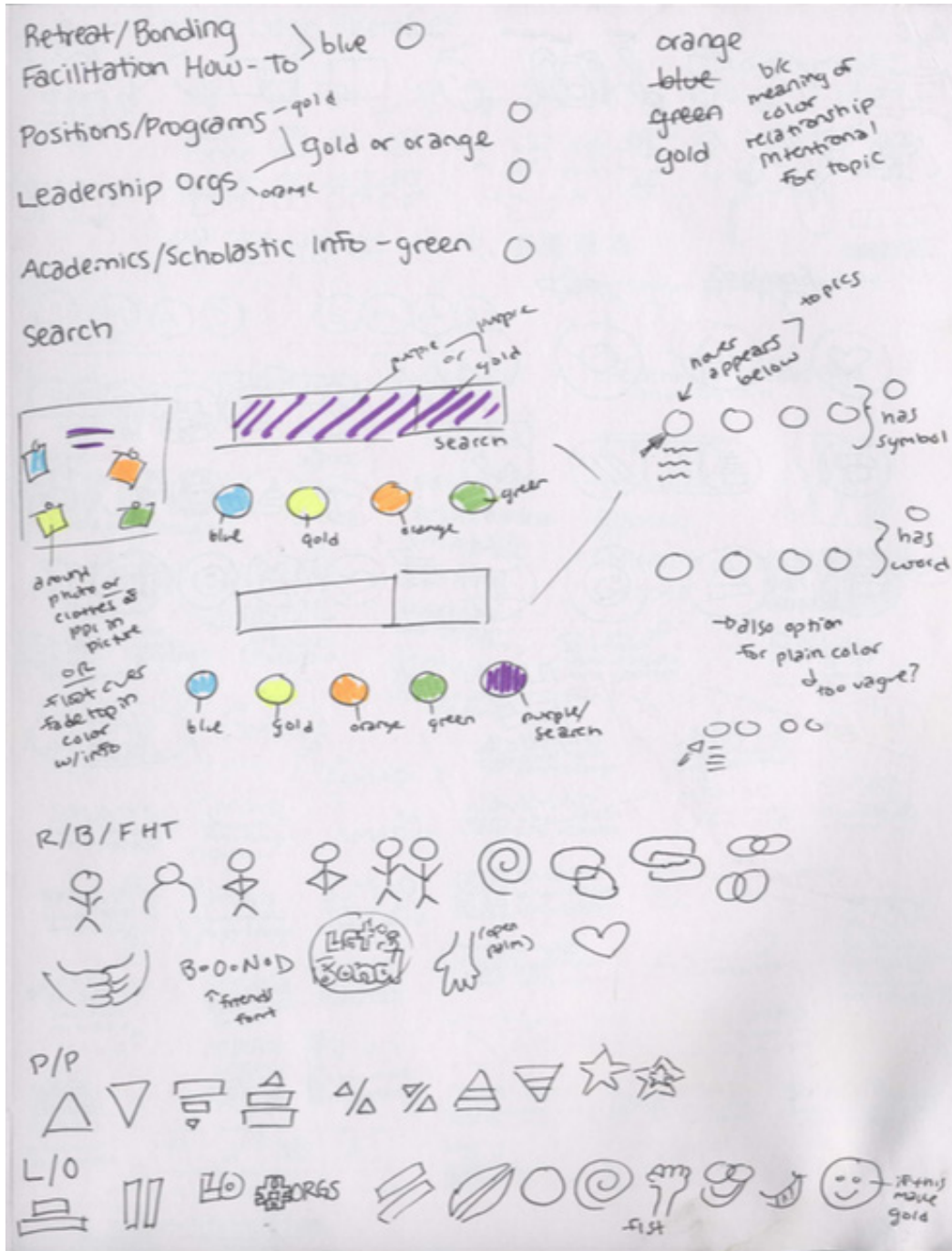
Sketching

Additional Sketches of possible website designs based off of the mini concept designs.



Sketching

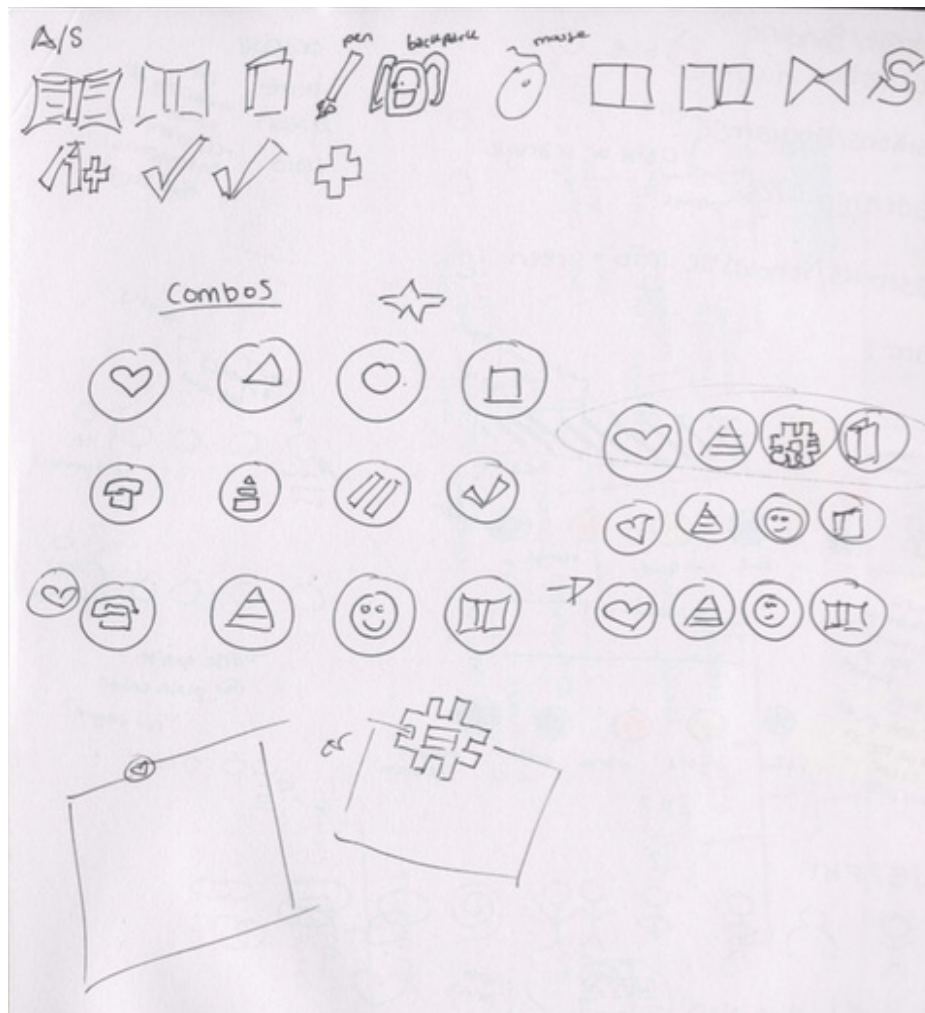
Website design and pre-wire frame sketching.



