

Educational Design of Leadership Development Programs for University and College

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ABSTRACT

Leadership education is an important part of talent training in university and college. This article summarizes the ways and methods of leadership training for university and college students, and based on the knowledge of the leadership construction curriculum system of university and college students at home and abroad, innovatively proposes the design concepts, curriculum arrangements and practical suggestions for college student to train leadership. In terms of educational principles, it emphasizes value guidance, student-centered and interdisciplinary learning; From the perspective of teaching arrangements, it pays attention to the combination of leadership theory and practice, and puts forward relevant suggestions in teaching practice.

Keywords: *College and university students, leadership development, leadership education, Educational Design*

1. INTRODUCTION

The development of leadership education among college and university students first started in the United States in the 1980s. Foreign scholars take advantage of two main directions in social change model and leadership challenge model to put forward the ways of leadership training for college and university students. It starts from the social infrastructure and services and students' own knowledge, skills and practice. College students can cultivate their leadership ability through three organizational forms: institutionalized organizational training plan, leadership promotion certificate examination and extracurricular activities, and has achieved remarkable teaching effect [1]. From the perspective of participants, the leadership education of foreign college students has elite mode and whole person mode; in the teaching form, there are degree course mode, extracurricular activity mode and project training mode. In terms of curriculum construction, the leadership courses of foreign universities are mainly based on a variety of leadership theoretical models, such as relational leadership theory model, social progressive leadership theoretical model, emotional intelligence leadership theoretical model, etc[2-4]. Different leadership theoretical models has different college and university student leadership curriculum system, among which the leadership theory and skills is worth learning from. Leadership training for college and university students in China began in the 1990s. At the beginning, it is spearheaded by a handful of university, and later it has been going on for nearly 30 years now.

Leadership education is through extracurricular activities mode for college and university students in China, while

some are adopting the mode of compulsory or elective courses, and their college and university leadership courses are mostly based on leadership theory and leadership skills, with less practical training. The course is the most basic part of college and university students' leadership education. On the basis of learning from foreign experience, combining with the goal of higher education in our country, combining with the cultural tradition and national characteristics of our society, and combining with the current situation of College Students' education, our university should form a college students' leadership curriculum system suitable for Chinese national conditions and social development

This study takes the leadership program for college and university students as an example, and discusses the point of views of curriculum design about the leadership development program for college and university students. The curriculum design integrates theoretical learning and practical activities, traditional culture and modern ideology to form a new way of core values education.

2. THE DESIGN PHILOSOPHY OF COLLEGE AND UNIVERSITY LEADERSHIP COURSES

In principle, leadership education for college and university students highlights the educational philosophy of "it makes no social distinctions in teaching and needs to focus on learning firstly, emphasizing motivation, cultivating strengths and promoting practice". In the course objectives, it attaches importance to the unity of social values, ability training and behavioral training,

highlights the interdisciplinary characteristics of the course content, emphasize the practicality and effectiveness of the course form, and develops new courses with comprehensive, social and practical characteristics.

2.1. Highlight the Centrality of Social Values Education.

College Students' leadership education should emphasize values and embody its core position. The curriculum goal includes three dimensions: value cognition, ability development and behavior performance. It emphasizes the unity of value cognition and behavior externalization. We not only focus on the relevant content of the core value system (such as service consciousness, dedication, civic responsibility, honesty, fairness, friendliness, etc.) in the curriculum system of college and university student leadership education which is to be reasonably and appropriately integrated into the course content, but also emphasize the cultivation of interpersonal communication skills, cooperation ability, innovation ability and other comprehensive abilities that reflect core values, as well as diversified comprehensive practical activities[5, 6]. Therefore, the curriculum design of college and university student leadership needs to integrate the educational development goals, student training goals and academic teaching goals. At the same time, it needs teaching resources, social resources and college and university student leadership vision education, leadership ethics and other contents to make the curriculum realistic and operable.

2.2. Emphasis on the Development of Interdisciplinary Learning Skills

Leadership is an emerging discipline that is integrated with multiple disciplines[7]. The study of leadership courses is also closely related to the study of other discipline courses. It mainly focuses on the fundamentals and skills of leadership studies. Students are guided to explore the basic theories, relevant knowledge, and cutting-edge information of various disciplines. It emphasizes the use and reflection of various leadership skills in the inquiry learning process. Therefore, it needs to design leadership course content without disciplinary barriers, and highlights contemporary issues, and incorporates the latest developments related to students' majors.

