

The Construction and Practice of the“Leadership Whole-person Development Workshop”in the Extracurricular System for Cultivating Comprehensive Quality of College Students--A Case Study of a Southwest University

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Abstract: A teaching and research team in a southwest university is committed to the construction and practice of extra-curricular system of college students' comprehensive quality training by setting up“Leadership whole-person development Workshop”, and summarizes and condenses the extendable model of college students' leadership training. In practical teaching, the teaching and research team of the workshop should be diversified to achieve interdisciplinary integration and education; Personalized courses should be designed to fit students' professional needs; Teaching should be continuously reformed to evaluate and optimize the closed loop.

Keywords: College students; Leadership; Workshops; Empirical model

At present, many well-known universities in China are actively training college students' leadership and have achieved certain results. However, compared with universities in western countries, there are still problems such as deviation in training goals, small coverage of training objects, single training form, incomplete curriculum system, emphasis on leadership skills training and lack of value education^[1]. Like most of the domestic universities mentioned in the literature, the teaching and research team of a southwest university is committed to the construction and practice of the leadership training model in the extra-curricular system of college students' comprehensive quality training. With the special carrier of the workshop, the team carried out a series of heuristic, interactive and experiential leadership training activities in multiple stages, summarized and condensed the extendable model of college students' leadership training, and explored a replicable empirical model for college students' leadership training.

1. Education Model of“Leadership Whole-person Development Workshop”

By recruiting participants to carry out concentrated activities, the workshop guides the participants to start from understanding themselves, master the principles and methods to improve their efficiency, focus on the principles of workplace communication and team building, find the direction of personal leadership improvement through case simulation exercises, and then continuously surpass themselves according to the rules of leadership, so as to achieve the training goal of improving college students' leadership. The workshop has three to four fixed tutors and enrolls students for the entire school or directionally recruits students on schedule; Among them, the directional recruitment is mainly for the school innovation practice class. The workshop uses the extracurricular time of college students to carry out the continuous training of“self-cognition→personal efficiency improvement→leadership rule learning→training practice→evaluation and feedback”for recruited students, and summarizes and condenses the education model that can be promoted.

1.1 Strengthen self-cognition and enhance innovation consciousness

Healthy and positive self-cognition of college students is an important prerequisite and basic guarantee for the smooth development of career planning education, and strengthening and improving college students' self-cognition is of great significance for college students' career planning education^[2]. In order to improve the leadership of college students, we must first enable students strengthen their self-cognition. The workshop instructor teaches the students the conventional ways of self-cognition from the perspective

of psychology, guides the students to master the three psychological test scales of Theme Apperception Test, Minnesota Multiple personality Test, and Rorschach Test, and explored the relationship between personality and occupation through Eysenck Personality Questionnaire. Secondly, we should enhance college students' consciousness of innovation. We should teach students the connotation of innovative thinking, test students' creativity through Williams Creativity Tendency assessment form, and stimulate students' willingness to improve innovation ability. The students are taught various ways to acquire innovation ability, and the students are trained to acquire innovation ability by brainstorming, so as to further improve the innovation ability of college students.

1.2 Focus on their own efficiency and master the rules of leadership

Leadership is not an innate talent, which is a thinking mode that can be learned and mastered, and gradually improved.^[3] The same is true of leadership development among college students. From the perspective of teaching students to improve their own efficiency, the workshop instructors guide the students to conduct practical experience according to the steps of "goal setting → time management → efficient learning → cultivating hard skills", lead the students to pass the 21 Rules of leadership self-test to test and analyze their own strengths and weaknesses, and find the direction of improvement. In the feedback from previous students, in the selection applicable to college students of the 21 rules of leadership, the top three are the rule of respect, the rule of influence and the rule of foundation.