PROCESS

Sketching

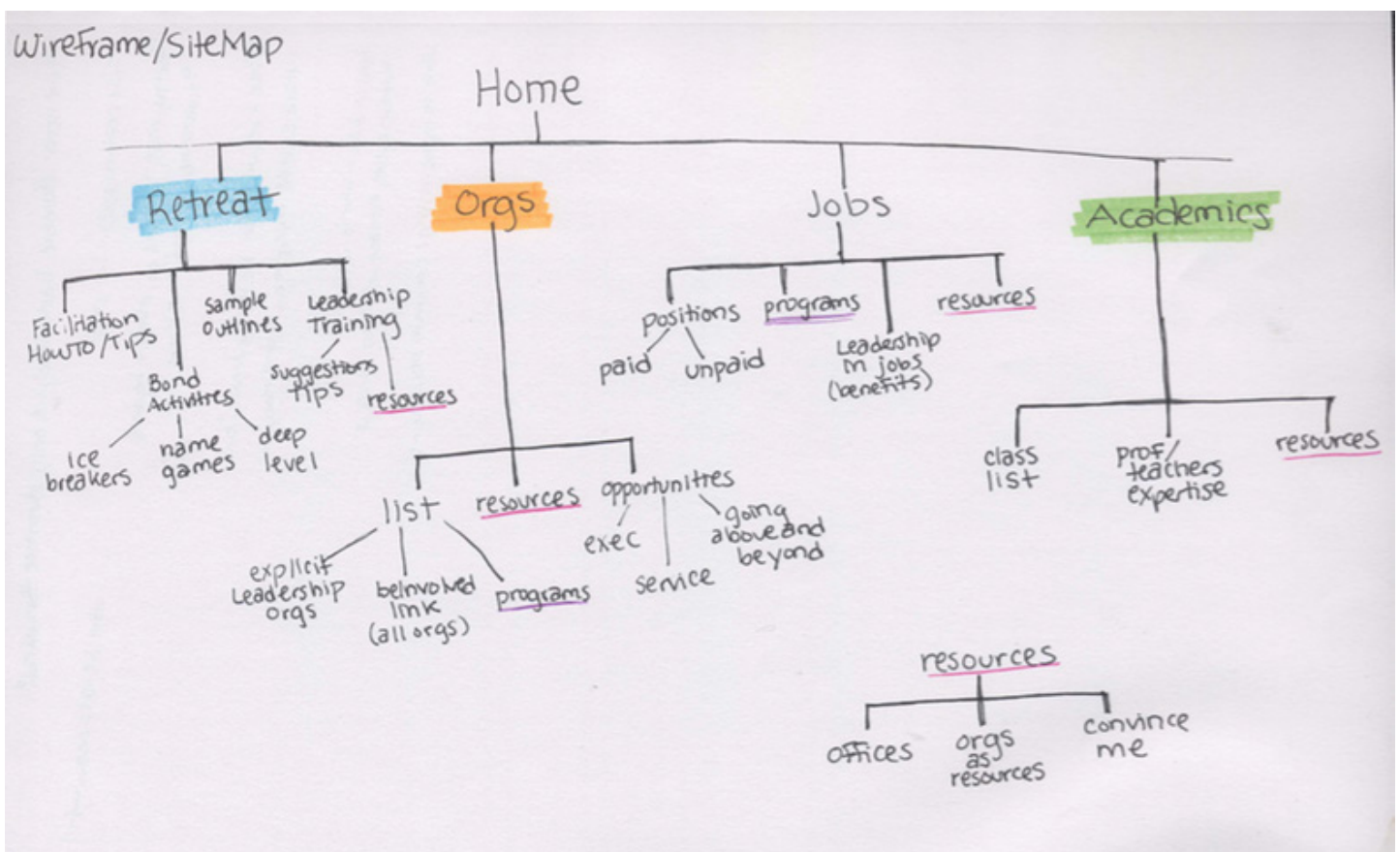
Additional website design and pre-wire frame sketching. (screen capture)



All of these sketches were explored, but I soon found as a designer I greatly preferred the “bubble” concept and simplistic look that I gathered from the mind-maps and initial smaller sketches. I decided that the concept of social media and pins was also something unique, so from here I decided to more closely draft the possibility for a cork-board website and a bubble website in terms of design.

Sketching

Sketched original wire frame. (screen capture)



Throughout sketching I also sketched the wire frame for the website, so as to have a vision to follow when creating the skeletal website. This was first hand-drawn to get an idea of the amount of internal pages I would need to design and to keep the flow of searching the website in mind as creating further drafts.

PROCESS

Drafts

From the website and logo sketches, “drafts,” or “mock-ups,” were created as the third stage in the creative process through *Adobe’s Illustrator* program. These designs were created in the *Adobe* programs, but are still not the finished quality of the final version. The purpose is to allow for a closer representation of design to the future final version, but rather as a rough version so as to understand the concept within the same medium of which a final will eventually be rendered (Airey, 2015).

Draft of current website - based on sketch.

