A Model For Developing Student Leadership Skills in Normal Universities in Changsha, China

Zou Yu[1] and Nathara Mhunpiew[2]

Educational Administration and Leadership Program, Graduate School of Human Sciences,

Assumption University

[1]E-mail: blueszou@126.com, ORCID ID: https://orcid.org/0000-0003-3550-2935

[2*]Corresponding author e-mail: wipaMhn@au.edu, ORCID ID: https://orcid.org/0000-0002-6954-0828

Abstract:- *Since the emergence of leadership education in a university in the last century, student leadership development has a history of more than 40 years. Nowadays, leadership development has become a necessary part of higher education, and many universities use leadership development to promote students' learning outcomes and competitiveness. This study aims to establish a leadership skill model suitable for normal university students by exploring the desirable and current leadership skill components of college students. In this study, qualitative and quantitative methods were adopted, which involves a questionnaire survey of 1185 student leaders in normal universities with a sample size of 540 by proportionate stratified sampling, and a systematic review of 45 pieces of literature. According to the research results, 1) Critical Thinking, 2) Strategic Planning, 3) Decision-making, 4) Innovation and Creativity, and 5) Vision were considered as the student leadership skills that need to be developed as a priority in normal universities in Changsha. According to these five leadership skills and student development theories, the researchers explored the factors that influence student leadership development (student motivation, extracurricular activities, professional guidance, campus environment, and social expectations) and factors related to student leadership skills (activity, teaching approach, learning approach, learning environment, thinking practice, professional guidance, and evaluation). Based on the above results, the researcher proposed a model concept, after expert evaluation and revision, a model for developing student leadership skills in normal universities in Changsha has been developed.*

Keywords: Student Leadership Skills; Student Development; Higher Education

Introduction

Since the emergence of leadership education in a university in the last century, student leadership development has a history of more than 40 years (Komives et al., 2011). Nowadays, leadership development has become a necessary part of higher education, and many universities use leadership development to promote students' learning outcomes and competitiveness (Posner, 2012). Leadership development also stimulates students' cognition of self-identity, enabling students to complete identity transformation and take the initiative to shoulder social responsibilities as leaders (Sessa et al., 2018).

In recent years, the definition of student leadership is no longer limited to future leaders, because it still limits the identity of the leader to the person in the leader's position (Marinescu, Dogaru, & Toma, 2019). However, when college students receive leadership development programs, the process of achieving goals through specific leadership behaviors and skills usually effectively stimulates students' learning and refreshes students' self-understanding (Marcketti et al., 2011; Posner, 2012). Trilling and Fadel (2009) sorted out three sets of 21st-century skills and described them as learning skills that students need to cope with changes and challenges in the context of the information age of the 21st century. Therefore, universities must promote students' leadership development by developing student leadership skills (Marinescu, et al., 2019). Hence, the leadership skills of students have gradually become one of the focuses of higher education (Murage, Njoka, & Gachahi, 2018).

In order to improve students' personal development, leadership development is known to be an effective approach, however, the leadership education in China is still in the development stage (Qian et al., 2017). It is worth noticed that most Chinese universities are public institutions, and since the Chinese government does not provide sufficient expenditure for higher education to support more reforms, the educational reform in universities presents unbalanced and unfair phenomena (Kipnis, & Li, 2010). Such uneven distribution affects the development of leadership of college students in different regions of China (Chi et al., 2017). Therefore, even though leadership education is introduced into Chinese higher education, university in underfunded or underdeveloped areas still have no clear concept of leadership development (Li, 2016; Weng & Yan, 2018).

Some universities in coastal areas of China have carried out leadership development on campus, and students show sufficient enthusiasm for the content and show desire for leadership (Zhou et al., 2016). However, Wu et al. (2014) pointed out that leadership education in universities in most regions lacked localization factors, resulting in imperfect training content and a single form in the development process. Hence, college student leadership development in various regions of China should carry out student leadership development programs based on the local cultural and the localization characteristics of universities (Wu, et al., 2014).

As public university, normal university has strong Chinese cultural and political characteristics in its curriculum setting and university structure (Qian et al., 2017). And in China, most normal students are considered to be future primary and secondary school teachers, so their way of thinking and teaching methods have a direct impact on the next generation. However, modern education focuses on the development of students' personality and thinking, which is in fundamental conflict with the traditional Chinese educational values of stressing the collective (Jin et al., 2016). This conflict is related to traditional Confucian culture in China, which also led to a different understanding of the development of students' talents and personality in higher education and society in China (Liu, 2013). Therefore, the research object of this study is student leaders of normal universities in Changsha, aiming to develop a student leadership skills model.

Research Objectives
1. To identify the desirable and current student leadership skills at Normal Universities in Changsha, China.
2. To analyze the differences between the desirable and current level of student leadership skills at Normal Universities in Changsha, China.
3. To develop a model for student leadership skills at Normal Universities in Changsha, China.
4. To verify a model for student leadership skills at Normal Universities in Changsha, China.

Literature Review
The theory related to this study is divided into two parts, theory related to student leadership skills and student leadership development theory.

Theory related to Student Leadership Skills

Transformational Leadership Theory

In the late 20th century, people gradually paid more attention to leadership behaviors, and transformational leadership became one of the most studied leaderships (Northouse, 2019). As the name implies, transformational leadership involves change, which emphasizing the influence of charisma and emotion on the organization (Bass, 1990). Therefore, transformational leadership is more adaptable in the process of change, and transformational leaders pay attention to the relationship with followers in a long-term process and influence followers to achieve better goals (Bass & Avolio, 1994). The transformational leadership illustrated in this study consists of four factors, which are Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration (Bass & Riggio, 2006).

