CSLD Center Proposal

College Students Leadership Development Center

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# Abstract

The amount of student learning and leadership development is associated with the quality and quantity of student involvement in education programs that students are enrolled in (Astin, 1984). Since student affairs in higher education has started getting attention from educators and administrators, student’s individual identities and personal traits have been considered as important variables in teaching and training student leaderships in many different fields (Eich ,2008). Unlike the higher education in the United States that has noticeable growth in student affairs, many East Asian countries especially South Korea have been fall behind the trend of education. There are many cultural or economic factors that associated with the fact South Korea education is behind the times. However, the three main factors are Confucianism, lack of education support from government, and lack of researches and studies done for improving education system (Sorensen, 1994). This paper will be proposing a new higher education leadership development center in South Korea by examining the status and challenges existing in South Korea education system. This proposal will review some published journal articles and existing government statistics to help understanding the current status of South Korea education system at the same time the possibility of implicating the leadership development center to the South Korea higher education system.

# Introduction

## Issues of Education in East Asian Countries

East Asian countries have experienced a rapid change both in their economic system and education system by joining the trend of world industrialization and globalization (Sorensen, 1994). Among various different elements of East Asian societies encouraged to have some positive outcomes during the changes, the Confucianism as the cultural and historical background has provided dramatically changes in many of the East Asian countries. High levels of social capital in the form of strong family structure and norms of frugality, hard work, and a high valuation of education were the main positive influence of Confucianism (Sorensen, 1994). However, due to the social pressure forming the whole society to do hard work and pursuing the goal of society, not goal made from individual living in the society, there has been some side effects recognized along with the rapid growth. According to Sorensen (1994), “Confucian economic and family values have been a constant in East Asia for the past thousand years, yet East Asia has not always been particularly economically or educationally successful in comparison with other parts of the world” (p.11).

Among those Confucian East Asian countries, South Korea is one of the top countries that are experiencing the fast economic national growth at the same time maintaining a strong commitment to education in general. Since the Korean War, South Korea with remarkable progress in modernization and economic growth largely brought in the national wide willingness of individuals to devote as much resources as possible in education, mostly a “human capital” (Park, 2012). According to an article, *The Current Status of South Korea Education by 2014 OECD Education Report*, by Tae Woong Jeon (2014), about 98 percent of population ages from 25 to 34 complete their high school degrees and 66 percent of them achieve higher education degrees including both two-year and four-year colleges, which is the highest among OECD countries. Also, South Korean’s ratio amount of taxes toward public education expenses has been maintained 2.8 percent, which is three times higher than the average ratio of OECD countries (Jeon, 2014). Since this ratio calculated without the private education sectors, the real amount of education expenses Korean people are devoting are much higher than the report has been shared (Jeon, 2014). Nevertheless of the highest economy ranking in the developed world and highest education expenses among OECD countries representing the obsession with academic success, South Korea also became the number one country with a highest suicide rate among the 31 nations in the OECD (Kim, 2011).

Among various reasons of the highest suicide rate, fierce competition for academic, job market, and economic pressures has been the leading cause of suicidal for South Koreans in their 20s and 30s (Kim, 2011). Many educators and scholars have been insisting that there are many problems existing within Korean education system that cause the national suffering (Park, 2012). According to a senior research scholar at the East Asian Institute of Columbia University, Dr. Samuel Kim, the problems are caused from “Korean parents forcing their children to [only] study rather than participate in extracurricular activities, an essential part of overseas education for foreign students to acclimate themselves to American society and get a good job in the long run” (Park, 2012). Finding from Dr. Kim’s study, Korean students are spending 75 percent of their time sitting in the chair studying and only allocate 25 percent of their time to extracurricular activities (Park, 2012). The lack of involvement in extracurricular has been influenced the South Korean students’ lack of understanding personal identity development and leadership development during education from high school to higher education (Astin, 1984; Park, 2012).

By proposing the high-quality leadership program called, College Student Leadership Development (CSLD) center, I am hoping that this creation of leadership development center to be able to help the South Korean society to revisit cultural and societal problems that impacting national-wide improvement on education system.

## Guiding Theories

To support the creation of College Student Leadership Development Center in South Korea, there are three developmental theories that guide the structures and details of CSLD center: Chickering and Reisser’s Psychosocial Theory, William Perry’s Scheme of Intellectual and Ethical Development, and Astin’s Student Involvement Theory. These theories have inspired a creation of the center at the same time involved in developing detailed elements of the CSLD center.