Home Page Draft

The Leadership Hub

Search



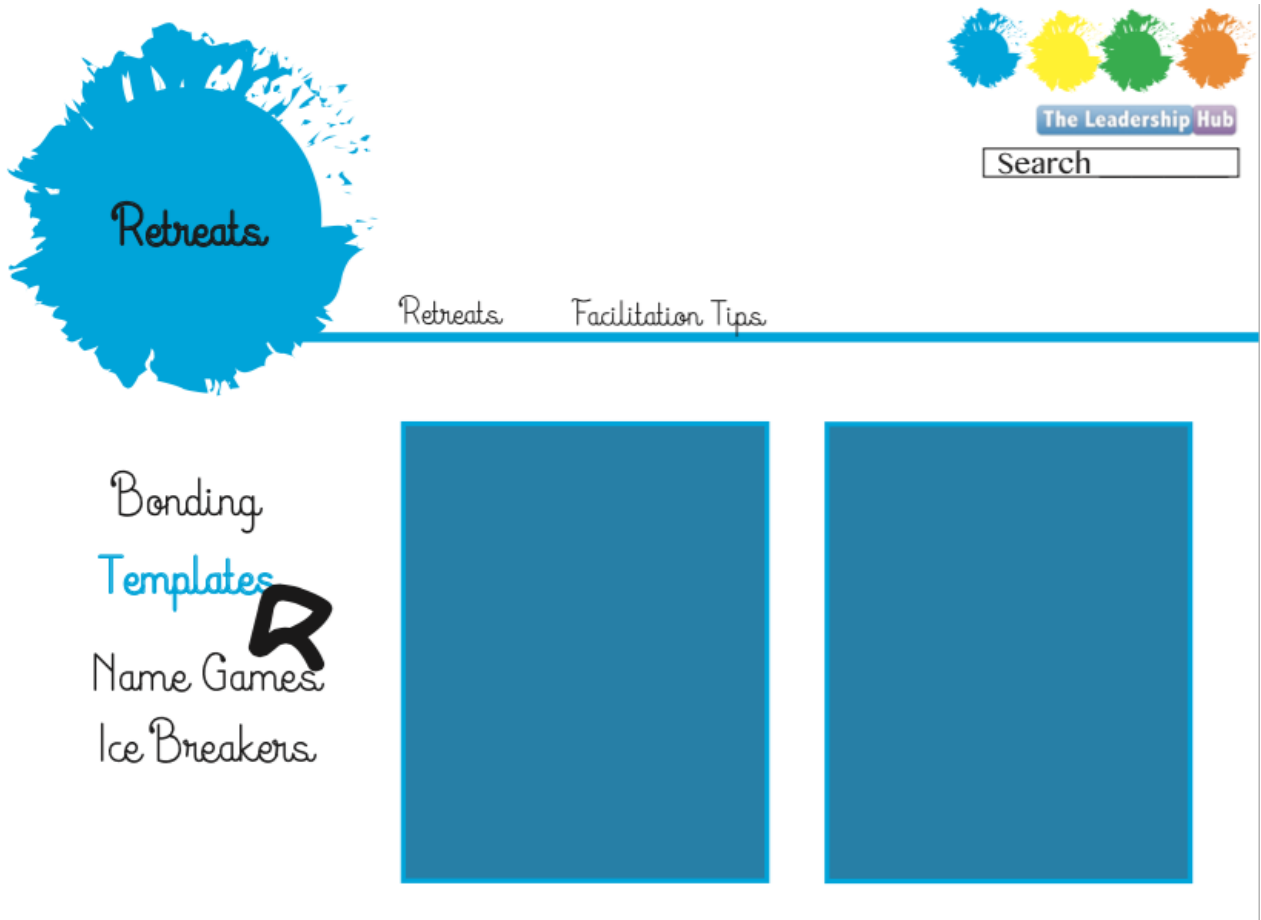
Retreats
Facilitation Tips



Drafts

Draft of current website - based on sketch.

Topic Page Draft



PROCESS

Drafts

Draft of other design option. (screen capture)