Through these four factors, transformational leaders will adapt to the relationship with different followers and transform the organizational environment into a positive atmosphere (Bass & Riggio, 2006). In general, transformational leadership theory is highly adaptable and create greater value through change even in a unipositive organizational environment (Bass & Riggio, 2006). For students, transformational leadership enables students to adapt to the changing environment and provides intellectual development and personalized support for students (Sun & Leithwood, 2015; Thavornsuwanchai, 2010). Therefore, this study defined the student leadership skills that need to possess in the 21st century based on transformational leadership theory.

21st Century Skills also provides an approach to observe student leadership skills for this study. Generally speaking, 21st century skills are what society requires of talents in the information age (Luka, 2019; Trilling & Fadel, 2009). Globalization and the information age have brought diversified environment, and the teaching environment and educational background have become complicated because of the diversity, and this unknown and change poses a challenge to higher education (Fernandez Diaz et al., 2010; Peterson & Showalter, 2010). 21st century skills provide students with the skills necessary in today's globalized world, while also supporting students to achieve learning goals in practice (Trilling & Fadel, 2009). Trilling and Fadel (2009) organized learning and innovation skills, digital literacy skills, and career and life skills as three sets of skills in 21st century skills. With the rapid development of technology and information, all industries are constantly facing organizational and cultural changes, the ability of lifelong learning with innovation skills has become the first choice of enterprises (Barak, 2012; Mehaffy, 2012).

Student Leadership Development Theories

The Leadership Challenge Model

Leadership was initially defined as an ability that can only be possessed by leaders (Ken, 2019). Later, with the development of leadership, scholars proposed that leadership can be stimulated through challenges (Bass & Riggio, 2006). Whether it's the challenges facing the organization or the challenges that the leaders themselves are underdeveloped, these challenges often lead to change (Avolio, 2011). Therefore, in order to enable leaders to better face changes, Kouzes and Posner (2017) put forward Leadership Practice Inventory (LPI) based on transformational leadership, which was developed by collecting the experience of millions of leaders and includes five leadership practices. The five

leadership practices are Model the way, Inspire a shared vision, Challenging the process, Enable other to act, and Encourage the heart (Kouzes & Posner, 2017).

According to research, LPI as an assessment instrument provides students with a way to examine themselves and as a learning tool to help students critically understand and think about the leadership behavior of others (Posner, 2012; Posner et al., 2006). Kouzes and Posner (2014) pointed out that the more frequently students use the five leadership practices, the more positive impact students have on others. Moreover, there is no significant difference in the performance of individuals of different ages and experiences in the five leadership practices (McFarlane, 2010). Therefore, these five leadership practices are applicable to every student and also be regarded as an important component of transformational leadership (Abu-Tineh et al., 2008).

Student Involvement Theory

With the development of higher education, student development has become an important part of higher education, and student-centered learning methods have been advocated (Burkholder et al., 2013). Student involvement theory is based on the premise of taking students as the learning center to improve students' motivation to participate, so as to improve students' academic performance (Astin, 1984; Burkholder et al., 2013; Liu et al., 2014; Zhou & Cole, 2017). Astin (1984) described the student involvement theory based on five postulates, and emphasized that motivation is the premise and performance of student involvement.

Among the five postulates, the first three focus on students' personal motivation to participate and take environmental factors as an important factor influencing students' motivation (Alvarez-Bell et al., 2017; Astin, 1984). The latter two postulates provide a framework and clues for the student involvement of universities and teachers (Astin, 1984). In fact, almost all extracurricular activities on campus can be a continuation of these two postulates, and these activities effectively develop students' leadership skills and promote students' connection with society (Astin, 1984; Foreman & Retallick, 2013). Hence, since this study proposed a leadership skill development model that includes extracurricular activities in leadership development program, Student Involvement Theory which is closely related to students' extracurricular activities is the main theory supporting the model development of this study.

Moreover, Bloom's Taxonomy provides a multi-dimensional evaluation and measurement framework for Student Involvement Theory, which can be used to develop thinking skills, construct thinking frameworks, and examine whether the ultimate goal and outcome of thinking have achieved the desired effect (Lau et al., 2018). Athanassiou, et al. (2003) pointed out that the cognitive framework constructed by Bloom's Taxonomy can strengthen students' high-level thinking and improve students' cognitive ability, which is crucial for students' future skills development. The Bloom's Taxonomy was defined as three learning domains, namely the cognitive domain (knowledge), the affective domain (attitude or self), and the psychomotor domain (skills) (Adams, 2015; Bloom et al., 1956). These three learning domains provide directions for the development of student leadership skills in this research.

Reviewing the above theories, this research based on transformational leadership theory, combined with student leadership development theory and 21st century skills approach, defined the student leadership skills that need to possess in the 21st century through Synthesis Table. Synthesis Table collected the literature related to Transformational Leadership Theory by three different

researchers firstly. Then collected the explanation and research of student development theories including The Leadership Challenge Model and Student Involvement Theory. Finally, Synthesis Table collected leadership approach related to transformational leadership and 21st century skills approach as supplementary literature. In order to ensure that the skills selected from Synthesis Table were in line with all the theories of this study to the maximum extent, the researcher selected student leadership skills that were more than 50 percent frequent in Synthesis Table as the research variables. Therefore, there are 11 student leadership skills with more than 50 percent frequent, including innovation, creativity, collaboration, communication, motivation, strategic planning, decision-making, vision, Problem solving, self-reflection, and critical thinking.

Moreover, according to Northouse (2019), leadership skills can be roughly divided into three categories. Technical skills refer to practical skills that can be improved through training, such as writing and using computers. Interpersonal skills refer to teamwork that tend to be social, such as encouraging and caring for others. Conceptual skills are the thinking skills that future leaders need to master in order to cope with challenges. At the same time, Bloom's Taxonomy provides a classification method for students learning as a framework that expects different project tests for the same educational goal (Krathwohl, 2002). Therefore, this research classifies eleven student leadership skills according to the three categories of leadership skills, as shown in Table 1.