First of all, Chickering and Reisser’s psychosocial theory, which is one of the well-known theories for identity development, is a theory that helped understanding the shortage of South Korea’s education system, overlooking personal identity development of individual students by pressuring them to follow the expectations of society norms. According to Chickering and Reisser (1993), students are developing their identities by moving through seven different vectors at different rates in various orders. The seven vectors: 1) Developing Competence, 2) Managing Emotions, 3) Moving Through Autonomy Toward Interdependence, 4) Developing Mature Interpersonal Relationships, 5) Establishing Identity, 6) Developing Purpose, and 7) Developing Integrity, build upon one another but since the student development is too unique by each individual to be determined and characterized in certain way, it is more like “movement along any [vector] can occur at different rates and can interact with movement along the other [vectors]” (Chickering & Reisser, 1993, p.34). Moving from one vector to another vector is demonstrating the improvement in various skills, self-confidence, self-awareness, strength, and integration (Chickering & Reisser, 1993; Evans, Forney, Guido, Patoon, & Renn, 2010). By examining and using these seven vectors into course development, it is possible to understand the directions and magnitude of each student’s identity development (Chickering & Reisser, 1993).

The second theory of student development that involved with creating the CSLD Center is William Perry’s scheme of intellectual and ethical development. Perry’s (1999) scheme especially helps understanding the behaviors of first-year college students by emphasizing the self-authorship and responsibility for constructing one’s reality. Perry (1999) provides four different stages of way of thinking: 1) Dualism, 2) Multiplicity, 3) Relativism, and 4) Commitment to Relativism. The CSLD Center can support students thought process to move from dualism stage to more close to relative stage by promoting critical thinking, which encourages to develop a personal set of values (Perry, 1999). Especially the first-year students enrolled in higher education in the United States are challenged from the dualism stage to move to multiplicity stage. As the dualism stage is giving limited options in thought process either one or the other like good or bad, right or wrong, or success or failure, various environments in higher education challenge the first-year students to recognize diversity in options and values (Perry, 1999). For example, when first-year college students enter to the higher education in the United States, their thought process is still used to the one in their high school, which trained to memorize the “answer” rather than have a critical thinking. Comparing to the United States’ higher education system that encourages students to think more toward relativism, the one in South Korea higher education system is still limiting college students’ thinking as encouraging various social norms and expectations. Using this improving thought process into curriculums of the CSLD Center will help students to think more critically, build their own personal values, and be able to make their decision following their own values.

The last theory of student development used in the creation of CSLD Center is Astin’s student involvement theory. Astin’s student involvement theory emphasizes the role of student involvement in developing students’ personal identities and leaderships. According to Astin (1984), student involvement refers to “the amount of physical and psychological energy that the student devotes to the academic experience” (p.518). Astin (1984) provides a research result that compares two different groups of students who are either highly involved into many college extracurricular activities or uninvolved into any activities. When theory was determined by conducting the research, Astin (1984) narrowed down to three core concepts of the theory and five basic assumptions about student involvement especially in higher education system. The three core concepts of the theory are inputs, environment, and outcomes as diverse students, which are inputs, enrolled into learning experiences, which is environment, to discover their values, characteristics, knowledge, attitudes, and values, which are considered to be outcomes (Astin, 1984). With the three core concepts, Astin (1984) created five different basic assumptions to have better understand in student involvement in higher education: involvement is 1) an investment of psychosocial and physical energy, 2) continuous, 3) can be both qualitative and quantitative, 4) directly proportional to the quality and quantity of involvement, and 5) correlated to the student’s academic performance (Astin, 1984; Evan, et al., 2010). Astin’s (1984) theory of student involvement helps developing the CSLD Center curriculum by including the section of emphasizing an importance of student involvement in higher education and encouraging students to involve more into their environment to develop their leadership skills and such.