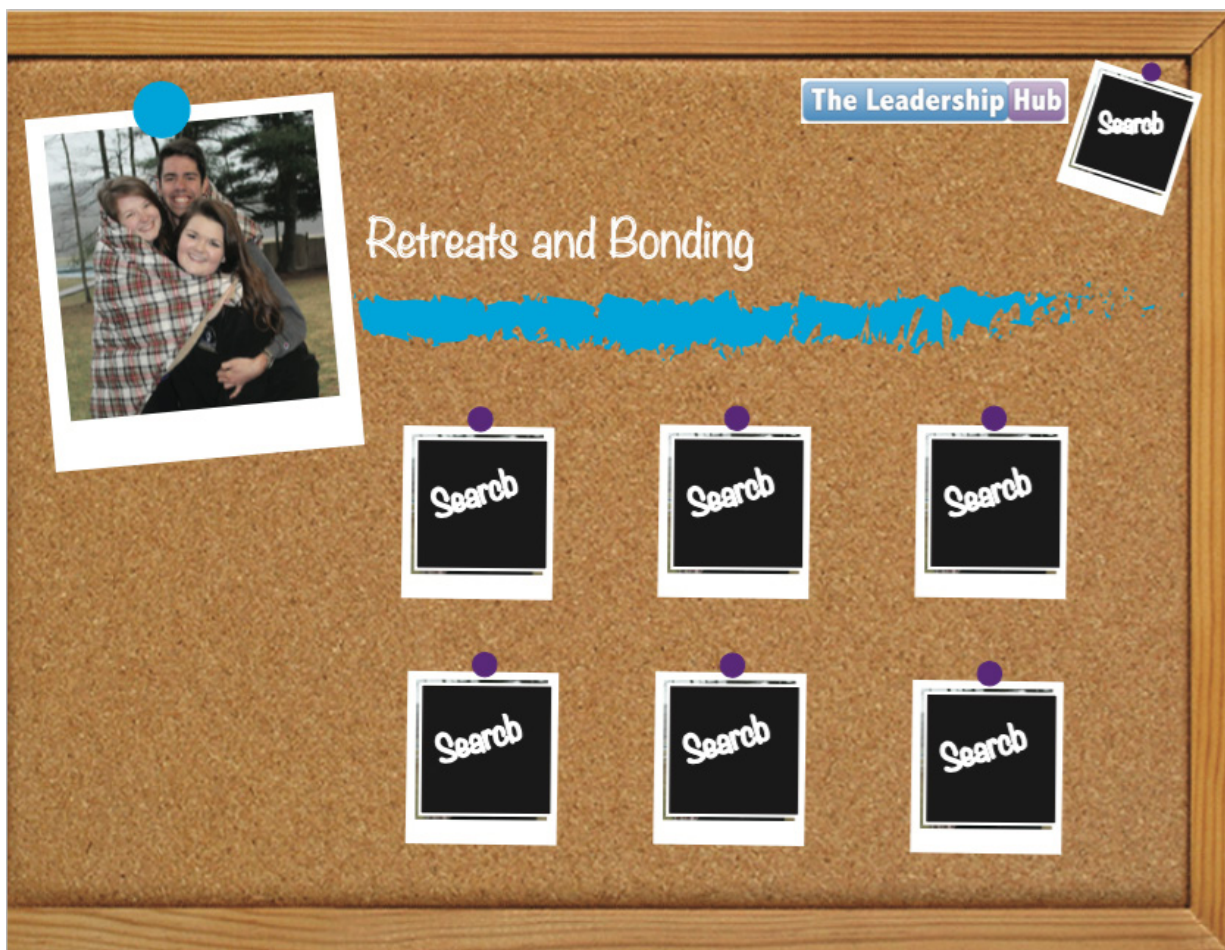
Home Page Draft



Drafts

Draft of other design option. (screen capture)

Topic Page Draft



From these drafts I saw that the cleaner look was definitely the bubbles design. The cork-board would involve lots of stock photos which I felt would take away from the purpose of finding information quickly and in an uncluttered fashion. From here, the actual site began to be created on the Wix service from a blank template, which means the website was created from scratch.

PROCESS

Final Product

Below are screen-captures of the final website for the same pages the drafts for comparison purposes.