Table 1 Research Conceptual Framework

The Learning Domain	Technical Skills	Interpersonal Skills	Conceptual Skills
Knowledge		Collaboration	Innovation Creativity Decision-Making Problem-Solving
Attitude		Motivation	Vision
Skill	Communication	Communication Collaboration	Strategic Planning Reflection Critical Thinking

Research Methods

A mix research design was adopted to collect and analyse the data. A descriptive research method was used, including qualitative research and quantitative research approaches.

In the literature review process, fourteen literatures were sorted out through synthesis table, and the research variables of objective 1 were determined. The literature sources were books and researches. According to the variables, this study developed the questionnaire of student leadership skills for normal university students in Changsha. 30 students from normal universities in Changsha completed the reliability test of the questionnaire. The population of the questionnaire survey was 1185 people, and the sample was 540 people according to the proportionate stratified sampling. Finally, 612 valid questionnaires were collected. Moreover, statistical methods (frequency, percentage, average) were used to analyze the data of the questionnaire survey. The data of objective 2 was the research results of objective 1. The research instrument was $PNI_{modified}$ Formula. $PNI_{modified}$ is used to prioritize the student leadership skills, and the student leadership skills that need to be developed are determined according

to Mean value of PNI$_{modified}$. The purpose of this study is to develop the student leadership skill model. The researcher puts forward the student leadership skill model through the model development process. The model development process is divided into five steps. Data collection and data analysis as the first and second step have been completed in objective one and two. The third step of model development process is the purpose of objective 3, that is, to select the model components by breaking down other models or researches required by the model, and to adjust the parameters of the model by analyzing the data. Hence, the data for the development model were derived from objective two and the literature review, the data analysis method was keyword analysis. The literature review comes from two parts: the first part is 20 literatures related to Student Involvement Theory and The Student Leadership Challenge Model, and the second part is 25 literatures related to the five student leadership skills derived from the result of objective two. The fourth step in the model development process is model validation, which is done in objective four. The fifth step in the model development process is model implementation, the researcher will conduct follow-up work if conditions permit.

Findings and analysis
The main findings of this study are divided into four parts as follows.
Research Objective One
In order to understand the desirable and current student leadership skills in normal universities in Changsha, this study identified 11 student leadership skills through synthesis table in advance. Then, according to11 student leadership skills, a questionnaire was developed. The questionnaire is divided into two parts. The first part is a demographic survey, including gender, grad, leader experience, experience in extracurricular activities (classes) and programs. The researcher analyzed the first part by frequency and percentage, the results as shown in Table 2.

Table 2 Number and Percentage of Demographic Characteristics of Respondents

Demographics	Participants	Percentage
Gender (n = 612)		
Male	223	36.4%
Female	389	63.6%
Grade (n = 612)		
Freshmen	313	51.1%
Sophomore	239	39.1%
Junior	53	8.7%
Senior	7	1.1%
Leader Experience (n = 612)		
Yes	418	68.3%
No	194	31.7%
Activities Experience (n = 612)		
Never	116	19.0%
1 to 2 Times	213	34.8%
3 to 4 Times	156	25.5%
5 to 6 Times	72	11.8%
More Than 6 Times	55	9.0%

According to Table 2, female respondents (63.6%) are more than male respondents (36.4%). Most respondents were freshmen (51.1%) and sophomores (39.1%), while juniors (8.7%) and seniors (1.1%) were less engaged. In terms of leader experience, respondents (68.3%) who had leader experience or were in student leader positions are more than those (31.7%) who had never had leader's experience. Most respondents had participated in less than two activities (34.8%) and three to four activities (25.5%). The number of respondents who participated in five to six activities (11.8%) and those who participated in more than six activities (9.0%) was significantly smaller than the first two groups. In addition, a small percentage of respondents (19.0%) never participated in any activity.

The second part of the questionnaire measures student leadership skills, including 44 questions from 9 student leadership skills. The researcher analyzed this through Mean and Standard Deviation, the results as shown in Table 3 and Table 4.

Table 3 Summary of Desirable Student Leadership Skills

Summary of Desirable Student Leadership Skills					
No	Student Leadership Skills	Mean	S.D.	Interpretation	Rank
1	Communication and Collaboration	4.50	.54	Highest	3
2	Motivation (Inspiration)	4.49	.55	High	7
3	Strategic Planning	4.49	.60	High	7
4	Vision	4.49	.58	High	7
5	Decision-Making	4.50	.73	Highest	3
6	Innovation and Creativity	4.51	.64	Highest	1
7	Self-Reflection	4.50	.58	Highest	3
8	Problem Solving	4.51	.56	Highest	1
9	Critical Thinking	4.50	.57	Highest	3
	Total	4.50	.55	Highest	

According to Table 3, the most desirable student leadership skills are Innovation and Creativity (4.51) and Problem Solving (4.51), which are at the highest level. The least desirable student leadership skills are Motivation (4.49), Strategic Planning (4.49) and Vision (4.49), which are at a high level. In addition, the average mean score of desirable student leadership skills (4.50) is at the highest level.