# CSLD Center Structure

|  |  |  |
| --- | --- | --- |
| **Period/ Title** | **Function** | **Details** |
| **1ST** **Self-Awareness** | Identity Determination Stage/ Awareness Stage | Provide different tests/ interviews of finding out their identity |
| **2nd****Building Self-Confidence** | Exploration Stage & Identify leadership using their own identities | Researching real leaders who are similar to their own. Visit them and present their findings and reviews. |
| **3rd****Interpersonal Efficacy** | Engagement & Practice to confirm their identities and skills founded in previous stages (Jigsaw group) | Trying out their leadership styles by conducting some different group practices. Try out new roles to develop both of their strengths and weakness |
| **4th****Applying and Reflecting** | Implication stage to be able to help them engage into society and to have deeper understanding of themselves | Intentional Involvements to different activities within their own institutions by implying their strengths of personal identities & leadership |

## The CSLD Center will have its curriculum divided into four different periods: 1) Self-Awareness, 2) Building Self-Confidence, 3) Interpersonal Efficacy, and 4) Applying and Reflecting. With total curriculum of 16 weeks, each period takes four weeks and each week, there will be three hours of class. This curriculum is constructed based off from the concept of “First-Year Seminar” courses in higher education in the United States. The CSLD Center has adopted the course structure of first-year seminar as first-year seminar helps “a large number of students succeed during their first year” (Tobolowsky, et al., 2005, p.53). CSLD Center courses are designed by using all of five distinct seminar types: 1) Extended orientation seminar, 2) Academic seminar with generally uniform content across sections, 3) Academic seminars with variable content, 4) Pre-professional or discipline-linked seminar, and 5) Basic study skills seminar (Tobolowsky, et al., 2005). However, among the five types of seminar, CSLD Center courses are mostly focusing on two types, which are extended orientation seminar and pre-professional or discipline-linked seminar.

## Each period provides different types of teaching styles that help students identifying and practicing different personal traits associate with their leadership skills. Completion of the four periods can transfer into two hours course credits, which can also be counted as one of the general education courses.

## Period One: Self-Awareness

The first period is a *Self-Awareness* period that a section provided in the very beginning of curriculum to help individual student to determine their personal identities and personality traits by conducting some different identity discovery tests. The tests include the Myers and Briggs Foundation Indicator (MBTI) test, the True Colors Personality test, Minnesota Multiphasic Personality Inventory (MMPI) test, and Motivational Appraisal of Personal Potential (MAPP) career test. These tests are developed by professional assessment organizations or scholars who are interested in personal traits related to other factors such as careers or leadership skills. By going through all the tests provided by the center in this first period, students will be able to individually recognize and determine their own personality, personal traits, racial and ethnic identity, and other different personal factors. There will be a professional instructor who is certified in analyzing the test results and able to appropriately interpret the results to help students understand themselves. Through this period, Students will be able to develop in their intrapersonal competency, which is one of the learning outcomes of the CSLD Center. By practicing actualization of students’ personal values, students will be ready for moving into developing self-confidence with their own values and ideas. Also, Student will be able to discover the personal needs on maintaining a personal balance and seeking personal renewal.

## Period Two: Building Self-Confidence

After passing the period one, self-awareness process, students are now moving into a period two, which is titled as *Building Self-Confidence* period. In this period, students will be exploring different leadership styles and practices and will be able to have deeper understanding on their own values, which will bring a self-confidence on their thinking and decision-making process. During this four weeks period, students will first research some existing well-known leaders and analyze those leaders’ characteristics, backgrounds, values, and other factors. Students will be encouraged to research through both online and offline resources. Then students will try to pretend themselves being the leaders of their findings. They will imagine circumstances those leaders would have been in. If they are able to contact the leader in person, they are more encourage to do so to have deeper engagement into the assignments. Then, in the third week, students will compare the characteristics of each leader’s leaderships, personal identities, and personality traits with their own. This assignment will help them to see if they might have been missing some strengths and weaknesses of themselves. The last week, students will be presenting the findings of leaders and themselves as well as the level of self-confidence grown during this period to share with other group members enrolled in the same course.

## Period Three: Interpersonal Efficacy

If students completed the second period of building self-confidence, they are now moving into the third period called *Interpersonal Efficacy* period. As students have been able to determine their own personal identities and characteristics as well as their leadership styles during the first two period, they are now encouraged to practice in using their strengths and confidences by conducting some different group practices. In first week of third period, students will be first spend some time reminding what leadership skills they are strong with, what weaknesses they have, and how their feelings toward those findings about themselves. After the reminder, students will be divided into various groups that are determined by instructors with consideration of different characteristics of each student. By conducting some group practices, students will be able to stimulate their self-confidence at the same time practice of using personal leadership skills that will help them what to expect for the future working in environment with different people in different circumstances. A main theme of this period is designed by the cooperative and collaborative learning. Instructors for period three will use the jigsaw cooperative learning strategy to have more effective cooperative learning outcomes. Firstly, students will be organized into “jigsaw” groups then reorganized into “expert” groups. When they reorganized into “expert” groups, they have to have one member from the first jigsaw group to remain in the same group. The expert group members are going to work together to solve the problem or learn certain materials by instructors, then return to their previous jigsaw groups to share their learning. Using jigsaw method can be not only helpful to students learning faster and more effective, but also will be able to increase a responsibility as a group and social networking skills (Aronson, 2014).

