Language Learner Autonomy and Student Leadership Within and Beyond the Classroom: How Do SALC Student Leaders Conceptualize Leadership?

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Abstract

This paper investigates beliefs about student leadership in a self-access learning center (SALC). Knight (2015, p. 84) categorizes leadership as a conceptualization: "A key to understanding leadership is to recognize that leadership is itself a conceptualization drawing on a number of positions, experiences, practices and ideologies." In order to investigate beliefs about leadership, an extended questionnaire administered to student leaders (peer advisors) was used, and the research questions included: (1) *How do peer advisors conceptualize leadership?* and (2) *How do they conceptualize peer advising in terms of leadership?* In order to explore these research questions, the researchers draw upon Knight's (2015, 2017) innovative discourse analytical approach to metaphor analysis adapted from Cameron (2003, 2007). Viewing leadership in terms of "communication" and "creation" (Knight, 2013, Knight & Candlin, 2015) may illuminate the connections between 1) leadership and 2) the advising activities of SALC peer advisors (PAs). The researchers discuss how the research approach may contribute to a training program for SALC PAs and the transformation of the SALC into a "center for creative leadership."

Introduction/Overview

This paper investigates beliefs about student leadership in a self-access learning center (SALC). Knight (2015, p. 84) categorizes leadership as a conceptualization: "A key to understanding leadership is to recognize that leadership is itself a conceptualization drawing on a number of positions, experiences, practices and ideologies." In order to investigate beliefs about leadership, an extended questionnaire administered to student leaders (peer advisors) was used, and the research questions addressed the following: (1) *How do peer advisors conceptualize leadership?* and (2) *How do they conceptualize peer advising in terms of leadership?* In order to explore these conceptualizations, we draw upon Knight's (2015, 2017) innovative discourse analytical approach to metaphor analysis adapted from Cameron (2003, 2007). In our discussion (section 5), we conclude that leadership conceptualized in terms of "communication" and "creation" (Knight, 2013, Knight & Candlin, 2015) illuminates the connections between 1) leadership and 2) the advising activities of SALC peer advisors (PAs). In this paper, we argue that KUIS PAs would benefit from leadership and coaching training that is related to SALC advising practices.

Background[1]

The research takes place in the context of the self-access learning center (SALC) on the campus of Kanda University of International Studies (KUIS) in Chiba, Japan. The original SALC was established in 2001, but moved into a purpose-built facility in 2003. The current SALC is the third iteration and was established in April 2017 to expand the services and offer more opportunities for students. The mission of the KUIS SALC is "to foster lifelong learner autonomy" by supporting learners in:

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[1] This section of the paper replicates and adapts parts of Knight (2017b).

- utilizing appropriate communities, spaces, and resources for learning
- maximizing their opportunities for interdependence and interaction with others
- becoming more aware and in control of their learning processes
- achieving their language-learning and other goals
- becoming confident language users
- developing language skills for future study and careers
- developing leadership skills

(SALC website, 2018)

There are various ways in which the SALC team achieves this mission, but in this paper, we focus on the final goal – developing leadership skills – as this is a relatively new addition. The leadership goal was originally added in 2016 in consultation with the university's chairman, and although leadership opportunities for students did certainly exist in the SALC at that time, it needed a more focused investigation. One way in which leadership approaches and possibilities were introduced to the SALC team was via the SALC Advisory Board. The SALC Advisory Board, which is made up of representatives of different departments at KUIS, guides the direction of the SALC to ensure that it supports KUIS students. The Board meetings provide opportunities for departments to hear updates from the SALC, participate in discussions about its directions, and offer suggestions to improve SALC services for students. The SALC Advisory Board meeting in September 2017 included a PowerPoint presentation (Knight, 2017a) that proposed leadership development for KUIS students through (domestic and international) consulting programs in the KUIS SALC. Knight (2017b) explores the creation and implementation of his proposal and the related programs as Scollon's (2001) *nexus of practice*.

Scollon and Scollon (2004, p. 159) define a nexus of practice as "the point at which historical trajectories of people, places, discourses, ideas, and objects come together to enable some action which in itself alters those historical trajectories in some way as those trajectories emanate from this moment of social action." Jones and Norris (2005, p. 5) discuss a nexus of practice in terms of Scollon's (2001) mediated discourse analysis (MDA):

> MDA strives to preserve the complexity of the social situation. It provides a way of understanding how all of the objects and all of the language and all of the actions taken with these various mediational means intersect at a *nexus* of multiple social practices and the trajectories of multiple histories and storylines that reproduce social identities and social groups….

A nexus of practice can be investigated with a nexus analysis. The nexus analysis approach provides for the exploration of social power, mediated actions, and cultural patterns. Three guiding questions for conducting a nexus analysis are representative of critical discourse analysis (CDA), interactional sociolinguistics, and linguistic anthropology (Scollon & Scollon, 2004, pp. 173-175):

1. How are social power interests produced [and reproduced] in this discourse?
2. What positions and alignments are participants taking up in relationship to each other, to the discourses in which they are involved, the places in which these discourses occur, and to the mediational means they are using, and the mediated actions which they are taking?
3. How are sociocultural or historical thought or cultural patterns [expressed] in the language and its genres and registers providing a template for the mediated

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actions of participants in the nexus of practice?