Table 4 Summary of Current Student Leadership Skills

Summary of Current Student Leadership Skills					
No	Student Leadership Skills	Mean	S.D.	Interpretation	Rank
1	Communication and Collaboration	3.74	.57	High	1
2	Motivation (Inspiration)	3.65	.65	High	3
3	Strategic Planning	3.54	.70	High	8
4	Vision	3.61	.68	High	5
5	Decision-Making	3.60	.69	High	7
6	Innovation and Creativity	3.61	.67	High	5
7	Self-Reflection	3.63	.70	High	4
8	Problem Solving	3.66	.69	High	2
9	Critical Thinking	3.54	.67	High	8
	Total	3.62	.57	High	

According to Table 4, Communication and Collaboration (3.74) has the highest mean score in current student leadership skills, which is at a high level. Strategic Planning (3.54) and Critical Thinking (3.54) have the lowest mean score in current student leadership skills, which are at a high level. Therefore, the current average mean score of student leadership skills (3.62) is at a high level.

Research Objective Two

In order to find out the student leadership skills that need to be developed in priority, objective two analyzed the research results of Table 5 and Table 6 through the $PNI_{modified}$ Formula, the results as shown in Table 5.

Table 5 The Priority Needs Index of Desirable and Current regarding Student Leadership Skills for Student of Normal University in Changsha, China

Student Leadership Skills	$PNI_{modified}$	Rank	High (<mean)	Low (>mean)
Communication and Collaboration	20.32	9	1	
Motivation (Inspiration)	23.01	8	2	
Strategic Planning	26.83	2		2
Vision	24.38	5		5
Decision-Making	25.00	3		3
Innovation and Creativity	24.93	4		4
Self-Reflection	23.97	6	4	
Problem Solving	23.22	7	3	
Critical Thinking	27.12	1		1

Mean of $PNI_{modified}$ = 24.31

Table 5 the mean of $PNI_{modified}$ value at 24.31 of student leadership skills. According to the ranking, Critical thinking has the $PNI_{modified}$ value of 27.12, strategic planning has the $PNI_{modified}$ value of 26.83, decision-making has the $PNI_{modified}$ value of 25.00, innovation and creativity has the $PNI_{modified}$ value of 24.93, and vision has the $PNI_{modified}$ value of 24.38. These five student leadership skills have an average higher than the mean of $PNI_{modified}$ value (24.31), which indicates that there is a big difference between the desirable level and the current level of these student leadership skills, and the improvement and development of these student leadership skills should be prioritized, thus these five student leadership skills are weaknesses. Therefore, according to Table 7, there are 5 student leadership skills that need to be developed in priority: Critical Thinking, Strategic Planning, Decision-Making, Innovation and Creativity, and Vision.

Research Objective Three

The results of objective 2 show that there is difference between the desirable student leadership skills and the current student leadership skills in normal universities in Changsha. To bridge these differences, the researcher designed and developed a model of student leadership skills. According to the model development process, objective one and objective two completed the collection and analysis of data, selected variables needed by the model, and arranged and combined these variables. Therefore, objective three adjusted the model components based on the analysis results of objective two while

selecting the model framework by breaking down other models or researches required by the model to complete the model development.

Firstly, the researcher conducted systematic review based on the student leadership development theories to collect the content of appropriate student leadership development programs or extracurricular practices. Based on the Student Involvement theory and The Student Leadership Challenge Model, the researcher searched the English database for researches published in ten years with keywords (higher Education, Student Development, Student Involvement Theory, the Leadership Challenge Model, Extracurricular Activity, program), then conducted keyword analysis on twenty relevant literatures and obtained the content of the model as follows:

1.　Students' Motivation: Involves students' active involvement in the learning process under the impetus of learning motivation (Alvarez-Bell et al., 2017; Zhang et al., 2018).

2. Extracurricular Activity: Involves creating a positive academic atmosphere for students by matching different learning themes and methods according to students' majors and characteristics under the premise of a student-centered learning environment (Alvarez-Bell et al., 2017; Elham et al., 2016; Liu et al., 2014; Zhang et al., 2018).

3. Campus Environment: It involves providing students with a variety of extracurricular activities and creating channels and environments for positive interaction between teachers and students (Burkholder et al., 2013; Farrell et al., 2018).

4. Professional Guidance: Involves instructors' guidance of students' learning and psychology (Burkholder et al., 2013; Foreman & Retallick, 2013).

5. Social Expectation: Involves student development in line with society's requirements and expectations for college students (Farrell et al., 2018).

Meanwhile, in order to get the components of the five student leadership skills in the model, the researcher searched the English and Chinese databases for researches published in ten years with keywords (college students development, extracurricular activities, critical thinking, strategic planning, decision-making, innovation and creativity, and vision), then conducted keyword analysis on twenty-five relevant researches and obtained the content of the student leadership skills as follows: 1) Activity; 2) Teaching Approach; 3) Learning Approach; 4) Learning Environment; 5) Thinking Practice; 6) Professional Guidance; 7) These seven factors explain student leadership skills from different perspectives and provide components of extracurricular activities in the model.

Based on the results of the keyword analysis and the research results of objective two, the researcher conceptualized the model. Firstly, the characteristics of the model are developed. The researcher uses a radial circle graph to illustrate the relationship between the components of the model. Meanwhile, five factors affecting the student leadership skills development are placed outside the model as support.

Secondly, the model components are arranged. The objective of the model is placed in the innermost circle as the core of the model, around the purpose of the model are skills, knowledge, and attitudes. These three learning domains represent the dimensions of student leadership skills development. Five student leadership skills are placed in the outer circle of the three learning domains. Surrounding these five student leadership skills are the components in each student leadership skills and extracurricular activities. Factors affecting student leadership skills development are placed in the

outer layer of the model, which are closely related to student learning.

Research Objective Four

After the draft of the model was proposed, the model development process was evaluated by 15 experts to complete its verification. The 15 experts are educators with extensive experience in student development, student leadership and other related fields. Expert evaluation was carried out from four aspects, including Context Evaluation, Data Evaluation, Process Evaluation, and Model Evaluation. Based on the positive feedback from experts, the researcher revised the model.