## Period Four: Applying and Reflecting

The last period is *Applying and Reflecting* period, which will be the final phrase that will eventually help students to move forward after passing off of the process in the CSLD Center. In this period, students will mostly focus on applying their learned leadership skills into reality and reflecting the overall self-defining and developing process. Academic counselor and career counselor will be presenting some materials within this period to help students to be able to really visualize their paths after completing this course. Instructors and students will revisit the previous period especially the first period since there are many test results that will help the to determine the needs of each student. Instructors will also encourage students to involve intentionally into various activities on campus that can be a way of implying their learning and be able to have practical reflections. After completing this course, students will have better understanding on themselves with clear identity and personal characteristics defined, and better ideas on what they want to develop more to move forward. At the very end of the period four, every student will be asked to complete an assessment to help the center improving its services, programs and curriculum.

## Mission Statement and Learning Outcomes

Our CSLD Center Mission is to respect individual’s diverse identities and personalities in helping each student growing their leadership and finding their career path by creating cooperative and creative learning practical environments for them. With the mission statement, there are also five learning outcomes established that will be recognized throughout students’ experience in CSLD Center.

**Learning Outcomes**

* **Cognitive Complexity:** Students will be able to develop critical and creative thinking skills. Also, students will determine their own values and use that values to the process of decision-making.
* **Interpersonal Competence:** Students will have greater understanding on their personal identities and leadership skills. Also, students will examine their essential motivations as leaders by actively participating into group works.
* **Intrapersonal Competence:** Students will be able to actualize their personal values and develop self-confidence on their own values and ideas. Student will be able to discover the personal needs on maintaining a personal balance and seeking personal renewal.
* **Practical Competence:** Students will learn a set of practical skills and tools that can be used in many leadership positions. Those skills and tools include meeting agenda setting, time management, and meeting management.
* **Knowledge Acquisition, Integration, and Application:** Students will determine with their own words what leadership is and understand important elements of leadership such as ethics, morals, and values related to it.

## Physical Environment

The CSLD Center is going to be built within each higher education institution both two-year and four-year institutions to closely help with students enrolled. Majority of higher education institutions in South Korea already have some kind of career development center within their system. However, from my personal experiences and reflection from friends, those centers are either not very useful as they do not really provide future contents, or not easily approachable as not required to students in general. Students who are voluntarily reaching out to their advisors or professors are only ones who advised to visit the centers. Other than those students, rest of students enrolled into the higher education institution are barely even thinking about visiting the career centers during their four to five years of college life. As the center is adopting the concept of First-Year Seminar courses, the center needs to closely locate to either student union building or academic buildings. The center needs two to three different classroom sized rooms, ones for testing, physical activities, group discussions, and small library. Also, it needs to have two to three offices for instructors and counselors to be able for them to meet students both individually or in a group. As well as those classrooms and offices, the center also needs storage room to keep their academic materials and other activity materials. Other than meeting in person during the course, students are also able to network with each other or communicate with instructors and staff with a mobile app provided by institution.

## General Education and Grading

The creation of the CSLD Center within the institution and make it a requirement for the first-year students to take the course provided by center and count the course as a general education course is essential. As there are some previous history of other career development centers that had lower attention from institutions and students, education system needs to review investigate major reasons of the low student visitation and attention. Since every students need to have development in their leadership by understanding their own identities and personal traits, institution can create the CSLD center and support courses provided through the center by making the courses counting as a general education courses. Depends on the university policy, each institution can decide whether this course will be counted as one credit per hour or half credit per hour. Students will receive a grade at the end of semester. The grading will be depending on students’ participation, attendance, and assignment competency. There will not be any tests associated with grading related to the course, since this course is not designed to deliver academic knowledge like other courses. However, there is still going to be plagiarism policy enforcement with both individual and group projects following by institutions’ student rights and responsibility book.

