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### **Back to the Basics: Building a Leadership Development Program for Students**

Demario L. Watts

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# **Consultancy Project Executive Summary**

Organization: Gardner-Webb University School of Education

Project Title: **BACK TO THE BASICS: BUILDING A LEADERSHIP  
DEVELOPMENT PROGRAM FOR STUDENTS**

Candidate: Demario L. Watts

Consultancy Coach: Jeffrey Hamilton, Ed.D.

Defense Date: November 06, 2019

Authorized by: Roberta Bigger/Vice President of Student Affairs  
Matthew Hammett/Assistant Dean of Students

### **Amendment History**

<u>Version</u>	<u>Issue Date</u>	<u>Changes</u>
Version #1	09/15/2019	Initial version.
Version #2	10/15/2019	Second edited version.
Version #3	11/11/2019	Third edited version.
Version #4	11/14/2019	Fourth edited version.

## Approval

This consultancy project was submitted by Demario L. Watts under the direction of the persons listed below. It was submitted to Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Dr. Jeffery Hamilton, Faculty Advisor  
Gardner-Webb University

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Date

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Roberta Bigger, Site Advisor  
Vice President of Student Affairs

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Matthew Hammett, Site Advisor  
Assistant Dean of Students

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Date

## **Acknowledgements**

I want to start by saying that I am grateful for this doctoral experience. Over the last 3 years, I have gained new friendships and knowledge that have impacted me in many ways. I hope to continue to apply the skills I have learned and use them as I work with my colleagues and students within higher education.

This journey had many different moments throughout; and without the continued guidance and support of many people, I could not have completed this program or this project. First and for most, I would like to thank God for answering my many prayers throughout the process. Second, I would like to thank my wonderful wife Lauren Watts; my mother Donna Watts; my sister Whitney Watts; my two nieces; and my entire Watts, Owens, Brown, Laurer, Cole family. I could not have done this without my best friends Trey Brown and Jalysa Green. Thank you to my work family at Wofford College, including Dean Roberta Bigger, Dean Matthew Hammett, Dean Brian Lemere, Dean Amy Lancaster, Amanda Estabrook, James Stukes, Dr. Tasha Smith-Tyus, Allen Lollis, Rhett Sapough, Nadia Glover, Alexa Riley, and many more who continued to push me and grant me grace throughout this time. I would like to thank my work family at Lander University for allowing me to take the time and energy to complete my last few classes and finish this summary. Last, thank you to the members of my cohort, Tammy Bass, Razan Almad, Carmen Butler, Mary Ann Foxx, and Rebecca Turner Gladman as well as Dr. Jeffrey Hamilton, Dr. Jeffrey Penley, Dr. John Balls, and all the professors we had over the last 3 years. There is no way I could have completed this program without each of the people listed and my amazing students. Thank you for allowing me this opportunity and for being such a big part of the experience.

## **Abstract**

BACK TO THE BASICS: BUILDING A LEADERSHIP DEVELOPMENT PROGRAM FOR STUDENTS. Watts, Demario, L. 2019: Consultancy Project, Gardner-Webb University.

All higher education institutions have wonderful student leaders on their campuses. Institutions spend several thousands of dollars on students, and students spend several thousands of dollars on their student experience. During their student experience, students are able to participate in many different student organizations, where they may have an opportunity to become a leader within the organization. Each position comes with a level of responsibility and risk. As educators, it is our job to ensure that each student has a great experience and gains the basic understanding of what it means to be a student leader and a leader after graduation. While funds continue to be tight in many institutions, we need to equip our student leaders with the knowledge and skills to become successful and effective leaders within their student organizations and in careers after college. Many employers are expecting higher education institutions to prepare their students for a global society. The purpose of this consultancy project was to gain feedback and provide recommendations to begin building a basic structure for leadership development at Wofford College.

*Keywords:* leadership, students, development, student experience

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## **1 Introduction**

### **1.1 Project Purpose**

The Office of Diversity and Inclusion (ODI) provides a unique opportunity for faculty, staff, and specifically students. Currently, the mission for ODI is,

Wofford recognizes diversity as a vital component of a high-quality education. It is the goal of our office to provide students with opportunities to embrace difference and learn to appreciate the civil discourse that can occur between individuals willing to share their experiences and beliefs regardless of race, class, religion, sexual orientation, gender or physical disability. (Diversity & Inclusion, n.d., para. 1)

Leadership development programs are currently a part of the ODI as well. Wofford has over 100 student organizations and leaders on its campus. Students are continuously looking for options to be able to grow and learn as well as keep their organizations sustainable. Wofford has a number of events, programs, and diversity education programs it does each month throughout the academic year.

The ODI at Wofford College has definitely grown over the years, but there are still a number of challenges that affect its campus. The goal for Wofford is to prepare its students for a global society (Wofford College Mission, n.d.). Leadership development will need to start from the beginning. The goal would be to create a survey and gain feedback from current student leaders and participants in student organizations. Wofford has a number of skilled leaders; but giving the students an opportunity to gain more skills in service, character, and leadership would be the next step. It will be best to modify and establish new signature programs. There is also a need to train students how to run effective organizations, so they remain sustainable after the leader has passed the reins on to another person.

The benefit of creating and establishing a strategic plan for leadership development is a way to track the success of the office and its programs among the campus. Creating recommendations will help in making sure Wofford is meeting the needs of its students. Establishing new programs and signature events will bring constant stability to the office, and students will be able to establish consistency. Last, leadership development will be able to offer more opportunities for students to grow and develop to use the skills to become change agents in the global society.

### **1.2 Associated Documents**

See Appendices.

### **1.3 Project Plan Maintenance**

The doctoral student had various meetings throughout the process with both the Vice President for Student Affairs and the Assistant Dean of Students to discuss the process and what changes would occur. Once the Vice President of Student Affairs and the doctoral student discussed the budget and confirmed that there would not be additional funds at this time, the doctoral student made the necessary changes to the process and created a proposal that can be presented to the President by the Vice President of Student Affairs at the completion of the feedback period and entire process. Each milestone was assessed by Dr. Jeffrey Hamilton. The doctoral student had full autonomy throughout the process because it was in line with his normal job functions.

## 2 Project Scope

### 2.1 Outline of Partnering Organization's Objectives

#### 2.1.1 Objectives

- Establishing leadership development programming for students
- Establishing leadership development training for students and particularly for student leaders
- Understand student needs for leadership development
- Invest in diversity education, leadership, and programming in alignment with the College's 2014 Strategic Plan

#### 2.1.2 Success Criteria

Wofford College's success as a result of this project was measured as it changed over time. The proposal shined attention on the specific needs of the students and had recommendations on what could be implemented. One recommendation highlighted creating a team that would oversee leadership development for students.

#### 2.1.3 Risks

The specific risks related to this project include, but are not limited to, the budget restraints to provide for specific programming and events; the lack of funding for providing a full-time staff member to oversee leadership development initiatives; and the lack of partnerships. The proposal and project addressed some of the risks but also had a few recommendations and possible solutions to migrate the risk and provided students options.