Firstly, five factors affecting the development of student leadership skill are renamed (Moral Values, Leadership Theory, Professional Guidance, Leadership Practices, Interpersonal Skills). The revised five factors are considered to be the five factors that must be included in the leadership skills development of normal students. Second, Five practices from Kouzes and Posner's (2014) The Student Leadership Challenge Model are placed in the outermost circle of the model, and dotted lines are used to integrate the five leadership behaviors and student leadership skills so as to reflect the connection. Finally, the contents of the five student leadership skills that need to be developed are reduced to those that are most consistent with the characteristics of student leadership skills in normal universities in Changsha. The final model is shown in Figure 1.
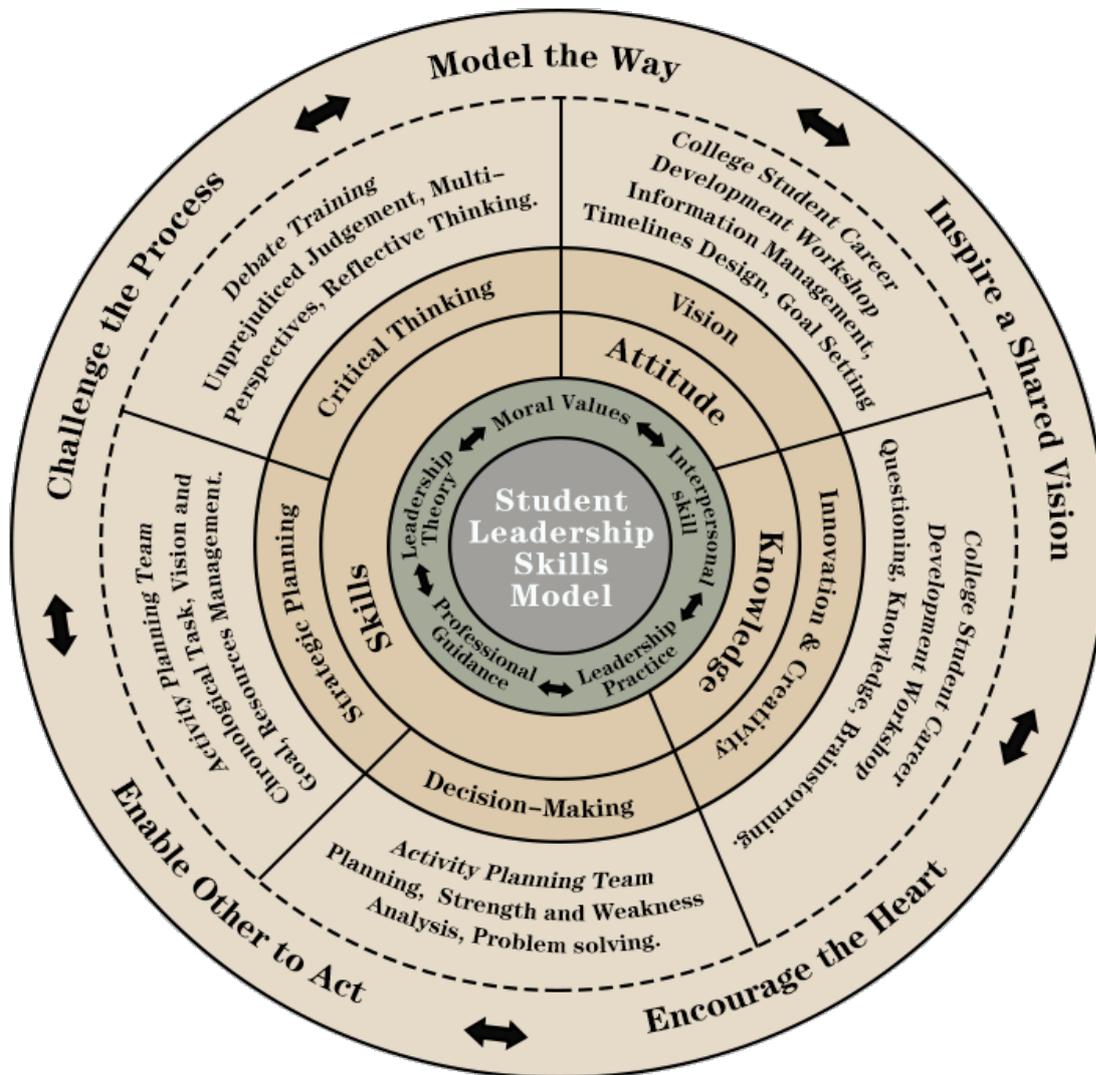
Figure 1 The Final Model of Student Leadership Skills Development in Changsha Normal University, China.

The final model is divided into six layers and three parts. The first part starts from the outermost layer, namely the Five Exemplary Leadership Behaviors of Kouzes and Posner (2014), which set a model for students' performance in extracurricular activities. At the same time, the second layer contains the contents that student leadership skills need to be developed and possible extracurricular activities related to these five student leadership skills, which providing a practical approach for universities.

The second part of the model includes five student leadership skills: critical thinking, strategic planning, decision-making, innovation and creativity, and vision, and the three learning domains: skill, knowledge, and attitude. The researcher assigned the student leadership skills to three learning domains according to the Table 2. The three learning domains of Bloom's Taxonomy provided the development direction for the student leadership skills in this model.

The third part of the model includes the factors that must be possessed by the leadership skills development of college students in normal universities in Changsha, and the innermost layer of the

model is the purpose in the model, to develop student leadership skills in normal universities in Changsha, China.