Link to the Live Website: <http://michellehealey1992.wix.com/leadership-hub>

Home Page

The Leadership Hub



Mouse Over -
Topic Appears in the bubble



Final Product

Topic Page



BOND & PREPARE

BONDING
ACTIVITIES

FACILITATION
HOW-TOS & TIPS

RETREAT
TEMPLATES

LEADERSHIP
TRAINING

Links Back to the
Home Page

Links to each main topic
based on color



BOND & PREPARE

BONDING
ACTIVITIES

FACILITATION
HOW-TOS & TIPS

RETREAT
TEMPLATES

LEADERSHIP
TRAINING

Links to a Specific Topic -
More Levels as you continue
through the pages

PROCESS

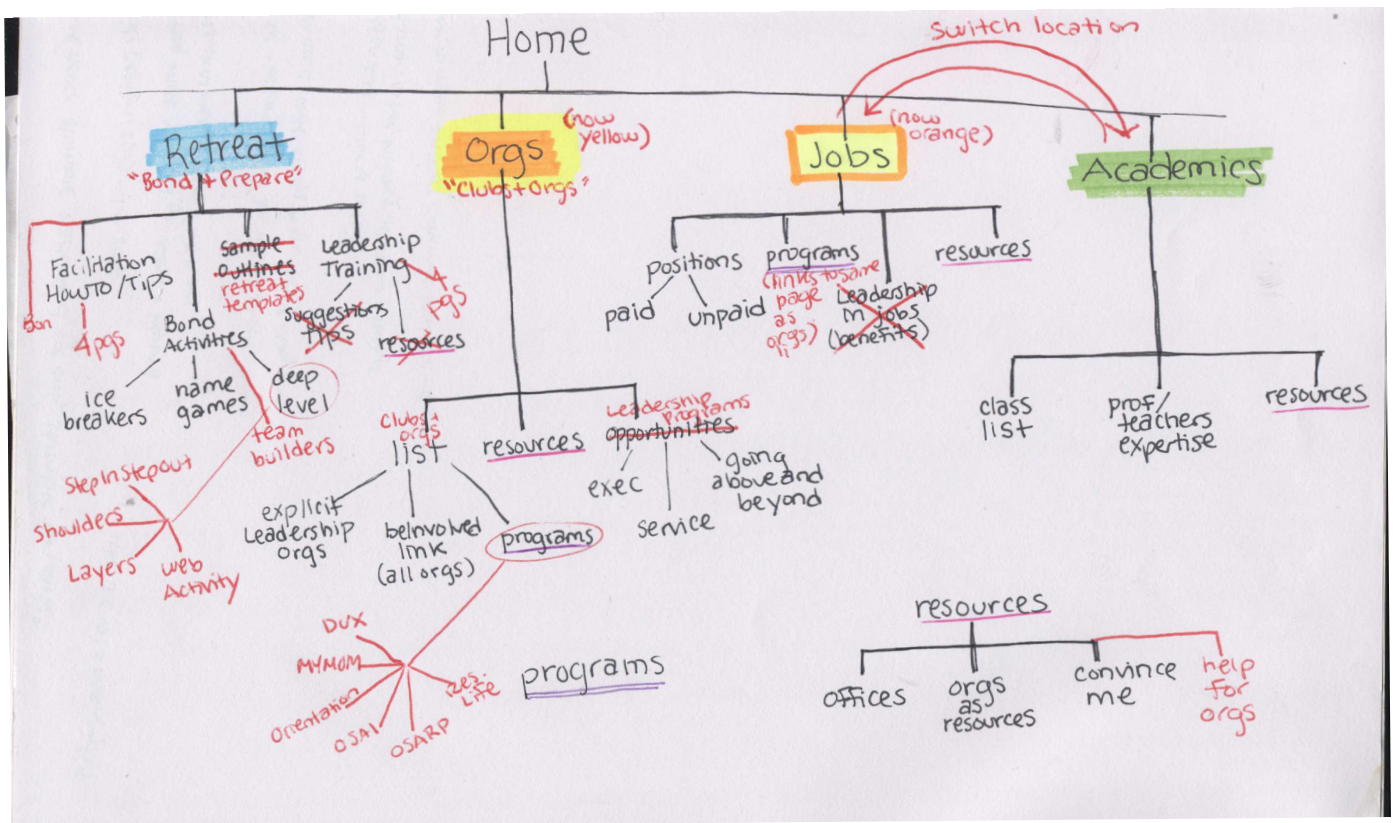
Final Product

Mobile Version



Final Product

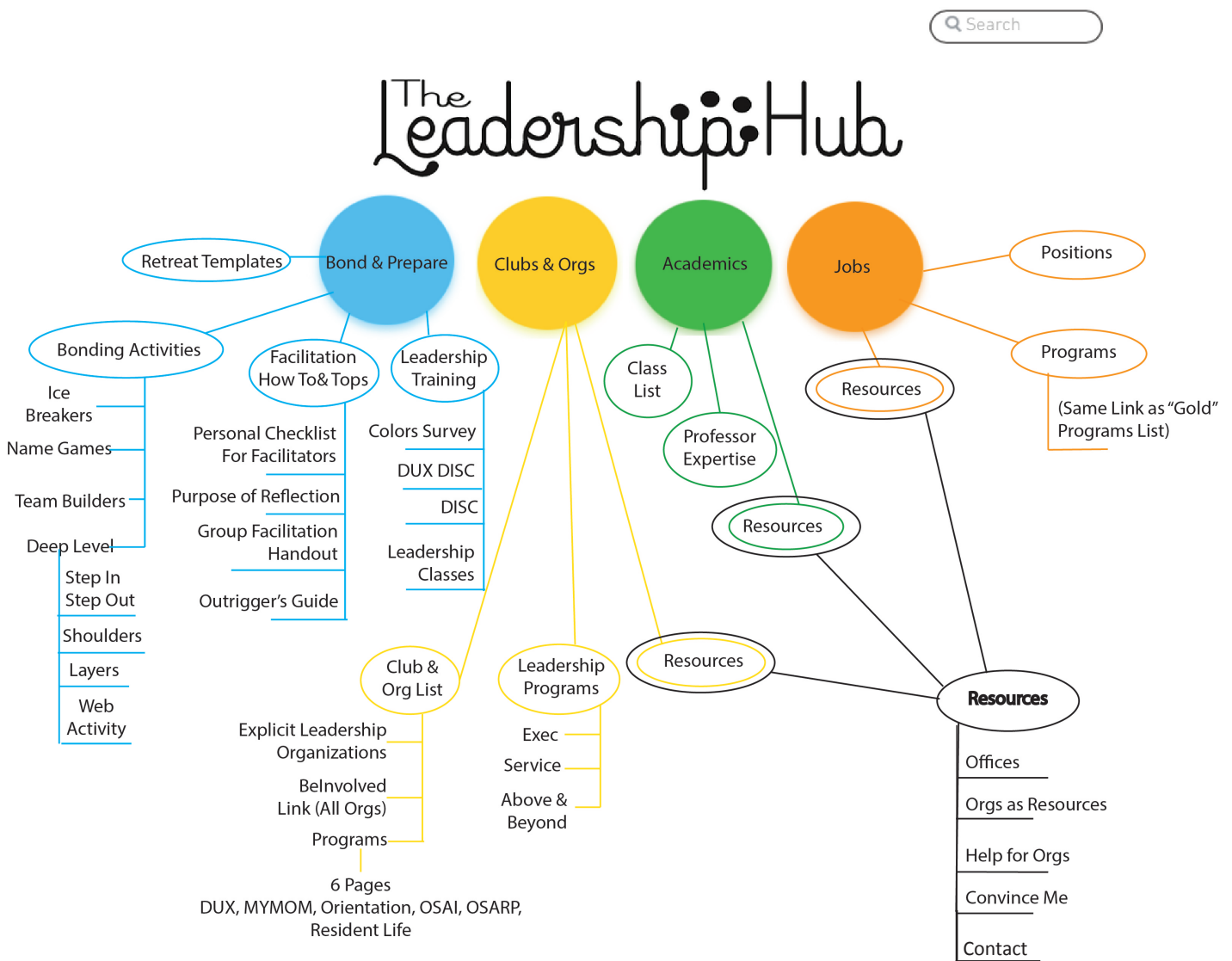
Below is the edited sketch of the wire frame as the site morphed throughout development. The red are the edited sections while the black is the original sketch.



PROCESS

Final Product

Final Website Wire Frame created in *Adobe Illustrator*.



THEME & STRATEGY

The ultimate mission of the “Leadership Hub” is to provide a resource for all things related to leadership at *James Madison University*. The website itself was designed with the primary audience of *JMU* full-time students in mind, but can be utilized by any audience that finds the materials pertinent. The aspects of the site and choices reveal the inner workings of myself as a designer and what was discovered through research from readings, the focus group, in-depth interviews and discussions with my adviser who has advanced knowledge in design, especially for websites.

Style

Design. The overall website is designed to be simple, clean and bright. It is meant to be a website that the user will spend enough time on to find their information, but not need to browse for long periods of time. It is meant to be specific and to the point which is established through simple language, bright colors and simple design of circles and lines (Buley, 2013). This approach conveys the idea of leadership through color choice, the idea of professionalism through simplicity, the idea of younger audiences/social media through color and shape choice and will establish the unique attitude through a style that is polar opposite from any other *JMU* site or *JMU* sponsored site.

Images. There is barely, if practically no, imagery on the website. This design choice was made to keep the site to the bare essentials just like the material. When testing different design choices, images always seemed to visually clutter the pages, where the true “imagery” ended up coming from the circles themselves. This design choice was reinforced by the focus group’s approval (Focus Group, 2015).

Hierarchy. There is a visual hierarchy set-up between pages and type. The hierarchy works to emphasize different elements, having titles/sections in the largest font and decreasing as the levels of material are filtered. The hierarchy helps provide structure to the plain pages and keeps the audience engaged with the change in size (Rosenfeld, 2006). The only consistent element is the logo/circles/search bar on the upper right hand of the page. This is done to keep a consistent element across all pages so as to keep the user aware of the site itself while filtering between the content (Rosenfeld, 2006).