### 2.2 Outline of Student's Objectives

#### 2.2.1 Objectives

**Goal 1:** Learn about the experiences and needs of students regarding student leadership development.

**Objective 1:** Create and disseminate a survey for students to determine needs.

**Objective 2:** Build a focus group around organizational leadership and development.

**Objective 3:** Review the feedback and establish a vision statement for leadership development.

**Objective 4:** Create a strategic plan for leadership development.

**Goal 2:** Provide proposed recommendations on current or future initiatives regarding leadership development based on the feedback provided.

**Objective 1:** Determine the traditional programs for leadership development.

**Objective 2:** Create proposed recommendations for new initiatives regarding leadership development based on feedback from both students and administrators.

**Goal 3:** Create a proposed communication plan for the campus.

**Objective 1:** Provide proposed strategies on how to communicate and build outreach to the campus community.

### 2.2.2 Success Criteria

The project was based on receiving feedback, which was accomplished. The qualitative feedback gave patterns between students and administration regarding thoughts on leadership development for students on campus. The assessment gave specifics that assisted the consultant to make recommendations on improvements for growth and expansion of student leadership development.

### 2.2.3 Risks

The major risk related to the project was a time commitment. The project was a part of the doctoral student's job duties. Working within higher education, specifically Student Affairs, one is working in many different facets and supports a number of people within the campus community. The doctoral student started the new position, but because of the nature of his position, one portion needed more attention during the time of this project. Other risks included additional time with supervisors since they and the doctoral student had many other events and crises that occurred where immediate attention was needed to meet specific needs. Last, the lack of budget and support staff was also a risk as well as leadership development departmental structure.

## 2.3 Definitive Scope Statement

Diversity and inclusion and leadership development are both essential to any college student's experience. Through awareness and skill-building, students are able to apply those competencies to their next stages of life beyond college. The goal of a higher education institution is to provide students with the tools to equip them to go beyond their graduation. The tools will enable students to be successful and knowledgeable. Leadership development gives additional resources to those who are currently student leaders and those who would like to become student leaders. The main concept of becoming a leader is gaining insight into one's own leadership and becoming aware of our own strengths and areas of improvement and how to use those and other strengths collectively to run an effective organization. Giles (2016) listed leadership competencies but grouped the competencies into "five themes (strong ethics and safety, self-organizing, efficient learning, nurtures growth and connection and belonging)"

(para. 1). These themes are the most important skills that institutions, especially Wofford, could offer its students for their organizations and roles they take on after their college experience.

### **3 Deliverables**

#### **3.1 To Partnering Organization**

- Served as a resource to the Office of Student Affairs regarding student leadership development
- Created an assessment to be used to interview students and administrators regarding leadership development
- Submitted proposal to the site supervisors

#### **3.2 From Student**

- Provided an assessment to students and administrators through interviewing
- Developed a proposal of recommendations regarding the feedback

## 4 Project Approach

### 4.1 Project Lifecycle Processes

Wofford College ODI, which was an office within the Division of Campus Life and Student Development supported this project. Wofford College gave the consultant the autonomy to complete the research and gain feedback through on-campus systems. The division gave the consultant additional help through a student intern to help with collecting data. Leadership development fell within the ODI. This project was guided by gaining direct feedback from the campus community regarding leadership development. Students had specific needs and concerns that needed to be addressed, and the consultant created an assessment to determine what those needs were. The project was focused on the assessment, and a proposal of recommendations was submitted to help and guide the current leadership within the division. The site supervisors will determine the upcoming needs and if any of the recommendations will move forward.

### 4.2 Project Management Processes

Project	Constituents	Objectives	Deliverables
Phase I	Consultant, Site Supervisors, Intern, Students, Administrators	1. Developed a survey and focus groups to gain feedback regarding leadership development for students.	1. Created the survey with specific questions. 2. Developed questions and schedule interviews with student groups and administrators.
Phase II	Consultant, Intern	1. Analyzed the data and results.	1. Reviewed the results and researched other institutions to gain insight of leadership initiatives based on feedback.
Phase III	Consultant	1. Determined recommendations based on feedback and research.	1. Developed a strategic plan with recommendations and a vision statement for review.
Phase IV	Site Supervisors, Administration	1. Determined which recommendation, if any, to begin.	2. Provided the site supervisors with this report to determine next steps.

### 4.3 Project Support Processes

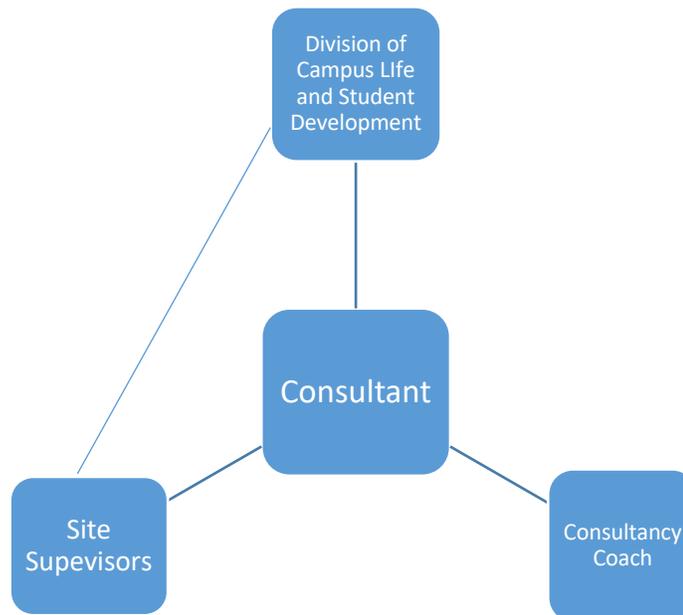
The consultant worked closely with site supervisors throughout the project with updates. The consultant had the autonomy to run the project as he saw fit and was able to give feedback towards the end. During this process, the consultant switched institutions but was able to complete the project with the support of the site supervisors. The consultant also worked with the consultancy coach who provided regular feedback on the progress of the project.

### 4.4 Organization

#### 4.4.1 Project Team

This project did not have a formal organization structure. The consultant worked independently throughout the duration. The site supervisors were there for guidance and feedback throughout the project when needed. The ODI provided student interns who were helpful through Phases II and III of the project.

