

Research on the Leadership Development of College Students Majoring in Design

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Abstract: This article is based on the analysis of the answers to the questionnaire survey on the personality and leadership development of college students in the design field in order to provide a useful reference for scholars in the design field. This paper argues that college students' answers to the character and leadership development questionnaire reflect their cognition and evaluation of their character traits and leadership level and expose the problems and difficulties that affect their character formation and leadership improvement. This article hopes that through such a discussion process, it can help scholars in the design field understand what core competitiveness the current design industry needs and how to stimulate and cultivate the qualities required for such competitiveness effectively, and on this basis to better formulate course plans and optimize teaching methods, improve the quality of education, and enhance the effect of education. At the same time, it is also hoped that it can inspire college students in their future personal career planning and growth.

Keywords: leadership, development, college students, design

1. Introduction

1.1. Research Background

Personal leadership development in design is currently under great emphasis because the industry is growing rapidly and demanding leadership. The skills that need to be mastered and practiced in developing personal leadership in design include communication, analytical, problem-solving, teamwork, leadership, and decision-making skills. A designer who has the ability to stay on top of the latest technology, has good communication skills, and can guide teamwork tends to have strong leadership skills. The leadership of college students in the design field depends on their professional ability and experience in design. Leadership training is already very important for ordinary people, and college students majoring in design are the labor force about to enter society. In addition to the personality characteristics of students in the design industry, society requires designers to have some leadership skills at the personal level. In addition, there is a lack of articles on related topics, such as leadership training methods and leadership personality analysis for college students in the design field. Therefore, this article is important for design courses, educational content, and personal development is very beneficial.

1.2. Literature Review

Research by Deborah Faye Carter's team highlights the importance of considering selection bias when assessing the impact of extracurricular activities on student learning. Implications of the study

include expanding research opportunities for undergraduates where possible and integrating communication and leadership skills development into required courses [1]. This means that undergraduates are still facing a lack of leadership skills.

The findings of Denise L. Reyes and his team suggest that LD programs in higher education are effective, but evaluation studies need to address endogeneity more effectively. As a way forward, they provide recommendations for conducting LD program evaluation studies and a meta-analysis of evaluation studies [2]. These suggestions all indicate that the current courses related to leadership training for undergraduates are waiting for improvement.

The findings of this study show that Professor Ghafar, Abdul's detailed and nuanced industry knowledge is arguably beyond the scope of the entrepreneurship education system. Still, in a way, students must be exposed to organic industry knowledge through interactive and experiential experiences. In this interaction, developing integrated 21st-century skills such as social connections, leadership, creativity, and critical thinking further develop students' entrepreneurial intentions. In doing so, this study provides avenues for the further development of entrepreneurship education, particularly for integrating 21st-century skills [3]. This shows that the leadership of college students who have not yet entered society needs to be cultivated urgently.

Most scholars study a broad group of college students and do not define the group of college students, such as college students of any major. Significant group differences exist among students in different academic majors [4]. Therefore, college students are not tender enough to generalize, which requires a clearer scope to define. And there is currently a lack of suggestions and guidance for leadership training courses in the design field, as well as personality analysis and personal development analysis suggestions for college students majoring in design.

1.3. Research Framework

This paper first puts forward the guessing of the personality of college students majoring in design, designs a questionnaire according to the direction of guessing personality, and understands the distribution types and characteristics of the current college students' personalities. Secondly, according to the relationship between personality and leadership development, the Synectics Method analysis is carried out on the characteristics of current college students. Finally, some teaching suggestions are put forward to professors in colleges and universities, as well as suggestions for developing the personal leadership of college students.

2. Method

2.1. Survey

The survey method is a research method for analyzing the current large-scale survey of design major college students by distributing questionnaires and directly obtaining effective answers from the corresponding population. This article analyzes the character and leadership development in the design field by analyzing the survey responses to college students' hobbies, learning practices, and interpersonal life. It identifies key areas that need to be addressed in order to cultivate effective leadership for these students. It will also explore the various strategies and resources available to assist in developing leadership skills in the field.