1.3 Combine theory with practice to deepen learning experience

In accordance with the OBE education concept, the workshop instructors strive to build authentic learning scenes, train students' ability to think systematically, and enhance students' sense of classroom experience in the process of innovative training and project practice. Workshop participants experience a comprehensive analysis of themselves through self-cognition assessment, personal leadership test and other methods, test the scientific and effective improvement methods of innovation ability through brainstorming, and experience the importance of leadership through the project team building, project planning road show, project evaluation and other aspects of workshop design. Then they can summarize and evaluate leadership enhancement methods that are suitable for themselves. After the experiential leadership training, the workshop participants are able to draw lessons from one example and achieve success.

2. Unique Advantages of "Leadership Whole-person Development Workshop"

The cultivation of college students' leadership must consider the issues of value guidance and value shaping^[4]. The purpose of leadership training for college students is not to train every student to be a leader, but to cultivate the leading ability, self-management ability, interpersonal communication ability, innovation ability and incentive ability that college students should have in study and life^[1]. The workshop is based on the ideological and political pattern of "three-whole education", and carries out ideological and political education for college students in a subtle and silent way to effectively promote the dual improvement of political quality and leadership of college students.

Through teaching practice, the workshop has formed its unique advantages in the leadership training of college students. One is strong operability; After years of exploration, the workshop has formed a mature education model. And other universities can refer to the paper for direct reference. Two is strong sustainability; Since the class started in 2019, the workshop has been opened so far, and the teaching effect has been praised by both students and teachers. Three is strong scalability; Since its inception, the course content of the workshop has been continuously expanded and upgraded, added knowledge of innovation and entrepreneurship. Combining experience and actual combat, the workshop helps students establish and improve the innovation system, improve personal leadership and professional competency, and organically combine professional learning with innovation and entrepreneurship activities.

3. Summary of the Experience of "Leadership Whole-person Development Workshop"

3.1 The teaching and research team is diversified to achieve interdisciplinary integration and education

At the beginning of the establishment, the mentors relied on their experience in the fields of psychological counseling, innovation and entrepreneurship guidance and higher education management, and carried out their education work under the background of interdisciplinary integration of ideological and political education, computer science and environmental resources. The mentors guide and encourage the college students with the leadership function of management and enable students take the initiative to pursue higher life goals while focusing on the realization of their own values, and thus achieve self-transcendence^[5]. During the development of the workshop, graduate students and undergraduates have joined the teaching and research team successively, and the team members became more diverse.

3.2 Design personalized courses to do a good job of students' professional adaptation

The workshop integrates the dual-subject teaching concept, highlights the main role of the tutor in guiding, and gives full play to

the students' own subjectivity^[6]. Before the start of each workshop, the instructors will conduct several teaching and research activities focusing on the grade characteristics, professional background and training needs of the recruited students in advance, design targeted course activities, and evaluate and optimize the teaching effect in the form of collective lesson preparation and other forms. In the beginning of the class, the instructor plays a leading role in classroom teaching, changes the traditional teaching mode, and increases the classroom interaction, team cooperation and project practice, and insists on guiding the students to learn and think independently, so that students could truly participate in the teaching.

3.3 Continuously reform the teaching to evaluate and optimize the closed loop

The workshop has always adhered to the management philosophy of "planning, implementing, summarizing, evaluating and planning again", and strives to make greater contributions to the leadership training of college students. Attaching great importance to the collection of questions and situation research before class, tutors can better take into account the different needs of students while considering the general teaching content and requirements^[7]. Each tutor records the teaching, interaction and practice results of the lectures and gives timely feedback to the seminar group. With the help of the questionnaire survey and the feedback from the record book, the overall effect of the current workshop is evaluated, and improvement measures are proposed, which are optimized in the next workshop to form a closed loop of evaluation and optimization.

Conclusion

Practice has proved that in the current stage when it is not mature that the leadership training system of college students in China, offering "Leadership Whole-Person Development Workshop" is conducive to filling the gap in some college students' leadership training courses. The unique advantages of "Leadership Whole-Person Development Workshop" can provide reference for the leadership training of college students in other universities. Finally, thanks to the support of 2022-2023 Quality Education Reform (Youth Development Research) special funding project of Southwest University of Science and Technology (project number: 22szjg08).

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