#### 4.4.2 Mapping Between Wofford College and Student



## 5 Communications Plan

Communication Goals:

- Administration and division informed of the project, timeline, and needs
- Allowed places for students and staff to provide feedback
- The campus community should be engaged as the program is created

<b>Stakeholder</b>	<b>Message</b>	<b>Communicator</b>	<b>Schedule</b>	<b>Delivery</b>	<b>Status</b>
Project Supervisor	Project Update	Consultant	Monthly	Email	In Progress
Project Supervisor	Project Overview and Feedback Review	Consultant	End of Semester	One-on-One	Completed
Project Supervisor	Vision Statement	Consultant	Various	One-on-One	In progress
Project Supervisor	Budget Updates	Consultant	Various	Email	Pending
Students	Leadership Development Updates (Focus Groups)	Consultant/Student Worker	Weekly	One-on-One	Completed
Project Supervisor	Approvals for Strategic Plan	Consultant	Various	One-on-One	In Progress
Campus Community	Strategic Plan	Consultant	Various	One-on-One	Not Started

## 6 Work Plan

### 6.1 Work Breakdown Structure

- a. Learned about the experiences and needs of students regarding student leadership development.
  - i. In order to accomplish this goal, the consultant created a survey and established questions that would assist in assessing the needs of students. The consultant hired two interns (one in the fall and one in the spring) to assist in gathering the data and conducting interviews. (Completion date: March 2019)
- b. Provide proposed recommendations on current or future initiatives regarding leadership development based on the feedback through the assessment.
  - i. In order to accomplish this goal, the consultant reviewed all of the data to determine that the qualitative data used gave the best insight regarding leadership development. The consultant also researched other comparable institutions in order to gain some insight for recommendations. The consultant also tasked interns to research as well. The recommendations were created based on what potentially could be started at the institution based on a small budget. (Completion date: April 2019)
- c. Create a proposed communication plan for the campus.
  - i. In order to accomplish this goal, the consultant looked back at the current communication of leadership development programs. Most program communications were through posters and email. The consultant recommended some avenues to reach students and created a strategic plan that establishes a committee to review and determine these steps. (Completion date: April 2019)

### 6.2 Resources

- See Appendix A: Interview Questions for Focus Groups
- See Appendix B: Interview Questions for Administrators

## 7 Milestones

<b>Milestone Number</b>	<b>Title</b>	<b>Forecast date</b>
1	Develop a detailed statement of purpose	23-Apr-18
2	Develop SMART goals/objectives Develop a list of deliverables/expected outputs	23-Apr-18
3	Develop scope of the project	04-May-18
4	Develop a summary of business benefits	04-May-18
5	Develop a risk assessment	04-May-18
6	Develop a summary of key assumptions	28-Jul-18
7	Develop an outline of the plan	02-Dec-18
8	Develop a preliminary budget	02-Dec-18
9	Develop a quality assurance plan	01-May-19
10	Overall performance and reflection	18-Jul-19
11	Executive Summary	15-Sept-19

## 8 Metrics and Results

Qualitative data were collected for this project. The data collected were in the form of interviews to determine the needs of students and administrators. The consultant interviewed different student groups represented on campus and six administrators that affect leadership development.

Note: IQ- Interview Question Answer

### Strategic Plan Recommendations and Results

**Goal 1:** Create an opportunity for professional leadership to lead the efforts for leadership development for students.

#### **Recommendation 1: Hire a full-time Coordinator for Leadership Development.**

Leadership development for students could benefit from a full-time, professional staff member to take the lead for the development of student leaders. The coordinator of leadership would be responsible for the program design, leadership events, and creating opportunities to grow and learn about becoming effective leaders within their organizations and in their future jobs. The focus groups mentioned having someone to keep the communication flowing and allowing students to have a point person with their questions and concerns.

#### **Recommendation 2: Create a committee or team to create, implement, and assess leadership programming and opportunities for leadership development for students at Wofford College.**

Included within Wofford's mission is to provide students with leadership skills that will prepare them for a global society (Wofford College Mission, n.d.). The consultant recommends creating and establishing a committee or team to continue examining leadership development for students. Learning the pulse of the student body can help craft what leadership development looks and feels like each academic year. The Student Leadership Development Team would be able to create learning outcomes; assess those outcomes; and based on those goals, establish new and innovative opportunities for students. The team would allow for different voices and partnerships to be created around the campus. The Student Leadership Development Team may include, but not be limited to, two student representatives, a Campus Union representative, the Director of Student Activities and Campus Life or their designee, the Director of Residence Life or their designee, the Assistant Dean of Students for Student Involvement, the Executive Director of the Space or their designee, and the Assistant Dean of Diversity and Leadership Development as the team leader.

These offices are a few that have a commitment to student leadership and have provided a range of opportunities. These partners working together can provide

leadership avenues from their various positions that will meet the needs of the students based on the specific results below.

*Few Results from Focus Groups and Interviews*

- “Assigning staff members to all student organizations – continuing to increase faculty/staff support of student organizations. Maybe once a month meeting to help with these relationships. Good leaders crave help/support/education, and those who aren’t need to be shown how much they need it.”
- “Leadership is so much of having a mentor and knowing who to pattern yourself after – providing those spaces and those people, but it’s got to be a two-way street. You can’t just assign a mentor – a mentor has to be a relationship. Making sure people can build trust to have difficult conversations, and people appreciate it so much.”
- “Trouble communicating with offices on campus. It shouldn’t go unstated the work that O-Staffers do, and sometimes the administration doesn’t see that. Are we missing contact with that department or other departments?”
- “Support from people who are figureheads: professors, people in administration.”
- “It has to be collaborative. That strategic vision is so helpful and having partnerships, faculty, and staff working well together and having the right people at the table. Mission-driven dialogue focused on students and where we’re heading as a college.”

**Goal 2:** Establish programs, events, and opportunities for students to assist in their development as leaders.

**Recommendation 3: Build and implement an annual Student Leadership Conference for students. Revise Leadership Wofford and create an organizational toolkit for student groups.**

An annual student leadership conference for students would allow students to communicate with administrators but also gain useful information for their individual organizations. During this time, students would be able to ask questions about roster verifications, learn about additional resources offered to clubs and organizations, and have an opportunity to build on skills and new knowledge. The leadership conference would allow time for networking and collaborations to begin with other organizations. The Leadership Wofford series would be a mini-conference to be held in January that would allow the administration to give updates and create short workshops on items where students need a refresher or new items that have arisen during the fall semester.

**Recommendation 4: Design and implement a leadership fellow program that includes first- and second-year students.**

The fellow program would be an opportunity for first- and second-year students to engage in becoming leaders on campus. This program would allow for practitioners and current student leaders to mentor new upcoming student leaders. The program would help students realize their leadership potential and apply the knowledge gained during their time at Wofford as well as in their future careers. The first-year students would focus on implementing strategies of becoming a leader and becoming self-aware about themselves as individuals. Second-year students would focus on team collaboration and executing a project that would help the community. The overall program goal would be to emphasize personal growth and reflection, community connection, and engagement.

**Recommendation 5: Implement a leadership speaker series.**

The leadership speaker series provides a chance for students to meet leaders outside of their normal schedule. The series would be offered in various settings and would involve leaders in the community as well as alumni who are working in various fields. The series would offer time for possible presentations and question and answer sessions and an opportunity to learn how leaders grow and build their effectiveness. The series would be authentic and would allow time for reflection from the students and leaders themselves.