2.2. Synectics

This method uses external objects to inspire thinking and develop creative potential. This article will analyze the responses of college students in the design field to the character and leadership development questionnaire. The responses of college students to the questionnaire on character and

leadership development can provide valuable references for scholars in the field of design, thereby helping them understand current leadership trends and the factors that affect the development of students' personalities, which will help them better design courses and teaching content, improve teaching quality and teaching effect. And it is very helpful for the development of college students to improve their personal planning and improvement in the future.

3. Results: Analysis of the Survey of College Student Leaders in the Design Field

According to the different grades (freshman to senior year) of different design majors (including visual communication design, graphic design, UI design, illustration design, and web design) in different fields of people from different regions of China (the distribution of respondents tends to be mainly in southeastern China), the author designed a questionnaire that can concisely show the leadership status of this group and recovered a total of 114 valid questionnaires (a total of 125 questionnaires).

The questionnaire is divided into two parts: personal problems encountered in getting along with others and personal leadership in the team.

3.1. When an Individual Gets Along with Others

The author set seven options for each question: "strongly agree, somewhat agree, somewhat agree, not sure, somewhat disagree, somewhat disagree, and strongly disagree", as shown in Figure 1.

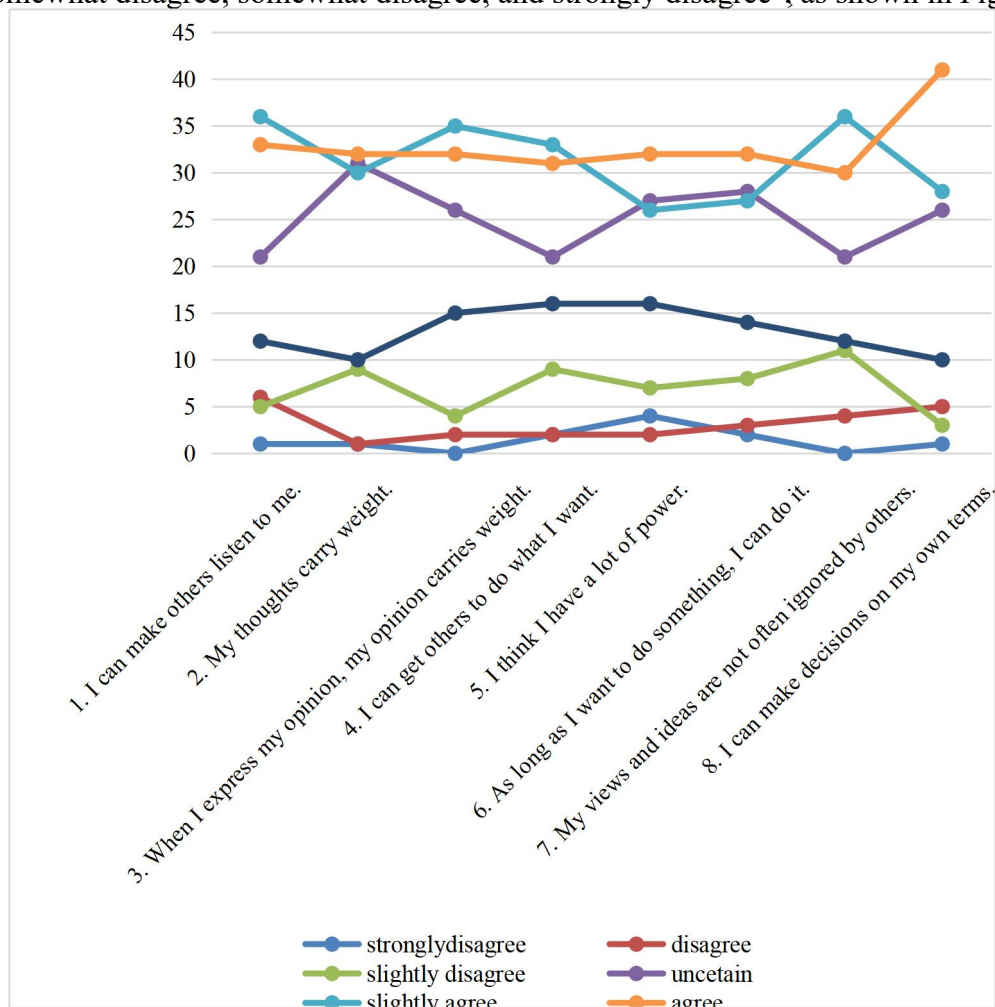


Figure 1: Questions and answers questions about personal self-interrogation.