2.3. Student-Centered, Highlighting the Whole Process of Student Participation.

Leadership courses are student-centered. Through the course of study, it not only requires students to have the appropriate theoretical foundation, but also through various forms of practical activities to provide leadership experience reserves[8] for students. Leadership course

design contains the content of highlighting the practical course and professional learning of college and university students and student work closely related to the actual life. College students who always take the form of highlighting effectiveness like and design a curriculum system that they can easily accept. For example, in the course content, the design of "how to be student cadres", "how to deal with the relationship between study and work" and other concern on practical issues for students. In the form of curriculum, special lectures, voluntary service, social practice, case study and other forms are carried out to attract students' active participation, promote students' active learning, and enhance the attraction and appeal of the course to college students.

3. DESIGN OF UNIVERSITY LEADERSHIP COURSES

Based on the three dimensions of College Students' leadership training objectives, values, ability development and behavior performance. The content structure of College Students' leadership course is composed of "ideal and belief and college students' leadership module", "leadership skill improvement module" and "leadership skill development module". The "Practical Leadership Module" consists of three components. The course not only emphasizes the core position of values in leadership education in Colleges and universities, but also emphasizes the teaching of basic leadership knowledge and skills, and provides opportunities for each student to practice and use leadership skills (Table 1).

The leadership training of college and university students should pay special attention to the combination of theory and practice, which can be done by organizing students to join clubs, running for club manager, managing club affairs for a long time, serving club members, and organizing club activities (such as quality development training, community services and volunteering activities). Every student should have the experience of being a student manager to train their leadership skills.

4. TEACHING ARRANGEMENTS FOR COLLEGE AND UNIVERSITY LEADERSHIP COURSES

According to learning theory, effective learning is not only a process of listening, memorizing or understanding, but also a process of receiving, experiencing, feedback, training and internalizing by making full use of various learning channels such as watching, listening, speaking, doing and thinking. Learning theory shows that students can master different levels of knowledge through different learning methods: 5% of knowledge is mastered through lecture, 10% of the knowledge through independent reading, 20% of the knowledge through audio-visual teaching, 30% of the knowledge through demonstrations, 50% of the knowledge through group discussions, 75% of

the knowledge through practical exercises, and 90% of the knowledge through practice of learning[9].

Based on the above learning theory and practice, the teaching principle of active learning as the main body should be highlighted in the actual teaching arrangement of college student leadership module. The teaching of college and university student leadership should be based on the full absorption of students. Take the practical courses inside and outside the classroom as the main body and carry out group discussion. As the summary of teaching module, report and evaluation improve the pertinence and effectiveness of teaching process. When college and university are arranging the teaching of leadership courses for students. It should be based on the three aspects of the teaching modules in the table above and the diagram of the effective learning process of the teaching design framework, according to the respective school's training goals, professional needs, student characteristics, teachers and teaching resources. For example, the advantages of adapting measures to local conditions and timely modification, and different design duration, the content of each teaching module focuses on specific teaching module, so as to enhance the attraction and effectiveness of the course for college students.

For example, in the leadership education of our school, the leadership training for freshmen is guided by senior students who have participated in leadership education. 60 freshmen form a small team. Each team selects 6 senior student assistants to serve as the coach and manager of the leadership training for freshmen for one year. During this year, the assistants conduct basic leadership theory instruction and leadership training. In this way, the senior students not only teach the freshmen leadership skills, but also cultivate their own stronger leadership ability.

In specific practical activities, they get up early every morning to run to train their physique and willpower. They carry out a five-minute speech every morning to practice their speaking ability and self-confidence, and They write reading notes and growth diaries every day to store knowledge and summarize themselves. They carry out interdisciplinary learning exchange activities every week to practice their learning and thinking ability, and carry out volunteer service activities every month to practice their sense of service and dedication. They hold a summing up meeting every quarter to improve their self-awareness. Every semester, they have to conduct a general election of student cadres to exercise their organizational leadership.