**Recommendation 6: Design and implement a leadership certification program for students.**

The leadership certification program would be taught by leaders on the campus as well as professors from the college with expertise and experience. The program would be inclusive in the courses it offers as well as ensuring that there is diversity within the facilitators instructing the course. This would be similar to other certification programs where students would need to complete a specific number of courses or workshops to receive the certification. The certification can include many of the other recommendations mentioned above. The program would require students to participate fully and engage and learn about their leadership skills and talents. The certification would end with a capstone where students could research leadership theories or try to solve an issue or problem on campus.

*Few Results from Focus Groups and Interviews*

- “Support from someone above (FCA staff, faculty support, having someone to cheer you on and tell you you’re doing a good job). Someone with experience. People who have your back.”
- “Open door of communication.”
- “How to be a good supporter/what it means to be a student leader on Wofford’s campus 101, whether as a leader or as a member.”

- “Having more opportunities for student leaders to get together, know what others are going through is really good.”
- “Conference would be good too for a larger group of people.”
- “Relationship between lower and upperclassmen about clubs, how they work, to hear that when you’re a young leader.”
- “Continuing to instill non-inward focused perspective when selecting leadership team, staff into the future. That rests on sophomores in a lot of ways.”
- “There’s leadership programs – I did it my freshman year and didn’t get a whole lot out of it. Revamping Leadership Wofford, advertising these kinds of programs.”
- “Not very much diversity in leadership. Leaders all coming from the same groups of people.”
- “The fact that LW was only 1 month of my college career.”
- “I want to see us get more serious about our teaching and let students be the center of our universe. Sometimes I feel like we’ve lost track of that.”
- “Provide room for self-reflection.” (IQ)
- “Maybe a sophomore living learning community based on leadership.” (IQ)
- “Money for programming, bringing in speakers, taking students to conferences. Bringing in high-caliber speakers.” (IQ)
- “Awareness of campus-wide issues (Race, mental health, open conversations).”
- “Staffing and resources, money to provide increased amount of leadership programs to create continuity/consistency in those areas.” (IQ)
- “Student-led organization leadership at Wofford has been remarkable in our four years here, people are willing to step up to plate and do all we’ve asked and more, people stepping into leadership roles provides a lot of professional skills not normally offered to people at bigger schools, number of organizations means so many opportunities for leadership.”

- “Attracting diverse leaders, attracting the same pool of students to everything.”
- “How do we include people who feel like they missed the leadership bus?”
- “I think we have individuals – folks working in these areas – who are student-driven, have backgrounds in growth and development and care about success of our students, providing our organizations with the right tools. What works well for our student body is having individuals who care about getting better and want to maximize their time here. Help students achieve/reach goals.” (IQ)
- “We need a formal Wofford Leadership Development.” (IQ)
- “Support in professional development opportunities.” (IQ)

**Goal 3:** Campus communication of all events is key.

**Recommendation 7: Develop a marketing plan.**

The Student Leadership Development Team should create a marketing plan on how to promote events and other programs. The look and feel of the marketing must meet the overall vision and mission of Student Leadership Development. Outreach is important, and meeting the needs of the students is the most important appeal when recruiting new students. A part of this recommendation would be to include hiring student workers to help with marketing. This would include social media, website content, videos, and on-campus marketing. It is very important and vital that the information is always up to date, and having someone to continue monitoring and responding will be essential to its success.

## 9 Risks, Constraints, Assumptions

### 9.1 Risks

Establish the Content		Risk Description		Effectiveness of Controls		Evaluation
Goal	Context	Risk Source	Description	Current Control(s)	Control Rating	
<i>Learned about the experiences and needs of current students regarding Student Leadership Development.</i>	Academic calendar, staffing concerns; budgetary constraints	Not obtaining enough staff and Leadership Development was not a number one priority.	If Leadership Development was not maintained it will lead to unprepared students and student leaders not having the tools needed to lead and may result in unsustainable organizations.	Assessment tools, sample size, policies and procedures.	Medium	It is important to pursue the risk. The risk will prove to give us valuable feedback to continue making more decisions regarding resources student's needs.
<i>Provided proposed recommendations on current or future initiatives regarding leadership development based on the feedback provided.</i>	Budget constraints, staff concerns, lack of partnerships	Changed in structure and positions.	The lack of vision will lead to others not understanding the "why" of programs and events. No vision may result in no immediate feedback to be measured of events and programs.	Planning events for the academic year, current budget, overall plan and execution of the programs	Medium	The evaluation would be the likelihood that risk would occur. The risk will be gaining buy-in from students regarding the programs offered.
<i>Created a proposed communication plan for campus.</i>	Staff concerns, budget constraints, lack of assessment	Knowledge in creating a marketing plan.	Not having a communication plan leads to events and programs not being advertised to stakeholders which results in low attendance numbers and wasted funds.	Current budget, platforms to be used for social media, creative design of advertising materials	Low	The evaluation here would be to eliminate the risk source. This will occur by gaining knowledge through conferences or training opportunities for marketing and communications.

Wofford College is committed to providing students with opportunities to prepare them for a global society. The mission includes “fostering a commitment to excellence in character, performance, leadership, service to others and life-long learning” (Wofford College Mission, n.d., para. 1). Leadership is vital to the student experience, and students have chances to apply for student leader positions to gain new skills and continue to develop throughout their time at Wofford. Building and implementing a leadership development program was significant to the Student Affairs Division. This program had a number of assumptions and constraints that affect the overall program. Assumptions are issues that the consultant believes will happen, and constraints are limitations on the consultant and/or the project specifically. Below is the list of assumptions and constraints for Wofford’s Leadership Development Program.

## 9.2 Constraints

Constraints
Low budgets which in turn provided no additional resources or funding.
The need for more staff and not having enough funds or slots to add another position to the office.
The consultant was in charge of another office/department on campus and it requires 85% of the consultant’s job duties.
Students will be able to access and locate the resources. Also, student adaption to change and new policies for student organizations.
Space was limited, but it is possible to create a space for leadership development. Gaining approval from the administration may take an extended amount of time. Last, the lack of additional support staff was a constraint.
Finding the time to complete an assessment that was easily accessible for all students.
Depending on the updated changes to objectives, determine if we are able to create many programs for this academic year. It would begin going into the next academic year and gaining approval in enough time before fall 2019.

## 9.3 Assumptions

Assumptions
Wofford is committed to providing resources in regard to budget for Leadership Development Programs.
Wofford is committed to creating staff positions to support Leadership Development Programs.

The consultant will have time to complete and implement immediate programs.

The campus community will use the newly created resources.

Leadership Development will become its own separate office.

Through assessment, the stakeholders will feel the programs are beneficial to their development.

Leadership Development programs will be scheduled for all students throughout the academic year.

## 10 Financial Plan

The assumption was that the board and the Student Affairs Division will be able to give Leadership Wofford an additional \$10,000 to the amount it has currently. If the budgets are frozen, Leadership Wofford will continue with the original budget and will need to reevaluate the plan based on budget approvals. There are other ways to gain funds by partnering with other offices such as Campus Union and Student Activities.