Ignoring opinions and ideas. Among them is a question: "My views and ideas are often not ignored by others." Among the effective answers, the number of people who somewhat agree or agree with them accounted for half, consistent with most people's expectations that college students in the design field tend to be introverted. The characteristics of not being good at expressing are just the opposite. Of course, 14% of people tend to choose the option of disagreeing with the answer to this question. The results show that most college students in the field of design can express their ideas bravely and subjectively believe that their views and creations have not been ignored by others, which shows that most of the university teachers in the field of design can correctly guide college students to participate in the independent and subtle leadership training actively, but still cannot ignore a small number of "neglected groups".

Subjective view that rights are insufficient. It is worth noting that there is another question: "I think I have a lot of power", 4% of the people chose "I strongly disagree". Such a result is not unexpected [5]. This phenomenon shows that in modern design, children rarely have the opportunity to participate in decision-making but are regulated and restricted by teachers. This also shows that children in the design field may lack autonomy because they cannot participate in decision-making but follow the professors' instructions, thinking they do not have many opportunities to influence the design field.

Unable to convince others to complete the task. In the option "I can make others do things according to my ideas", a certain number of people prefer to disagree with this big question. This option means that the respondent may not be able to express himself clearly when getting along with others' expectations, have no way to gain the trust of others, or do not effectively accept positive feedback, etc.

Failure to do something that should be possible. In the option of "I can do something as long as I want to do it", there are also many people who tend to choose to disagree, which shows that college students lack the theory and practice of leadership. Hence, it is necessary to set up a minor in leadership Courses [6]. It is necessary to practice this type of course [6]. This is one aspect. In addition, learning how to implement plans and changes effectively is also very important because it can help them realize the transformation of ideas into reality.

3.2. Reflection of Personal Leadership in the Team

In this part of the questionnaire, five options are set: completely disagree, somewhat disagree, not sure, somewhat agree, and completely agree, as shown in Figure 2.

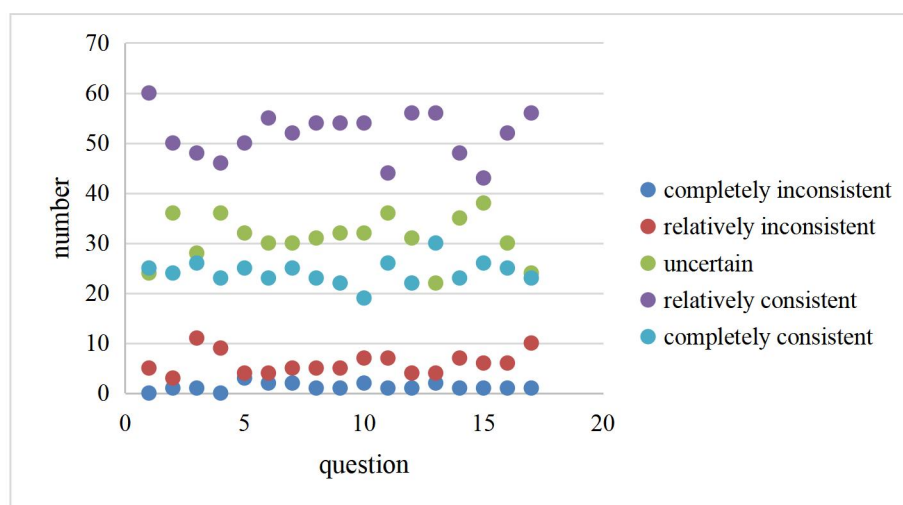


Figure 2: Questions and answers photo about problems with individuals in groups.