Font

Throughout the entire site only three fonts were utilized to keep consistency and not overwhelm the audience. The fonts differ between the logo, titles, and written material.

The Logo font is Huruf Miranti.

Huruf Miranti font was chosen for the concept of “flow” discerned from the mind-map (Dafont.com, 2015). Since the theme of circles and continuity was chosen, the font for the logo needed to reflect those two elements. Therefore, a script font that is easy to read at smaller sizes was chosen and the dots were then incorporated into the lettering to represent the homepage. The circles in the logo also represent the notion of movement of ideas and therefore continues the push of leadership as a theme.

THE TITLES ARE IN AMATIC SC.

Amatic SC was chosen because it was the focus group’s favorite font on the drafted website (Wix, 2014 and Focus Group, 2015). At the time it was only utilized on the “Resources” page, but because of such positive feedback it was decided to expand the font choice throughout the website (Focus Group, 2015). When the participants saw this font they all exclaimed it was their favorite because it gave information in a “fun way” (Focus Group, 2015). It also represents a more childish font which relates back to the primary audience.

The text is in DIN Next Light

The text is in the Wix default type of DIN Next Light, which is very similar to Calibri (Wix, 2014). This font was chosen because it is a clean sans serif font that is easy to read and suggests professionalism unlike the two other fonts.



THEME & STRATEGY

Tone of Voice

The tone of voice for the sight will be casual and informative. The lingo is to the point, simple, using minimal words and space (Halvorson, 2012). It is also written in casual language, something that mirrors the audience's psychographics, which was then reinforced by the focus group (Focus Group, 2015).

Medium Choice - WIX

To create the website, Wix was chosen. Wix was chosen based on suggestion from the adviser, ability to create a free website, the amount of user control, the features it can offer, customizable properties, and the ability to simultaneously create a mobile site along with a desktop based version - which reflects the lifestyle of the primary audience (Strategic Business Insights, 2009-2015).



CONCLUSION

Overall, I firmly believe I have created a viable product that would greatly benefit the primary and secondary audience of *JMU*. Although the process was tedious, time-consuming, intense and rigorous, I have learned so much more about design, website creation, conducting research, time management and the creative process than I ever thought possible.

Future Applications

Ideally this website can be a skeletal structure for something even bigger at *JMU*. As it stands the website is not complete resource, but it provides the design, organization and initial means to become something even greater by filling in more information. It is designed with the primary audience of “The Students” in mind and can be further adapted with greater research and input about more extensive audiences. The survey was approved by the IRB, which means it is up to protocol and could be utilized again to extend the study for a greater breadth of research. The research such as the focus group and in-depth interviews can be utilized as base principles in developing more research into student needs around other “hub” concepts.

Link to the Live Website: <http://michellehealey1992.wix.com/leadership-hub>





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ANNOTATED BIBLIOGRAPHY

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Airey, D. (2015). *Logo design love: A guide to creating iconic brand identities* (2nd ed.). San Francisco, CA: New Riders.

This source was an online book utilized through the JMU Library and Safari Books - it houses information on design, design concepts, how to create images, brain-storming techniques and more that helped create the website and logo design

Brown, L. M. (2001). Leading leadership development in universities: A personal story. *Journal of Management Inquiry*.

This article provided insight into the concept of leadership development at universities - the programs involved, the switch between management and leadership initiatives, and the idea to involve administration and students in the process of change toward more leadership integration on college campuses.

Buley, L. (2013). *The user experience team of one: A research and design survival guide*. Retrieved from http://proquestcombo.safaribooksonline.com/book/software-engineering-and-development/9781457102950/chapter-1-ux-101/ch01lev1sec01_html

This online book provides information on website user ability and design in relation to how people use the web.

Burton, T. I. (2014, January 22). Why are american colleges obsessed with 'leadership'? *The Atlantic*.

This source discusses leadership in relation to college admissions processes and value systems.

Dukeman, A., Gamble, B., Wagner, D., Presuhn, M., & Jezior, C. (2015, March 20). [Personal interview by the author].

Focus Group conducted by Michelle Healey on March 20th, 2015 at 12pm in Harrison 0104. There is also a video recording, collected paper of participant notes, and researcher notes from the focus group.



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Dux Center. (2014). Programs/Resources. Retrieved from Dux Center website:

<http://info.jmu.edu/dux/programs/>

The Dux Center is a large leadership center at James Madison University. Their site provides some, but not all, of the leadership opportunities on campus.

Dux Center. (2014, September 26). Dux Center. Retrieved 2015, from <http://info.jmu.edu/dux/>

These webpages are within the new "Madison Union" website for JMU. The Dux Center is a Leadership center for JMU students. The information is outdated, but it is beneficial for current offerings and services.

Edison Research, & Triton Digital. (2014). *The infinite dial* [PDF]. Retrieved from

<http://www.edisonresearch.com/wp-content/uploads/2014/03/The-Infinite-Dial-2014-from-Edison-Research-and-Triton-Digital.pdf>

Provides information in regard to media consumption, especially for segment 1

Fink, A. (2013). *How to conduct surveys : a step-by-step guide* (5th ed.). Thousand Oaks, CA: SAGE.

This source provided insight into creating the survey.

Fleming, H. (2014, November 10). [Personal interview by the author].

Hailey is the President of AITP, a business professional organization. She expressed interest in the website to work on membership retention within the entire organization and leadership development of her Executive Board.

[Font selection website for free use]. (2015). Retrieved from <http://Dafont.com>

Provided Huruf Miranti font for the logo. It was selected as a free font to download.

Garrett, J. J. (2010). *The Elements of User Experience: The elements of user experience, second edition:*

User-centered design for the web and beyond (2nd ed.). Retrieved from <http://proquestcombo.safaribooksonline.com/book/web-design-and-development/9780321688651>

This online book discusses the importance of web design in relation to the user.



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<http://proquestcombo.safaribooksonline.com/book/sales-and-marketing/9780749468644>

This online book discusses utilizing marketing techniques and applying them to web design.