Conclusion and Recommendations

Taking normal university students in Changsha as an example, this study puts forward a model to improve college students' leadership skills. Student leadership skills are considered to be an important part of student leadership development, enabling students to demonstrate the skills to meet social expectations (Murage et al., 2018; Sousa, 2018). Especially in the 21st century, it is necessary for students to master thinking skills in the current changing social environment (Cansoy, 2017; Marinescu et al., 2019; Trilling & Fadel, 2009). In this model, student leadership skills are improved through extracurricular activities, and the importance of leadership practice to students' leadership skills is emphasized. According to research, although not the only way to improve student leadership skills (Carter et al., 2016), extracurricular activities have a significant positive effect on the development of student leadership skills (Murage et al., 2018; Sousa, 2018).

According to the model, critical thinking, strategic planning, decision-making, innovation and creativity, and vision are the leadership skills that normal university students need to develop in priority. Many educators admitted that the influence of critical thinking on student thinking and cognition cannot be ignored in the education process (Behar-Horenstein, & Niu, 2011)). Critical thinking enables students to properly evaluate and reflect on the conflict between information and its source, thus making effective judgments (Behar-Horenstein, & Niu, 2011). The fact is that while student leadership development has become an important part in many universities, critical thinking as a leadership skill has been recognized as the primary goal of higher education (Marcketti et al., 2011; Norman et al., 2017). Strategic planning, as an important tool for enterprise competition today, is an effective means of determining economic markets and a basic skill that enterprises need for future leaders (Akeem et al., 2019; Varella & Mirian, 2013). However, strategic planning is seen more as a required skill for business students than it is for normal university student.

For students in normal universities in Changsha, innovation and creativity are the most desirable student leadership skills, which is related to the vigorous cultivation of innovation and creativity by Chinese higher education for students (Jin et al., 2016). In fact, in the rapid technological development of the 21st century, creative and innovative products and forms have become a common phenomenon (Trilling & Fadel, 2009). Vision skills are widely proposed in Chinese higher education and are considered to be a skill consistent with the core socialist ideology (Yang, 2013). This is mainly because vision skills play a role in cultivating students' belief and consciousness development (Du, 2012).

In this model, the five student leadership skills are developed and explained through three learning domains derived from Bloom's Taxonomy. Bloom's Taxonomy model provides a multidimensional assessment and measurement framework that helps universities and instructors develop and monitor students' learning outcomes (Lau et al., 2018). Meanwhile, Bloom's Taxonomy emphasizes student-centered learning, which coincides with the content of student involvement theory (Athanassiou, et al., 2003).

Also, the model puts forward five factors that must be possessed by the leadership development of normal university students based on the background of Chinese higher education. higher education

recognized the necessity of leadership development for normal university students and emphasizes that students improve their leadership awareness through the popularization of leadership theories (Yang, 2012; Zhang, 2018). At the same time, instructors' guidance is an important link in the development of students' leadership, which could effectively guide students' self-development (Tan et al., 2019; Zhang et al., 2018). Some scholars believed that instructors' motivation and inspiration to students is an important factor to improve students' involvement in learning, and also lays a foundation for building a good teacher-student relationship (Farrell et al., 2018; Foreman & Retallick, 2013). University and faculty should develop students' interpersonal skills to prepare students for the of teachers-student relationships and even teachers-parents' relationships that student will face as future teachers (Chi & Liu, 2019; Tian & Yu, 2011). Moreover, moral development as the foundation of student development and also the goal of student development, normal students need to adhere to the socialist core of moral values, keep in mind the social responsibility and sense of mission (Weng, 2017).

All the above contents discuss and summarize the research results of this study while reserving different opinions. Considering Chinese context and the development process of this model, there are still some obstacles.

First, it is worth noting that the model is designed to develop students' leadership skills. However, some student leadership skills such as critical thinking cannot be evaluated directly, so long-term training is required to determine whether critical thinking has been developed (Behar-Horenstein, & Niu, 2011; Grant, & Smith, 2018). Therefore, extracurricular activities need to be considered for long-term program and should be combined with professional learning content. However, without government support, universities may not have enough funds to experiment and implement new program.

Secondly, the model emphasizes student-centered learning methods, so instructors need more time and energy to design different plans for different student groups, However, if universities do not have enough funds to implement new program, it will become a burden for instructors.

Furthermore, Rodriguez and Rodriguez (2015) pointed out that due to the easy access to knowledge and information, millennials tend to focus on themselves and lack respect and active participation in organizing and collaborating. Therefore, the model should consider whether students are ready to actively share and communicate with each other face-to-face.

References

Abu-Tineh, A. M., Khasawneh, S. A., & Al-Omari, A. A. (2008). Kouzes and Posner's transformational leadership model in practice: The case of Jordanian schools. *Leadership & Organization Development Journal, 29* (8), 648–660. https://doi.org/10.1108/01437730810916613

Adams, N. E. (2015). Bloom's taxonomy of cognitive learning objectives. *Journal of the Medical Library Association : JMLA, 103* (3), 152–153. https://doi.org/10.3163/1536-5050.103.3.010

Akeem, T. N., Yalo, M. I., & Hakeem, T. S. (2019). Cause-Effect Analysis of Strategic Planning and the Performance of Small and Medium-Size Enterprises in Kogi State. *Acta Universitatis Danubius. Oeconomica, 15* (5), 106-120.

Alvarez-Bell, R., Wirtz, D., & Bian, H. (2017). Identifying keys to success in innovative teaching:

Student engagement and instructional practices as predictors of student learning in a course using a team- based learning approach. *Teaching & Learning Inquiry, 5* (2), 128-146.

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel, 25* (4), 297–308.

Athanassiou, N., McNett, J. M., & Harvey, C. (2003). Critical thinking in the management classroom: Bloom's taxonomy as a learning tool. *Journal of Management Education, 27* (5), 533-555.