PROJECT GOAL	Strategy/Objective	Proposed Budget	Actual Budget Used
Goal 1: <i>Learn about the experiences and needs of current students regarding student Leadership Development.</i>	Created and disseminated a survey for students to determine needs.	\$0.00	\$0.00
	Built a focus group(s) around organizational leadership and development.	\$100.00 (provide food for groups)	\$60.00
	Reviewed the feedback create a vision statement for Leadership Development.	\$0.00	\$0.00
	Created a strategic plan for Leadership Development.	\$0.00	\$0.00
Goal 2: <i>Provide proposed recommendations on current or future initiatives regarding leadership development based on the feedback provided.</i>	Determined what are the traditional programs for Leadership Development.	\$0.00	N/A
	Created proposed recommendations for new initiatives regarding Leadership Development based on feedback for students and administrators.	\$9470 (promoting events, programs, conference, and training opportunities)	N/A
Goal 3: <i>Create a proposed communication plan for campus.</i>	Developed a communication plan (how to get information out to faculty/staff and students).	\$500 (boost posts and events for external community to join if applicable)	N/A
Personal Goal: Professional Development for the staff and consultant	Find opportunities for professional development regarding leadership development.	\$3000	N/A

## 11 Quality Assurance Plan

The strategic plan was created and based on the results from the needs assessment conducted in the fall 2018 semester. Each goal was determined based on the patterns of the different voices who attended the focus groups and professional staff members who participated in individual interviews.

<i>Structured Leadership</i>			
Goal: Create an opportunity for professional leadership to lead the efforts for leadership development for students.			
Objective(s)	Strategies	Activities	Quality Check
1. Hire a full-time coordinator of Leadership Development. 2. Establish a committee from the Office of Campus Life and Student Development to assist in the overall vision of student leadership development.	1. Build and create an inclusive job-description for applicants to apply. 2. Advocate for the funds to create the position. 3. Build the committee with an intentionality member of faculty and staff who have a passion for leadership development through an application process. 4. Within the committee, have student leaders apply to be a part of the team who have a passion for leadership development through an application process.	1. Conduct a search process for the coordinator of Leadership Development. 2. Share the job posting on various higher-education sites for a diverse pool of applicants. 3. Ask a search advocate to be a part of the search committee process as well as to provide perspective on potential bias within the hiring process. 4. Advocate for funding and establish what type of position this would be. 5. The committee should begin by reviewing the qualitative data to understand student's needs or build an assessment mechanism to gain student's needs and perspectives. 6. Using the results, decided on the mission and vision for student leadership development and share that with the campus community.	1. The committee would conduct check-ins to discuss the progress of programming throughout the academic year. 2. The supervisor of the coordinator of leadership development would provide biweekly one-on-one meetings to discuss progress and resources needed to be successful. 3. The supervisor and the coordinator of leadership development would continuously view the budget and make sure available funds are present. They would be in charge of making adjustments to meet the budget availability and communicate budgetary needs. 4. The committee and the coordinator will develop evaluations that would be at each program to see if goals are met and make changes accordingly to meet student needs. 5. The committee and the coordinator will create end-of-year reports to report the community the success and improvements each academic year for accountability purposes.
<i>Opportunities for Learning and Growth</i>			
Goal: Establish programs, events, and opportunities for students to assist in their development as leaders.			
Objective(s)	Strategies	Activities	Quality Check
Create programming, networking,	1. Create and establish a student	1. Gain student input through talking tours with organizations on	1. The website would be checked on a regular basis.

<p>leadership education opportunities for all students (first year-senior) to actively participate.</p>	<p>organization toolkit.</p> <ol style="list-style-type: none"> <li>2. Establish a student leadership fellow program for first- &amp; second-year students.</li> <li>3. Establish a mentoring program with campus leaders and alumni for students.</li> <li>4. Build and implement an annual leadership conference.</li> <li>5. Create and implement a leadership speaker series or collaborate with other partners who have begun a similar program.</li> <li>6. Revise the Leadership Wofford Program.</li> <li>7. Implement a leadership certificate program for students.</li> </ol>	<p>the resources they need to be successful.</p> <ol style="list-style-type: none"> <li>2. Create a student leadership webpage and social media to communicate events and resources.</li> <li>3. Develop a budget for the specific programs and advocate for the importance of the funds to implement the programs.</li> <li>4. Create a database of student leaders and their contact information.</li> <li>5. Collaborate with other offices on the events.</li> <li>6. Review past survey's for leadership programming to determine new needs.</li> <li>7. Research other programs and their curriculum for those specific programs.</li> <li>8. Create and build a curriculum for each program (i.e. fellows, certificate program, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>2. Through the website and social media keep up with the number of visits and likes on the pages to see if engagement from the community is happening.</li> <li>3. Evaluation as mentioned above of the programs and events to understand if the goal or need was met.</li> <li>4. Program completion and retention rates would be observed quarterly throughout each academic year.</li> <li>5. Compare evaluations and data collected to year's past to determine any growth or progress on goals.</li> </ol>
<i>Communication</i>			
Goal: Communication of all events and opportunities to the campus communication is key.			
Objective(s)	Strategies	Activities	Quality Check
<p>Build a communication/ outreach plan to reach the campus community regarding leadership development events and programs offered during each academic year.</p>	<ol style="list-style-type: none"> <li>1. Create social media platforms that students are able to view.</li> <li>2. Hire a student worker to manage those social media sites.</li> <li>3. Develop a marketing plan on how to promote those events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continuously update the webpage before and after an event.</li> <li>2. Post pictures of the event so others can engage.</li> <li>3. Share the communication plan, strategic plan and other documents with the campus community.</li> <li>4. Create a calendar of events prior and post the events for others through various platforms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Document the number of people who attend programs.</li> <li>2. Document through media (pictures, videos) of the programs and engagement of the community.</li> <li>3. Evaluate the numbers and programs to see if how the community was able to receive information about the program and if there are other avenues to consider.</li> </ol>

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**Appendix A**  
***Leadership Wofford Focus Group Comprehensive Responses - Fall 2018***  
***Focus Group/Interview Questions from Student Groups***

*Note: To protect the identity of the people their names have been changed or removed.*

**What is a leader?**

- Someone who puts needs of group above personal motives, someone who makes the people around them better, one who faces adversity and helps others, selfless individual who learns to find common ground with others and helps create a path that allows them to move forward as a group, one who inspires others to seek passions
- Can be willing to say what might be uncomfortable, speak up for what's right
- Servant leadership
- One who sets an example but does so with humility to be at the same level as those around them.
- Knowing your "why?" Passion for what you're in charge of
- Sees the project/group in terms longer than their tenure - vision
- Passing baton to another leader but then still finishing well
- Recognizing that other people have strengths you may not have
- Being a team player
- Someone unafraid of challenges/mistakes, confident, effective communicator
- Someone who leads by example
- A leader is one who knows the right thing to do but continues to do it despite all adversity
- Depends on the situation - but a leader overall is someone who is capable of adapting to/responding to needs of whatever they're leading
- Provide guidance to group, sensitive and servant leadership - that's definitely shaped how I go about leading now. We're working on this together - I'm here to provide a general vision