Halvorson, K., & Rach, M. (2012). *Content strategy for the web* (2nd ed.). Retrieved from

<http://proquestcombo.safaribooksonline.com/book/web-design-and-development/9780132883269>

This online book discusses how to create content for the web and make it work for the user.

Hansen, T. (2014, October 21). [Personal interview by the author].

Tyler is a member of the geology club. He sees the website concept as very beneficial to incorporate leadership development among the Executive members and bonding among the group as a whole.

Healey, M. (2015). *Leadership Hub survey*. Unpublished raw data, James Madison University, Harrisonburg, VA.

This is the citation for the survey I conducted. IRB approval No. 15-0351

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<https://www.jmu.edu/about/administration.shtml>

Webpage of JMU Website specifically about JMU Administration.

James Madison University. (2015). Just the facts. Retrieved February, 2015, from

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This webpage on the JMU website provides statistical information regarding the University. Primary source for statistics and general university information.



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James Madison University Academic Departments. (2014). Academic policy and curriculum

development. Retrieved from James Madison University website:

<http://www.jmu.edu/catalog/index.shtml>

This section of the JMU website provides the most updated course catalogs as reference for leadership and personal development classes available.

JMU Office of Student Activities and Involvement, & James Madison University. (2015). BeInvolved.

Retrieved 2015, from <https://beinvolved.jmu.edu/Events>

JMU's "BeInvolved," the JMU student organization online portal. Has information about all current JMU registered organizations, how to get involved and campus-wide organization events.

Leadership training tutorials and articles. (n.d.). Defining leadership. Retrieved March 19, 2015, from

http://leadershiptrainingtutorials.com/index.php?q=Why_is_Leadership_so_Important#.VQuR5kvocpE

Helpful information on general leadership and the importance of it

Mazur, T. C. (2014). Information Technology. Retrieved from Santa Clara University website:

<http://www.scu.edu/ethics/publications/iie/v6n1/homepage.html>

The scholarly article is on access to information written by a member of the Markkula Center for Applied Ethics at Santa Clara University.

Nielsen. (2014, July 1). Smartphones: So many apps, so much time. Retrieved 2015, from

<http://www.nielsen.com/us/en/insights/news/2014/smartphones-so-many-apps--so-much-time.html>

Provides information on social media usage for segment 1 target audience

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summary [PDF]. Retrieved from <http://www.jmu.edu/instresrch/notes/Vol24no2.pdf>

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This section of the JMU website provides information on on-campus housing and first year information

Office of Student Activities and Involvements. (2014). Leadership programs. Retrieved from Student Activities and Involvement website: <http://info.jmu.edu/studentactivities/leadership-programs/>

Office of Student Activities and Involvement has a section on their website for "Leadership Programs." Although not all Leadership programs are listed here, it provides a nice percentage of the total.

Pinterest (Ed.). (2015). Pinterest. Retrieved from <https://www.pinterest.com>

Pinterest is a social media platform to share and collect images. It was utilized to store visual research.

Priest, S. H. (2010). *Doing media research : an introduction* (2nd ed.). Los Angeles, CA: SAGE.

This source provided insight into creating the survey.

Rosenfeld, L., & Morville, P. (2006). *Information architecture for the world wide web* (3rd ed.).

Retrieved from <http://proquestcombo.safaribooksonline.com/book/web-development/0596527349>

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These are the webpages within the JMU website that provide information on the Strategic Leadership Ph.D program.

State Council for Higher Education in Virginia (SCHEV). (2014). [James Madison University].

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<https://truecolorsintl.com>

True Colors International is the creator and owner of the "True Colors" of Leadership program. This website provided inside information about the colors and how to utilize them as a leadership tool.

U.S. News & World Report. (2013). James Madison University - student life. Retrieved 2015, from

<http://colleges.usnews.rankingsandreviews.com/best-colleges/jmu-3721/student-life>

Great resource with organized statistics in regard to JMU information not necessarily found on the website.

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This website provided information about Virginia Commonwealth University (VCU) for the "competition" portion of the situational analysis.

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This website provided insight into the leadership opportunities and values utilized by Virginia Tech for research on "competition."



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This book aided in the concept of leadership section and with creating the topics for the website.

The book brought about the idea that leadership is involved in all aspects of life, but can be easily rendered within the softer-side (bonding and relationship building), positions while working with collaborators, and academics through tangible skills or explicit classes.

Wix. (2014). Create your own website for free. Retrieved from Wix website:

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Wix will be utilized to create the website. It allows for free website creation with ultimate customization.

APPENDIXES



APPENDIX A

Focus Group Facilitation

FOCUS GROUP FACILITATION

Set-Up:

- Consent Form and Pen at each seat
- Computer on and logged on to the website homepage
- Camera set-up to see all five participants, but not the researcher

Participant Welcome:

- Thank you all for coming today!
- Sign and pass up consent form
- Refresh on the top right
- pass out scratch paper for notes

Facilitation:

- Take 15 minutes to go through, play with site - write down any flaws/suggestions/navigation concerns/general thoughts as you explore, things you like and dislike

Conversation:

- I will not take offense, the whole point of this is to edit it in every way necessary, taking notes as speak
- Come back open discussion on a few points for 30 minutes and bounce off ideas
- take notes and ask follow-up questions as necessary

Conclusion:

- Thank everyone for coming and participating
- collect scrap papers, turn off camera, clean room



APPENDIX B

Survey Questions

TO START: Click continue at the bottom of the page
******* By completing this survey you agree to the below consent form.

Consent to Participate in Research

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by Michelle Healey from James Madison University. The purpose of this study is to gather information in regards to website usability. Usability is defined as how individuals within the target audience use the Internet and how they may use the prototype website currently being built. This information will also provide edits and insight into making the website more user-friendly in regard to usability. This study will contribute to the researcher's completion of her Honors Senior Thesis.

Research Procedures

Should you decide to participate in this research study, you will be asked to sign this consent form once all your questions have been answered to your satisfaction. This study consists of a survey that will be administered to individual participants via a Qualtrics survey. You will be asked to provide answers to a series of questions related to website user-ability in regards to a website based on the topic of Leadership Development. If you provide contact information, you also consent to be contacted for a follow-up interview in regard to your responses.