Avolio, B. J. (2011). *Full range leadership development (2nd ed.).* Sage Publications, Inc.

Barak, M. (2012). Distance education: Towards an organizational and cultural change in higher education. *Journal of Enterprising Communities, 6* (2), 124-137. http://dx.doi.org/10.1108/17506201211228930

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics, 18* (3), 19-31. https://doi.org/10.1016/0090-2616 (90) 90061-S

Bass, B. M., & Avolio, B. J. (Eds.). (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications, Inc.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership (2nd ed.).* Lawrence Erlbaum Associates, Inc.

Behar-Horenstein, L., & Niu, L. (2011). Teaching critical thinking skills in higher education: A review of the literature. *Journal of College Teaching and Learning, 8* (2), 25-41.

Bloom, B. S. (Ed.)., Engelhart, M. B., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain.* New York: Longmans Green.

Burkholder, G. J., Lenio, J., Holland, N., Seidman, A., Neal, D., Middlebrook, J., & Jobe, R. (2013). An institutional approach to developing a culture of student persistence. *Higher Learning Research Communications, 3* (3), 16-39.

Cansoy, R. (2017). The effectiveness of leadership skills development program for university students. *Journal of History, Culture & Art Research / Tarih Kültür ve Sanat*

Carter, D., Ro, H., Alcott, B., & Lattuca, L. (2016). Co-curricular connections: The role of undergraduate research experiences in promoting engineering students' communication, teamwork, and leadership skills. *Research in Higher Education, 57* (3), 363–393. https://doi.org/10.1007/s11162-015-9386-7

Chi, X., & Liu, Z. (2019). A study on improving college students' interpersonal competence by using expressive language art -- A case study of Shenyang Normal University. *Yalv River, (*10), 134-135.

Chi, X., Liu, J., & Bai, Y. (2017). College environment, student involvement, and intellectual development: evidence in China. *Higher Education (00181560), 74* (1), 81–99. https://doi.org/10.1007/s10734-016-0030-z

Du, J., Ma, R., Jiang, Y., Zhou, H., Long, B., & Ren, W. (2012). The Survey of the Efficiency of Collaborative and Sustainable Development of College Students from the Perspective of the Shared Vision. *Education and Teaching Research, 26* (6), 57-61. http://dx.doi.org/10.3969/j.issn.1674-6120.2012.06.017

Elham, A., Naderi, A., Simons Robert-Jan, & Pilot, A. (2016). Student engagement and foreign

language learning through online social networks. *Asian-Pacific Journal of Second and Foreign Language Education, 1* (1). https://doi.org/10.1186/s40862-016-0006-7

Farrell, L. C., Jorgenson, D., Fudge, J., & Pritchard, A. (2018). College Connectedness: The Student Perspective. *Journal of the Scholarship of Teaching and Learning, 18* (1), 75-95. http://dx.doi.org/10.14434/josotl.v18i1.22371

Fernández Díaz, M. J., Carballo Santaolalla, R., & Galán González, A. (2010). Faculty attitudes and training needs to respond the new European higher education challenges. *Higher Education, 60* (1), 101-118. http://dx.doi.org/10.1007/s10734-009-9282-1

Foreman, E. A., & Retallick, M. S. (2013). Using involvement theory to examine the relationship between undergraduate participation in extracurricular activities and leadership development. *The Journal of Leadership Education, 12* (2), 56-73.

Grant, M., & Smith, M. (2018). Quantifying assessment of undergraduate critical thinking. *Journal of College Teaching & Learning (Online), 15* (1), 27-38. http://dx.doi.org/10.19030/tlc.v15i1.10199

Jin, H., Yang, Y., & Song, G. (2016). A theory of creative expressiveness: Empirical studies in chinese universities. *Chinese Management Studies, 10* (2), 387-404. http://dx.doi.org/10.1108/CMS-10-2015-0232

Ken, K. N. (2019). An exploration into the problematic public policies and the leadership challenge for socio-economic transformation in south Africa. *International Journal of Excellence in Government, 1* (1), 37-47. http://dx.doi.org/10.1108/IJEG-09-2018-0003

Kipnis, A., & Li, S. (2010). Is Chinese education underfunded? *The China Quarterly, 202* (202), 327-343. https://doi.org/10.1017/S0305741010000263

Komives, S. R., Dugan, J. P., Owen, J. E., Wagner, W., & Associates. (2011). *The handbook for student leadership development (2nd ed.)*. Jossey-Bass A Wiley Imprint.

Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations (6th ed.)*. John Wiley & Sons, Inc.

Kouzes, J. M., & Posner, B. Z. (2014). *The student leadership challenge : Five practices for becoming an exemplary leader (2nd ed.)*. Jossey-Bass A Wiley Imprint.

Krathwohl, D. R. (2002). A revision of bloom's taxonomy: An overview. *Theory Into Practice, 41* (4), 212. https://doi.org/10.1207/s15430421tip4104_2

Lau, K. H., Lam, T. K., Booi, H. K., Nkhoma, M., & Richardson, J. (2018). Benchmarking higher education programs through alignment analysis based on the revised Bloom's taxonomy. *Benchmarking, 25* (8), 2828-2849. http://dx.doi.org/10.1108/BIJ-10-2017-0286

Li, C., & Shi, K. (2008). The structure and measurement of transformational leadership in China. *Frontiers of Business Research in China, 2* (4), 571-590.

Li, F. (2016). The internationalization of higher education in china: The role of government. *Journal of International Education Research, 12* (1), 47-52.