**What is a follower?**

- Good follower is one who doesn't follow blindly but one who makes educated decisions, one who listens intently and asks pertinent questions to help develop solutions
- In order to be a leader, you have to be a follower first. You learn to lead by examples of others
- Can confidently execute what is asked of them, voice opinions
- Trusting
- Sees the importance of their role but also of other people's roles, too. No jealousy there.
- Willingness to learn/having an open mind
- Not being passive
- Doesn't blindly follow
- Persistence in the commitment you've made

- One willing to compromise
- One who is able to go with popular opinion
- Someone who equally responds to needs of situation/group. They provide more so of the support instead of the spearheading.
- Equally as important, and as a leadership quality is something innate - certain people want to be told what to do

**What motivated you to become a student leader? Or, what core values motivate you as a leader?**

- Wanting to do something for class, bravery and putting yourself out there, service, giving back and serving community, expressing gratitude, perspective of campus/Wofford
- Good avenue to talk with people, have a self-governing organization
- Servant leadership
- Working hard
- Being there for students who may not connect with really overly outgoing personalities
- Helping other students feel comfortable - something that was done for me that I should give back and benefitted from. I wanted that experience for whoever I could impact
- Addressing communication
- Being able to put vision into practice
- To be an unbiased advocate for sororities
- Honesty, fairness/justice, benefiting everyone, empathy
- I was in it for the money
- Encouraged to apply by leadership in Residence Life
- Diverse leadership team
- For me it was my mission statement: to love, reach and grow followers of Christ
- The subjects of groups and what they do
- Passion for it
- I got my first leadership position handed to me, but it's my area of interest
- To engage other people, have a space for us to talk about different topics
- Idea of supporting experience of another person in ways that are currently available, ways that aren't, making sure I'm improving someone's experience overall - especially for freshmen or people who might be new.
- Service, sensitivity to what other people are going through
- It's a ton of work and it's exhausting but it's super rewarding
- That's why we do it and why we stick around
- From understanding of where I was freshman year, I see value in being active. I hope what I'm doing will help the future and the portion of campus I lead

**What do people expect of you as a leader?**

- To be honest, truthful, doing a lot of the "grunt" work behind the scenes so that other things can function
- Available, accountable, involved, open-mindedness, trusting yourself and your judgement

- Accomplishing a job as a team
- Communicating effectively, relaying messages to organizations so everyone is on same page
- Patience with others, parents
- Hearing everyone - not just those with big personalities. Engage with every person in the group
- Being welcoming, making people feel comfortable
- Relaying information to sorority delegates well to student body
- Being fair, keeping different perspectives in mind
- A lot - to know the right answer and keep a level head
- I don't think people expect me to do the right thing all the time, but people expect me to be honest
- Organized, responsible, have everything together, lot of pressure.
- You can't do it all.
- It's also flattering that professors expect you to be super capable/have skills/abilities, but my plate is so full.
- I think I got a second plate at this point - I have a whole platter
- Professors ask a lot out of you, but it's taken a lot of learning to be able to say no to things

#### What do you expect of those you lead?

- To give honest answers, hold you accountable to what you signed up for, give back what you're putting in; spending time to do things and then having students reciprocate that participation
- Positive criticism of those in charge
- BUT not leading for the sake of others responding—that's not why you lead
- To not make us look bad by not doing what we tell them to do, asking that people attend/be present
- Willingness to try, give something a chance
- Effort, ability to step out and take advantage of what's going
- Chime in if there's a better way to do things - not blindly following
- Relaying info to sororities
- I expect respect
- Respect - that is literally all I need
- Not overstepping boundaries, support, time, responsibility, you never want to have to do everything on your own, having people in specific roles
- Hope -commitment. You can't necessarily expect that out of people. As a follower, showing up when people have meetings and trusting that the things, we're providing are going to be good and nourishing.

#### What are the specific needs of your organization?

- Providing a better means/way to speak with young delegates, providing perspective, increased initiative across the board to challenge themselves and put ideas out there and hone in on what they see themselves doing
- Making sure what we do means something to students, harder conversations (i.e. mental health, sexual assault, drug abuse), some restructuring
- Delegates should represent growing demographics, more voices around table

- LGBT and racial representation
- Not being afraid to have respectful/civil protests
- Complacency
- Money for outstanding costs
- Continuing to check up throughout semester
- Trouble communicating with offices on campus. It shouldn't go unstated the work that O-Staffers do, and sometimes the administration doesn't see that. Are we missing contact with that department or other departments?
- Giving expectations
- Lack of respect/trust for the designs and marketing of events
- Advisor
- Financial support is a big one
- Support from people who are figureheads: professors, people in administration
- Professors saying "when you do drink"...undercuts authority
- I'm not pushing the envelope on the white powers that be
- Attendance is one of the things we struggle with. Getting commitments is tough, getting people to participate.
- Money
- Support from someone above (Fellowship of Christian Athletes staff, faculty support, having someone to cheer you on and tell you you're doing a good job). Someone with experience. People who have your back.
- Needs of members: being sensitive to their time, commitments
- Enthusiasm for people to show up and be excited about what's going on - that's what lets a club last. It can be difficult to have that enthusiasm.
- People saying they're passionate but not reciprocating that through action
- It's easy as a Wofford student to play the "I'm busy" card
- Importance of participating on campus
- A professor said at other schools, organizations are stronger/healthier than at Wofford. Juniors often go abroad at Wofford, so main people driving energy in a club are away instead of on campus. Study abroad can have some negative effects on health of organization. Also, Greek Life can be detrimental to the success of other organizations because of commitment there.
- Also, lots of athletes
- If you can be passionate about a sorority/fraternity, why can't you find that passion elsewhere?
- Your social life in college is very different than high school. Even for freshmen, you find clubs (involved in more) and then fewer as you get older.

#### Where do you see your organization going?

- Continuing to have increased say in matters on campus
- Maintaining reputation of Inter-Fraternal Council at the school amidst current events in country with fraternities, upholding high standard in Greek life
- Formulating the "why" that someone would want to be on orientation staff. Focus on students
- Continuing to select great leaders at Wofford to be on staff
- Being taken as a serious thing

- Love the change of continuing to interact throughout semester - progress in how we engage throughout semester
- O-Staff has become less nepotistic (inwardly focused). Making sure people weren't on staff because they'd been on it before/were good friends.
- Continue to set precedents/yearly format in stone
- More firm higher leadership
- Unity between Panhellenic/ Inter-Fraternal Council
- Res Life is headed in a good direction because last year began to follow stricter guidelines than before
- A little worried - going abroad and I'm the one who always is making sure events/delegation happens. Waiting for something to be told to them
- Delegation/responsibility/transitions in leadership