If follow-up questions occur, location will be on JMU Campus, location determined on convenience for participant, no additional consent form will be utilized because the survey consent form informs of possible follow-up questions, confidentiality will not be kept if participants agree to a follow-up interview because they willingly agree to provide identifiable information based on the consent form, and data will be secured on a password protected Qualtrics survey. Interviews can happen over on JMU campus, over the phone or via email depending on what works best for the participants. If the interview occurs in-person it will be up to the participant if they are want to allow for audio or visual recording, but regardless notes by the researcher will be recorded. The interview questions will be based on the survey, essentially "please elaborate" in regard to survey responses and participants may be asked to view the built site and comment on it (depending on the stage of the site building process).

Time Required

Participation in this study will require 15 minutes of your time. Possible follow-up interviews will be a minimum of 15 minutes and a maximum of one hour.

Risks

The investigator does not perceive more than minimal risks from your involvement in this study (that is, no risks beyond the risks associated with everyday life).

Benefits

Potential benefits from participation in this study come from the study as a whole since the data will be utilized to design a website based on student/target audience responses.

Confidentiality

The results of this research will be presented at the Honors Thesis presentation. The results of this project will be coded in such a way that the respondent's identity will not be attached to the final form of this study. The researcher retains the right to use and publish non-identifiable data. While individual responses are confidential, aggregate data will be presented representing averages or generalizations about the responses as a whole. All data will be stored in a secure location accessible only to the researcher. If participants also complete a follow-up interview, their identity may be utilized at the presentation, unless asked not to be named. Upon completion of the study, all information that matches up individual respondents with their answers will be destroyed.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Michelle Healey SMAD and Honors Program James Madison University healeyme@dukes.jmu.edu dealsc@jmu.edu	Sabrina Deal SMAD James Madison University Telephone: (540)-568-3675
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Questions about Your Rights as a Research Subject

Dr. David Cockley
Chair, Institutional Review Board
James Madison University
(540) 568-2834
cocklede@jmu.edu

Giving of Consent

I have read this consent form and I understand what is being requested of me as a participant in this study. I freely consent to participate. I have been given satisfactory answers to my questions. The investigator provided me with a copy of this form. I certify that I am at least 18 years of age.

******* By completing this survey you agree to the above consent form.

>>

APPENDIX B

Survey Questions

Your Internet Usage

Which device do you use primarily to access the internet? (Check all that apply)

- Desktop
- Laptop
- Smart Phone
- Public Computer
- Tablet
- Other
 //

What Web Browsers do you use most often? (Check all that apply)

- Safari
- Internet Explorer
- Firefox
- Google Chrome
- Other
 //

What do you use the internet for? (Check all that apply)

- Social Media
- Research
- Entertainment
- Music
- Email
- Shopping/Purchases
- Storage
- Other
 //



APPENDIX B

Survey Questions

How many times a day do you use the internet?

- Less than 1 hour
- 1-2 hours
- 3-4 hours
- 5-6 hours
- 7-8 hours
- 9+ hours

How many times a day do you use the internet for research?

- Less than 1 hour
- 1-2 hours
- 3-4 hours
- 5-6 hours
- 7-8 hours
- 9+ hours

When using the internet, how do you find what you are researching for? (Check all that apply)

- Search Engines (Google, Yahoo, Bing, Ask Jeeves, etc.)
- JMU Library Website
- Social Media
- Database (JSTOR, etc.)
- Other

>>

APPENDIX B

Survey Questions

In regards to JMU, what do you frequently research online? (Check all that apply)

- Class Assignments
- Organizations
- Personal Questions
- Sports
- JMU policies
- Student Services
- Academic Departmental Questions
- Academic/Bus Schedules
- Campus Jobs
- Other

Leadership Content

This questionnaire is being utilized to determine student and faculty usage of websites in order to design a site about Leadership Development at JMU.

Do you find Leadership opportunities valuable?

- Yes
- Maybe
- No
- * Don't Know

List three words to define "Leadership"

List three opportunities of "Leadership at JMU"

>>



APPENDIX B

Survey Questions

How important is Leadership to your campus involvements:

1 2 3 4 5 6 7

Not Important | | Very Important

How important is Leadership to your personal development:

1 2 3 4 5 6 7

Not Important | | Very Important

How important is Leadership to your personal development:

1 2 3 4 5 6 7

Not Important | | Very Important

How important is Leadership to your career goals:

1 2 3 4 5 6 7

Not Important | | Very Important

How important is Leadership to your professional development:

1 2 3 4 5 6 7

Not Important | | Very Important

>>

APPENDIX B

Survey Questions

To your knowledge is there an all-inclusive place to find Leadership information at JMU?

- Yes
- Maybe
- No
- * Don't Know

What would be most beneficial on a JMU Leadership Website? (Check all that apply)

- Facilitation Guides
- Retreat/Bonding Materials
- Academics/Leadership Classes
- Leadership Programs
- Leadership Positions/Jobs
- Leadership Clubs/Organizations
- Leadership Opportunities
- Calendar of Events
- Simple Connections to JMU Resources
- Other
 //

What topics would the above offerings be most helpful for? (Check all that apply)

- Organizational Development
- Professional Development
- Resume/Career Development
- Personal Development
- Leadership Development
- Academic/Program Development
- Other
 //



APPENDIX B

Survey Questions

Would you utilize this website or any of the above offerings?

- Yes
- Maybe
- No
- × Don't Know

Demographics

It is completely voluntary to provide identifiable demographic information, but the information (such as organizations/jobs) will be helpful for the researcher in analyzing the previous information.

Your information provided will be kept on a password protected drive and only accessible by the researcher. The demographic information will not be used in an identifiable way unless permission is granted by providing a name and email.

Name

Email

Gender

- Male
- Female
- Other

Ethnicity

>>



APPENDIX B

Survey Questions

Age

- 18-20 years old
- 21-24 years old
- 25-30 years old
- 30-40 years old
- 40-50 years old
- 50-60 years old
- 60+ years old

List all JMU Organizational Involvements

List all current/past campus jobs or positions

JMU Affiliation

- Student
- Faculty/Staff
- Other