Liu, H., Liu, J., & Chi, X. (2014). Regulatory mechanism of self-determination involvement in higher education: assessing Chinese students' experiences. *Higher Education, 67* (1), 51-70. http://dx.doi.org/10.1007/s10734-013-9640-x

Liu, Y. J. (2013). Conflict and Integration of Traditional Education Values in China and Modern

Education. *Social Science Hunan,* 2, 242-244.

Luka, I. (2019). Creating a culture-based language learning course for developing adult learners' 21st century skills. *Journal of Education, Culture & Society, 10* (2), 151–169. https://doi.org/10.15503/jecs20192.151.169

Marcketti, S. B., Arendt, S. W., & Shelley, M. C. II. (2011). Leadership in action: student leadership development in an event management course. *Leadership & Organization Development Journal, 32* (2), 170-189. http://dx.doi.org/10.1108/01437731111112999

Marinescu, P., Dogaru, I., & Toma, S.-G. (2019). Best practices in civic initiatives to develop leadership and entrepreneurial skills for students. *International Multidisciplinary Scientific Conference on Social Sciences & Arts SGEM, 6*, 397-404. https://doi.org/10.5593/SWS.ISCSS.2019.2

McFarlane, D. A. (2010). Perceived impact of district leadership practices on school climate and school improvement. *Journal of Multidisciplinary Research, 2* (2), 53-70.

Mehaffy, G. L. (2012). Challenge and change. *EDUCAUSE Review, 47* (5), 24.

Murage, L. M., Njoka, J. N., & Gachahi, M. W. (2018). Assessment of student leaders' skills critical in managing student affairs in public universities in Kenya. *International Journal of Education & Literacy Studies, 6* (4), 107-113. http://dx.doi.org/10.7575/aiac.ijels.v.6n.4p.107

Norman, M., Chang, P., & Prieto, L. (2017). Stimulating critical thinking in U.S business students through the inclusion of international students. *The Journal of Business Diversity, 17* (1), 122-130.

Northouse, P. G. (2019). *Leadership: Theory and practice (8th ed.).* Sage Publications, Inc.

Peterson, P., & Showalter, S. (2010). Preparing culturally diverse special education faculty: Challenges and solutions. *Contemporary Issues in Education Research, 3* (9), 27-32.

Posner, B. Z. (2012). Effectively measuring student leadership. *Administrative Sciences, 2* (4), 221-234. http://dx.doi.org/10.3390/admsci2040221

Posner, B., Slater, C., & Boone, M. (2006). Spirituality and leadership among college freshmen. *The International Journal of Servant-Leadership, 2* (1), 165-180.

Qian, H., Walker, A., & Li, X. (2017). The west wind vs the east wind: instructional leadership model in China. *Journal of Educational Administration, 55* (2), 186-206. https://doi.org/10.1108/JEA-08-2016-0083

Rodriguez, A., & Rodriguez, Y. (2015). Metaphors for today's leadership: VUCA world, millennial and "cloud leaders". *The Journal of Management Development, 34* (7), 854-866.

Sessa, V. I., Bragger, J. D., Alonso, N., Knudsen, Q. E., & Toich, M. J. (2018). Leader possible selves: A new motivational construct to consider in college student leader development? *Journal of Leadership, Accountability and Ethics, 15* (2), 22-41. https://doi.org/10.33423/jlae.v15i2.641

Sousa, M. J. (2018). Entrepreneurship skills development in higher education courses for teams' leaders. *Administrative Sciences, 8* (2), 18. http://dx.doi.org/10.3390/admsci8020018

Sun, J., & Leithwood, K. (2015). Leadership effects on student learning mediated by teacher emotions. *Societies, 5* (3), 566-582. http://dx.doi.org/10.3390/soc5030566

Tan, C., Abdul Ghani, K. A., & Abdul, J. A. (2019). The effects of soft skill integration on quality of

college life of diploma business students. *Journal of International Education in Business, 12*
(2), 133-146. http://dx.doi.org/10.1108/JIEB-03-2018-0011

Thavornsuwanchai, A. (2010). The proposed transformational leadership model in the 2010's for
international programs in hospitality and tourism. *Scholar, 2* (1), 42-45.

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times.* Jossey-Bass A
Wiley Imprint.

Varella, L., & Mirian B. G. (2013). Information Technology as the Main Competence in the Design of
the Strategic Planning of Logistics Platforms. *Journal of Technology Management &
Innovation, 8* (3), 160-172. https://doi.org/10.4067/S0718-27242013000400015.

Weng, X. (2017) Some Reconsideration on the Characteristics and Innovative Development of
China's Logistics Industry. *China Business and Market,* 31, 8-15.

Weng, W., & Yan, W. (2018). Leadership for Social Change: Findings from Chinese College Students.
Journal of Leadership, Accountability & Ethics, 15 (4), 120–129.
https://doi.org/10.33423/jlae.v15i4.174

Wu, X., Li, A., & Qiu, C. (2014). A comparative study on leadership training status of Chinese and
foreign college students -- Taking outward bound training as the approach. *Journal of Hubei
University of Science and Technology, 34* (12), 2.

Yang, L. (2013).On the positive influence of university student association vision management on the
independent development of university students. 3 (4), 155-156.

Zhang, Q., Fan, Y., & Zhang, M. (2018). An empirical analysis of students' involvement and exit
behaviors in college organizations: The case of nanjing agricultural university in china.
Sustainability, 10 (11), 3933. http://dx.doi.org/10.3390/su10113933

Zhou, J., & Cole, D. (2017). Comparing international and American students: involvement in college
life and overall satisfaction. *Higher Education, 73* (5), 655-672.
http://dx.doi.org/10.1007/s10734-016-9982-2

Zhou, W., Lin, L., & Zhang, Y. (2016). Leadership education for college students based on the second
lesson. *National Social Sciences Database, 40* (5), 45-48.