#### How are you going to get there? What does success look like?

- Overcoming failures/roadbumps
- Seminars on hazing prevention, alcohol education, relaying messages from peers instead of someone on a stage alone
- Ongoing absence from issues like those at national level
- Steps up game to continue interaction throughout semester with rush in spring. That's super important
- Continuing to instill non-inward focused perspective when selecting leadership team, staff into the future. That rests on sophomores in a lot of ways.
- The way you promote applications for O-Staff - it's more of a diverse group than we can comprehend. You don't have to fit a certain mold.
- Not something you do
- Work towards a steady advisor/head of leadership/Greek Life organizations
- Continuity
- Changing perception of Greek life to be more positive
- Similar leadership to current Resident Directors
- Getting new members/more members. More service on campus.
- Attendance, commitment - see previous question
- Passing baton well

#### How would you describe your relationship with your advisor? How, if at all, could this relationship be improved?

- Good - constant communication
- Person A is fantastic, makes herself accessible to us, always has door open
- "Person A is one of the most honest individuals I've met"
- Person B - Pretty good, works well with us and we like him a lot, comes to meetings
- She makes herself available. Willing to make personal relationships
- Idea that people have that she may play favorites
- Advocate, communication with faculty/staff
- Having to compensate now for lack of advisor (have an area advisor responsible for many schools)
- Affirmation/encouragement from advisor is key
- My Resident Directors cares about me

- It's a good, honest relationship. Improve it by making sure that people continue to communicate well and without delay
- My Resident Director doesn't push the envelope - doesn't go above and beyond but let's Resident Assistants know he is a resource. Courtesy is important.
- I don't get a lot of support from advisor, but I've been told there's an expectation from student leaders to update advisors on what's going on but it's also on the advisor to check in on the organization. Past leaders taking in younger students to meetings to pass on leadership well/make it less scary.
- I don't get a lot of support but that could be because I don't ask

**What, in your mind, is working well with leadership development at Wofford?**

- Asking the right questions, desire to adapt/adjust/improve, good speakers
- Student-led organization leadership at Wofford has been remarkable in our four years here, people are willing to step up to plate and do all we've asked and more, people stepping into leadership roles provides a lot of professional skills not normally offered to people at bigger schools, number of organizations means so many opportunities for leadership
- Look at the leaders who graduate from Wofford and see what they're doing
- College/faculty/administration investing in students
- Providing opportunities for growth and leadership
- The people who choose to commit to get a lot from it
- Awareness of campus-wide issues (Race, mental health, open conversations)
- Diverse leaders, plenty of chances to lead
- Resident Assistant training is thorough, feel well equipped for job
- Everyone else in Marsh was brand new, I was able to role model position of Resident Assistant
- A lot of schools put a lot of restrictions on clubs, but Wofford doesn't really have that. We have liberty to create clubs

**What do you see as the needs for leadership development at Wofford, or in what areas do you believe Wofford could improve leadership development?**

- Attracting diverse leaders, attracting the same pool of students to everything
- How do we reach students who want to be involved but currently aren't?
- How do we include people who feel like they missed the leadership bus?
- Talking to other students/groups
- More support from administration/faculty, listening to students, supporting ideas
- Do we have any leadership programs?
- There's leadership programs - I did it my freshman year and didn't get a whole lot out of it. Revamping leadership Wofford, advertising these kind of programs
- More of a diversity and inclusion workshop than a leadership workshop
- It's important to understand the backgrounds of people, but you also have to focus on public speaking skills, ability to see things well in advance, focusing strictly on diversity is only catching half of it.
- Focusing on public speaking is a big part, focusing on high points and giving people a list of things to practice in daily lives

- Small percentage of students that runs a lot of things. Consistently good leaders arise
- Not very much diversity in leadership. Leaders all coming from the same groups of people.
- To what degree is First Year Interface curriculum leadership-focused? More accurate look at where to get involved, or if involvement is discussed. Using that space to talk about leadership, what that means at Wofford. That would engage a wider group of students to do more.
- The course is great leaders who do a lot up until junior year and then burning out
- So much pressure to be involved and then to lead
- Find things you're really interested in and then get involved. The point is not to sign up for a long list of things and then not be able to commit to them.
- Needs as student leaders not always met. Some organizations favored.
- Ex. Called out for cultural appropriation (Ex. Taco bout Casa), unfair standard there, Greek life gets tougher hand at times
- Open door of communication
- Equal opportunity to shine
- Making Leadership Wofford presence more known, cool t-shirt
- What has been there to promote leadership in different groups on campus?
- Targeting minority group organizations on campus?
- How to be a good supporter/what it means to be a student leader on Wofford's campus 101, whether as a leader or as a member
- The fact that Leadership Wofford was only 1 month of my college career
- Student leaders aren't necessarily identified by staff or know what students are involved with
- Having more opportunities for student leaders to get together, know what others are going through is really good

**In the past Leadership Wofford has been operated as a four week series; do you feel that this format or a weekend conference-style format would be more effective?**

- Some like 4 week, one thing that is tough is that it's during interim
- Conference would be good too for a larger group of people
- Maybe one at the beginning
- Weekend during semester would make sense
- Hard to ask people to commit to a weekend but if people value it they may set aside that time
- Breadth vs depth
- More inclined to do the 4 week
- If people were abroad you could do it at the beginning or end - "I don't know"
- Like weekend format better, appears like it's less commitment
- Definitely 4 week over interim
- I like the 4 week thing - maybe they could give me an activity to do, come back with ideas, I'm trying to increase myself. Something to chew on is helpful
- If you condensed it and then have meetings/follow up/supportive and ongoing thing into spring months (maybe monthly check-in) - any follow up is good
- I thought it worked well during interim (but it's if you're on campus)

- If people go abroad
- But most freshmen don't so if you're trying to get a freshman group it'd be easier to do it over interim. Relationship between lower and upperclassmen about clubs, how they work, to hear that when you're a young leader

**Appendix B:**  
***Leadership Wofford Interview Comprehensive Responses - Fall 2018***

What is a leader?
<ul style="list-style-type: none"> <li>• A leader is a person who has the ability to motivate others towards a common goal. Thankful first of all. Servant leaders are people who want to improve an institution, program, place, not for individual gain but to make the world a better place. Part of mission at Wofford. Leaders are in a position where they have to make tough decisions, not always popular, but have to be decisive at times. Great leaders have been visionary- seeing future, planning for something that others might not be able to see.</li> <li>• Someone who has an interest in making an impact, who aligns their values with a mission/purpose</li> <li>• There's a lot of characteristics that leadership incorporates</li> <li>• A person of integrity who leads with transparency, respectful, kind in all situations, able to delegate appropriately</li> <li>• Someone who sets an example by their own actions, someone who motivates others to do their best, someone with abilities necessary to get tasks done</li> <li>• Working with people, with shared vision, to make a difference</li> <li>• Not leading without this—would just be managing/caretaking</li> </ul>
What is a follower?
<ul style="list-style-type: none"> <li>• Following is a different role of leading. Leadership not confined to those with titles. Leading by listening, by contributing, knowing yourself and own values/strengths. Goal of helping students identify strengths while at Wofford, developing teams of people that have different strengths. Being realistic and also positive. Demonstrating to students if you are positive—we, not I.</li> <li>• Someone who sees influence from someone else, backs up, supports them</li> <li>• Someone who understands that role and is respectful of leadership, ability and place to ask appropriate questions, blindly following isn't healthy, why you do what you do</li> <li>• Just as important as a leader, just different roles</li> <li>• Doesn't have to be a bad thing; someone who is open to taking direction, learning, understands this isn't the moment for them to be in the spotlight/in charge. You can be a leader and a follower at the same time in different things</li> <li>• Everyone is a leader, but in that relationship a follower must ask: are you committed to doing good work, engaging in civility, seeing opportunity, working hard, being respectful?</li> </ul>
What core values motivate you as a leader?
<ul style="list-style-type: none"> <li>• Integrity and honesty. Determination, responsibility, learning from failure, persistence (Wright Brothers Biography as an example)</li> <li>• Inclusion - making sure people feel they have a voice</li> <li>• Integrity, empathy, working with people to think about how my decisions/communication comes off to others</li> <li>• Transparency, honesty, effective communication, humility (“do I fall short, sure, but those are things that come to mind”), kindness, understanding that</li> </ul>