5. SUGGESTIONS FOR IMPLEMENTING LEADERSHIP COURSES FOR COLLEGE AND UNIVERSITY STUDENTS

The college and university student leadership course is a systematic course for new students. In the specific implementation process, University leaders should give all-round guidance and support from hardware facilities, software mechanism, teacher team matching, teaching coordination and other aspects so as to ensure the smooth

implementation and good effect of the curriculum, and promote the extensive practice of student leadership education.

5.1. Emphasize Service Consciousness

We need to conduct leadership training for college and university students, so that they have the spirit of dedication to their jobs and the sense of service to others, and need to establish four consciousness: first, the sense of service; second, the sense of fairness; third, the sense of creativity; fourth, the overall awareness. Since the power of student cadres comes from students, they should serve the students, aspire to serve the majority of students, and have a good reputation. Let this good reputation return to the student cadres, so that the student cadres in our colleges and universities form a good cycle of serving students.

5.2. Improving Training Mechanisms and Strengthening Education and Training

It is necessary to establish and improve the training system and mechanism, standardize and guide the behavior of student cadres, show them the responsibilities and obligations they should perform, and make their work more organized and orderly. In order to give full play to the enthusiasm and enthusiasm of these student cadres, we must establish and improve the mechanism of assessment, incentive and elimination.

5.3. Classifying Student Leadership Development to Attract more Student Attention

According to the different educational targets, the models of leadership development for college and university students can be broadly divided into the following: the cutting-edge model, the open model, and the whole-participation model. Expanding the scope of the cultivation of College Students' leadership ability is not limited to top students or student cadres, but to all students and improve the leadership ability of each student.

5.4. Efforts to Build a Platform to Promote Cultural Exchange

In addition to emphasizing the communication between the school students' leadership development groups, we can also use the network media and other publicity tools to constantly create various platforms to enrich students' vision, so that they are more eager to communicate with students from other colleges and universities, learn from each other, exchange experience, introduce the mode of other institutions, absorb their advanced ideas, so as to

establish new ideas and find their own New working measures.

5.5. Creating an Atmosphere Conducive to Student Leadership Development and Enrich the Content of Student Leadership Development

To create a good atmosphere of education is the external factor for the continuous improvement of students' leadership ability. On this basis, it enriches the scope of student leadership and enables students to acquire various abilities for better leadership.

6. SUMMARY

College students are the backbone of future social development. It is the need of the development of the situation and the internal requirement of the growth of college students to cultivate the leadership ability of

modern colleges and universities. In recent years, college students' leadership education has become an important part of talent training in western colleges and universities, and has attracted the attention of domestic colleges and universities. Leadership is the basic quality of contemporary college students. It should become an important content of university and college students' quality education. Education methods should get rid of the traditional emphasis on theoretical education and curriculum education, and pay attention to the main role of students in the practical activities of cultivating students' leadership ability. In the process of strengthening the leadership of college students, it needs the coordination of schools, teachers and education departments. Management consciousness, teaching methods, etc, should actively adapt to the specific requirements of college students' leadership training. In short, in all aspects of higher education, it is necessary to reflect the work characteristics of combining wholeheartedness and performing their duties. On this premise, the improvement of College Students' leadership ability can be guaranteed and supported.

Table 1. Examples of module design for college and university student leadership courses

Module	Training Objectives	Course name	Lesson Time	Teaching Model
Ideal Beliefs and College and University Student Leadership Module	Values education, social responsibility, citizenship, service spirit, dedication, professionalism, friendliness, etc.	1. Values education for college and university students 2. Foundational theories of leadership 3. Service and dedication education	16 lessons	Classroom lectures, site visits, volunteering, video learning, etc.
Leadership Skills Enhancement Module	Management and executive skills, communication and interpersonal skills, self-awareness, learning skills, thinking skills, etc.	1. Leadership development methods for college and university students 2. Introduction to management skills for college and university students 3. Development of learning and innovation capacity of college and university students	16 lessons	Classroom teaching, outreach training, group discussions, scenarios, teacher reviews, etc.
Practical Leadership Module	Interpersonal communication, organizational mobilization, promoting change, achieving goals, etc.	1. Rotational student personnel management training 2. Regular social volunteering activities	32 lessons	Community training, willpower training, peer management, etc.

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