Insufficient ability to analyze problems when faced with problems. Certain college students cannot comprehensively analyze the pros and cons and causal relationships when facing problems because they do not have sufficient experience to analyze the pros and cons and causal relationships. They may only infer the result of the problem based on their own experience and knowledge. In addition, college students may also lack the ability to comprehensively think and understand the problem, making them make mistakes in the process of analysis and inference. It may also indirectly contribute to their other problems in leadership.

There is no professional ability consistent with the goals and positioning of the team and organization. The fact that college students do not have the professional ability to be consistent with the goals and positioning of the team and organization in the field of design is due to their lack of practical experience of college students. Although college students have carried out the theoretical study in the learning process, without practical experience, it isn't easy to have professional ability consistent with the goals and positioning of the team and organization.

4. Discussion

The author hopes to conduct a more reasonable analysis based on the current questionnaire designed for majoring college students and put forward some suggestions and directions for discussion, which will be beneficial to both individuals and schools.

4.1. Level of Personal Reflection

College students in the design field should maintain self-confidence and courage and pay attention to communication and cooperation with others, respect different views and ideas, and learn and grow from them. At the same time, university teachers in the design field should also give each student equal attention and guidance, encourage them to develop their strengths and creativity and help them overcome their shortcomings and difficulties. Only in this way can we form a good design education environment and promote the all-around development of college students in the design field. For the "neglected groups", analyze their characteristics, difficulties, and needs, and propose specific and feasible solutions, such as increasing communication opportunities, improving expression skills and self-confidence, etc.

4.2. Professor Teaching Aspects

Leadership development focuses on imparting knowledge and skills and shaping values and attitudes [7]. Leadership development is a holistic process focusing on imparting knowledge and skills and shaping values and attitudes. Knowledge and skills are the foundation of leadership, and they can help leaders master the necessary theories, methods, and tools to deal with various complex situations and challenges. However, knowledge and skills are not enough to guarantee leadership success; the right values and attitudes are also required. Values are the leader's beliefs, principles and goals, determining the motivation, direction, and standard of the leader's behavior. Attitudes are what a leader thinks, feels, and responds to himself, others, and the environment, and they influence a leader's mood, communication, and collaboration. Therefore, leadership training should focus on cultivating positive values and attitudes of leaders, such as a sense of responsibility, fairness, innovation, self-confidence, optimism, etc., on improving leadership's effectiveness and influence.

Leadership training should combine practice and reflection, allowing students to experience and enhance their leadership potential by participating in social services, project management, teamwork, and other activities.

Leadership development is a theoretical study and a practical process [8]. Only in practice can students truly feel the meaning, requirements, and challenges of leadership, discover and solve their own deficiencies and problems, and constantly adjust and improve their leadership styles and methods. Therefore, leadership training should be combined with practice and reflection, allowing students to experience and enhance their leadership potential by participating in social services, project management, teamwork, and other activities. These activities can help students exercise their leadership skills, such as communication, coordination, decision-making, and innovation, and can also cultivate their leadership qualities, such as a sense of responsibility, public awareness, and team spirit. At the same time, by reflecting on their performance and gains in activities, students can better understand their strengths and weaknesses, clarify their goals and directions, formulate their growth plans, and seek advice and help from others.

Leadership development should respect the individuality and diversity of students and encourage them to develop their strengths and characteristics rather than force them to follow uniform standards or models [9]. Leadership development should respect students' individuality and diversity and encourage them to develop their strengths and characteristics rather than to force them to follow uniform standards or models. Because each student has their own personality, interests, values, and experiences, these factors will influence their approach and style of leadership. Suppose all students are required to follow the same method or standard to develop leadership. In that case, their individual needs may be ignored, their creativity and initiative may be inhibited, and their resentment and resistance may even be caused. On the contrary, if we can respect the individuality and diversity of students and let them choose the appropriate leadership training path and method according to their own characteristics, it will be able to stimulate their enthusiasm and initiative and promote their self-awareness and self-development. It can also develop excellent leaders of different types and styles.