we're human but kindness and grace around that is key, lack of transparency is disrespectful

- Trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, reverent
- How to live your life - comes from Scout Code. If something in your program doesn't fit into those values you need to get rid of it
- Leadership is so much of having a mentor and knowing who to pattern yourself after - providing those spaces and those people, but it's gotta be a two-way street. You can't just assign a mentor - a mentor has to be a relationship. Making sure people can build trust to have difficult conversations, and people appreciate it so much.
- Vision, respect
- Moral - ethical framework

Where do you see Wofford going in the future?

- Building track, adding Women's softball, men's lacrosse
- Scholarships, endowed professorships from capital campaign
- Admissions goals - increase selectivity, geographic diversity, individual diversity
- Top 10% of national liberal arts
- Wofford is in a really good place - academically, and from a co-curricular standpoint
- As far as needs, we need to continue to focus on resources, staffing in certain areas. Some are really well staffed, we do have some one-person offices/areas in critical roles at the College. Wofford is heading in a really good direction
- Growth on the horizon
- Challenge - maintaining sense of community with growth. What is my role in that?
- Challenge of intentionally keeping our sense of community
- What does community mean? → We sell it every day, but is it false advertising?
- Living up to that community vs. idea of a family (you pour yourself in to family)
- What words are we going to use to describe Wofford? Maintaining honesty.
- Hopeful that we will become a more diverse and equitable place
- Capital campaign with endowment is crucial to make that happen
- We will be on a precipice between two places of increased or decreased academic quality; keeping on that
- I want to see us get more serious about our teaching and let students be the center of our universe. Sometimes I feel like we've lost track of that.
- Diverse and inclusive campus community (staff, students, faculty)
- Strong facilities
- That there would never be a conversation in the Carolinas [about higher education] that doesn't include Wofford

How are you foresee us getting there? What does success look like?

- Recruiting good student athletes, increasing selectivity there. Financially supporting students to meet need. Demonstrating factual evidence of relationships between faculty/staff/students. That Person C's replacement would facilitate that relationship between students. Students realizing they can have an impact now in improving life for others.
- It has to be collaborative. That strategic vision is so helpful, and having partnerships, faculty and staff working well together and having the right people at the table. Mission driven dialogue, focused on students and where we're heading as a college
- Putting things in place where people can belong (organizations, Orientation groups, sophomore experience, Bonner and Gateway scholars). Groups/cohorts that we focus on as we grow. We can't just throw more warm bodies in here but to create places where people belong. It takes time, people, money.
- Especially sophomore question - we invest a lot in freshmen
- Community gathering places that are loose/fluid
- The people who are most engaged/fulfilled have a sense of belonging
- Success would be students leaving Wofford confident they have the tools to figure things out on their own. Person D: "We have PhDs, we're supposed to be master learners." You shouldn't be helpless when you leave Wofford
- Providing an equitable/inclusive place - more opportunities outside of full scholarships
- Changing gen eds to give everyone more of what they need to succeed in the world, more religious and political understanding, intentional shaping of first year class and more work on helping faculty teach better and helping chairs understand role of faculty in that. We need to put our best in early years (not adjuncts).
- Diverse and inclusive community
- Resources, culture, facilities for entire campus to thrive

What, in your mind, is working well with leadership development at Wofford?

- Best thing right now: student affairs staff and faculty have willingness to meet with students. Folks like Person E, Person F, Person G, Person H, Person I, Person B.
- I think we have individuals - folks working in these areas - who are student-driven, have backgrounds in growth and development and care about success of our students, providing our organizations with the right tools. What works well for our student body is having individuals who care about getting better and want to maximize their time here. Help students achieve/reach goals.
- We do a lot of leadership development across campus to develop students as leaders.
- We need a formal Wofford Leadership Development
- I would love to see here is "Wofford College Leadership" as a banner with different initiatives under that, from which people can hang their hats. It's happening everywhere but organization is key
- It's happening in Greek organizations

- I like seeing how Bonners change over 4 years; they become pretty culturally/community-aware. I think some of our football players tend to really grow over 4 years.
- Some of our religious organizations play a large role in that (shepherding, mentoring)
- Internships
- Support in professional development opportunities
- People encouraged to innovate, think creatively, where ideas are respected/recognized
- Test of leadership: go into situations where actions have consequences
- Provide room for self-reflection

What do you see as the needs for leadership development at Wofford? In what areas do you believe Wofford could improve leadership development?

- Assigning staff members to all student organizations - continuing to increase faculty/staff support of student organizations. Maybe once a month meeting to help with these relationships. Good leaders crave help/support/education, and those who aren't need to be shown how much they need it.
- Maybe a sophomore living learning community based on leadership.
- Continuing to help fraternity presidents, seeing chapters that develop leaders.
- Money for programming, bringing in speakers, taking students to conferences. Bringing in high-caliber speakers.
- Space developing more connections for students and alumni. Getting connected to alumni in your field → direct leadership development
- Getting to know Spartanburg community
- Staffing and resources, money to provide increased amount of leadership programs to create continuity/consistency in those areas.
- Drilling down to the basics -build from there. What is effective communication? Delegating appropriately? What is your leadership style? What kind of leader do you want to be?
- Training with OMC - how should we market events, communicate in general? Crafting messages?
- Focusing on life beyond Wofford - bringing in alums, getting ideas too
- Faculty, department chairs
- Looking into sophomore experience.
- There are too many cases where students can be in leadership roles all over campus but others you never see. Making sure everyone finds a place to be involved. Inclusion - finding a space to be a part of that community.
- Breaking down the celebration of culture - idea of "instant success"
- Real professional experience
- Not a crisis if good talent [on staff] at Wofford leaves
- Continue to encourage people to develop
- Encouraging people to realize aspirations
- Tenure can make people play it safe too much - but we need to innovate
  - "The cemeteries are filled with indispensable people"