# From Fiction to Reality

Although the detailed information provided in this creation of center proposal sounds interesting enough to attract many educators and administrators to support the idea, there are still many barriers exist in reality. The first barrier that can be imagined is the social repulsion exists within Korean society against adopting western policies or structures into the Korean culture (Kihl, 2005). According to Kihl (2005), “old Korea in their negative response to the Western impact also pursued this course of isolation and seclusion” (p.58). The national-wide negative response to Western culture influencing into Korean culture still exists in current Korean society. Since the basic concept of creating CSLD Center has brought up by overviewing Korean education system with the student affairs side of view, which is also developed in Western cultures, the changes followed by creating the center will also be controversy. Even though this center will be formed within existing institutions, which will be able to provide some organizational budget provided, it will still a challenge to receive all the money from institution.

## Organizational Expense and Budget

First of all, the center needs a space within institution. Academic Support Center Coordinator hired by institution can bring this proposal to the Provost office to look over what can be provided. The best scenario is receiving a space for free as it is a part of institution or paid by student fee would be essential in the first few semesters. After solving a space problem, the next one is filling up the center with human resources and other physical resources. According to the appendix A, the CSLD Center requires roughly $376,092.00 to pay for the human resources (see appendix A). There will be eight different staff hired by institution for the CSLD Center: CSLD Center Coordinator, Desk and Information Manager, Director of Student Involvement, Student Counselor, Marketing Manager, Research and Resource Manager, MBTI Professional Manager, and Academic Advisor. Majority of those staff are recommended to have either completed at least Master’s degree majored education or enrolled into received the degree. Then the other resources such as Desktop PC, Webservers, Networking equipment, and miscellaneous that are essentially in need before the human resources hired by the institution. Other expenses that can be expected are travel and marketing expenses. Travel expense is going to help either staff or administrator working for the center can attend some educational conferences held around the United States. Travel expense will cover the spending of transportation and conference fee.

# Conclusion

To improve and fulfill the needs of South Korea education, the organizational change is necessary and required. Maintaining the top ranking in student suicidal rate among OECD countries and high education expenses paid from parents or guidance is not pleasant characteristics that a country should have for long time period. However, the organizational change, which especially related to the cultural change, is not going to happen in short period of time. This CSLD Center is definitely not proposing to say that South Korea education system is not good whereas other foreign education systems are. However, it proposes to say that there are some shortages in Korean education system that might be resolved by implying some elements of education system in the United States. As a student affairs and higher education practitioner studying and working in higher education institution in the United States, the South Korea Education system with a lack of attention to the student affairs, considered being stuck in the past when other countries are moving forward. Student affairs in higher education emphasize the importance of understanding student personal identity and diverse background when they try to assist and support individual students’ identity and leadership development. With the three theories of student identity development and student involvement, Chickering and Reisser’s Psychosocial Theory, William Perry’s Scheme of Intellectual and Ethical Development, and Astin’s Student Involvement Theory, involved into the center creation, South Korean educators and administrators should starting to see the difference between East Asian and Western education system and culture. Adopting the concept of student affairs into the creation of CSLD Center can help overall national student population to be motivated to have deeper understanding of themselves, which will bring a bright future for individual student and reduce the national suicidal rates at the end. **References**

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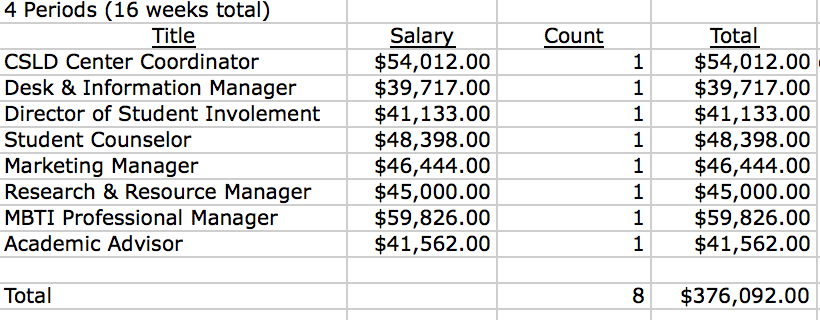
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# Appendix A: Personnel Budget

\*\* Referenced from Professionals in Higher Education Salaries (Mid-Level

Administrators) retrieved from http://www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=23



# Appendix B: Resources Budget