The cultivation of college students' ability to analyze problems needs to start from many aspects [10], including teachers, courses, teaching materials, teaching methods, etc. Teachers should guide college students to think proactively, constantly ask and solve problems, and stimulate their thirst for knowledge and innovative consciousness. The curriculum should combine theory and practice so that college students can apply the knowledge they have learned in practical situations and exercise their ability to analyze and solve problems. Teaching materials should reflect the characteristics of the times and social needs, cover a variety of content and perspectives, and encourage college students to broaden their horizons and expand their thinking. Teaching methods should adopt heuristic, discussion, and case-based methods to cultivate students' critical and creative thinking.

Setting up courses related to personal leadership improvement is also very influential. The impact of setting up leadership-related courses on design majors has the following aspects: First, it can improve the self-management ability of college students and enable them to plan better and overcome difficulties and challenges in their own studies and life; second, it can enhance the teamwork ability of college students, so that they can effectively communicate and cooperate with people from different backgrounds and majors, and jointly complete design projects; third, it can cultivate college students' innovative thinking ability so that they can discover problems and opportunities in the design field, and propose valuable and influential solutions. These aspects' impact directly or indirectly promote developing and improving these students' leadership [11].

4.3. Characteristics and Suggestions for Professional Study of Design Students

College students should actively participate in various design-related internships, competitions, workshops, and other activities to increase their practical experience, understand the process and requirements of different types and scales of design projects, and improve their design and

communication skills [12]. College students should take the initiative to learn and master various design software and tools, such as photoshop, coreldraw, projection mapping, etc., to improve their technical level and creative expression ability. They should pay more attention to the design industry's development trends and market demand, understand the design characteristics and styles of different fields and industries, and broaden their vision and thinking.

At the same time, they should consult and communicate with experienced designers more, learn from their creative process and practical experience, and obtain their suggestions and guidance on teamwork and organizational goals.

5. Conclusion

Finally, this study puts forward some improvement suggestions and prospects, hoping to positively impact research and practice in related fields. Due to the population distribution limitations and the problem's design, the existing data need to be further improved to become more scientific. Because it involves different angles to solve the current problem, I will put forward the prospect from two angles

5.1. Personal Level

Practical experience is crucial to the growth of design students. Only by participating in internships, competitions, workshops, and other activities can they truly understand the process and requirements of design projects and improve their design and communication skills.

Technical level and creative expression ability are the basic qualities that design students must possess. Only by learning and mastering various design software and tools and constantly improving their skills can they better cope with the challenges of design projects.

Pay attention to the development trend and market demand of the design industry, understand the design characteristics and styles of different fields and industries, and broaden your vision and thinking to better adapt to future career development.

Consult and communicate with experienced designers, learn from their creative history and practical experience, and obtain their suggestions and guidance on teamwork and organizational goals. This can help design students make better use of their advantages and improve their professionalism.

5.2. University Education Level

The cultivation of college students' problem-analysis ability needs to start from many aspects, including teachers, courses, teaching materials, teaching methods, etc.

Teachers should guide college students to think proactively and stimulate their thirst for knowledge and innovative consciousness.

The curriculum should focus on combining theory and practice so that college students can apply what they have learned in practical situations and exercise their ability to analyze and solve problems.

Teaching materials should reflect the characteristics of the times and social needs, cover a variety of content and perspectives, and encourage college students to broaden their horizons and expand their thinking.

Teaching methods should adopt heuristic, discussion, and case-based methods to cultivate students' critical and creative thinking. These methods can help college students better understand and apply what they have learned and improve their ability to analyze problems.

Design universities should provide an environment encouraging students to think, innovate and practice. Such an environment can help students develop leadership as it stimulates their curiosity

and creativity and allows them to practice their leadership skills. Additionally, schools should offer courses or activities that help students understand the importance of leadership and provide them with practical skills and tools to help them become better leaders.

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