The nexus analysis approach illuminates how and why storylines and histories intersected in the creation and delivery of the proposal for consulting programs for leadership development in the KUIS SALC, and Knight (2017a, slides 16-17) lists seven advantages of the proposed consulting programs including:

- Leadership experience for students (who are thinking/doing as well as becoming/being) - When program participants are acting as consultants and giving recommendations to the SALC administrators, they are communicating (and competing) as leaders to "create a vision"…
- The SALC could become a global leader in leadership development. In this connection, the KUIS SALC could become a model for others (individuals and institutions) interested in such leadership development.

It is important to consider how effective such consulting programs would be for leadership development. Nohria and Khurana (2010, p. 7) of Harvard Business School identify "a set of dualities that…seem to be at the heart of research on leadership" including a dyad focused on "leader development."

a. Leader development should be thought of in terms that emphasize leaders' capacity for *thinking and doing* (which puts an emphasis on various competencies).
b. Leader development should be thought of in terms that emphasize leaders' capacity of *becoming and being* (which puts an emphasis on an evolving identity).

These two approaches to leadership development are both inherent in the consulting programs proposed for the KUIS SALC. Further, Knight's conceptualization of leadership as involving communication for creating and achieving visions reflects the mission of the KUIS SALC (i.e., empowering KUIS students for "achieving their language-learning and other goals, becoming confident language users, developing language skills for future study and careers, and developing leadership skills"). In a *TESOL Blog* post, Knight (2016) writes: "Leadership and learner autonomy are both focused on 'achieving your dreams'!"

The role of peer advisors (PAs) at KUIS

Peer advisors (PAs) are students who are trained to support other learners with any aspect of university life. At KUIS, the PA role includes: helping students access campus resources, motivating and guiding, and introducing academic and life skills (Curry & Watkins, 2016). Benefits for advisees include developing confidence, learning tips and hints from a senior student, making friends, and also having the chance to talk to a peer in a less formal way than talking to a teacher or learning advisor. This kind of support often has positive impacts, for example increased student retention (Jacobi, 1991), and reduction in anxiety (Rodger & Tremblay, 2003). There are also several documented benefits for tutors, including the development of personal autonomy (Kao, 2012) and feeling a sense of achievement (Colvin & Ashman, 2001; Mynard & Almarzouqi, 2006). The training is conducted by senior learning advisors, lasts one semester and includes the introduction of reflective listening skills (Curry & Watkins, 2016). The contents of the training are summarized in Table 1.

Table 1. Outline of the PA training (Curry & Watkins, 2016, p. 23-24)

	Contents
1	Understanding roles (ethics/ difference between mentor and tutor/cultural sensibility/ learning styles/ assumptions re: good learners & good ways to learn, need for regular reflection)
2	Learner autonomy (definitions & principles – what does it mean to be an autonomous learner?)
3	Self-reflection & self-assessment of strengths & weaknesses as a language learner
4	Advising skills Active listening skills Positive reinforcement techniques Questioning
5	Learning strategies for different skills
6	Learning resources for different skills
7	Campus resources
8	Anxiety, motivation, confidence
9	Time management
10	Work contract and ongoing training

SALC peer advisors' conceptualizations of leadership

The conceptualization of leadership as "consulting" in section 1 refers to KUIS students in general taking on consulting roles in the SALC. In this paper, however, we focus on KUIS peer advisors (or PAs) in the SALC. In particular, we were interested in the following questions (Knight & Mynard, 2018):

    1.   How do SALC peer advisors conceptualize leadership?

2. How do SALC peer advisors conceptualize their roles as peer advisors?

3. To what extent do the conceptualizations of peer advising and leadership overlap and why? (which leads to the following questions)

4. What kind of leadership development should SALC peer advisors be given?

5. If a) learning, b) achieving goals, and c) leadership are closely connected, should SALC peer advisors be trained to develop self-directed learners into leaders (e.g., should PAs be trained as coaches, consultants, etc.)?

In order to address these questions, we followed Knight (2015) and replicated parts of his content, narrative, and metaphor analyses approaches in exploring the peer advisors' conceptualizations of a) leadership and b) peer advising.

Participants

Four out of the nine SALC peer advisors (PAs) accepted the invitation to participate in the research at the end of the academic year in 2018 and responded to the following instructions:

Please type your responses to all of the questions below. Please attach the two photos (above) and your (typed only) responses (below) to an email to joanne-m@kanda.kuis.ac.jp by January 15, 2018

Methods

Our research methods were inspired by, reflected, and replicated in some cases, Knight's (2015) research as described in Knight and Candlin (2015, p. 27):

…narratives concerning the leadership beliefs and communication experiences of 20 leaders drawn from the fields of business, law, government, medicine, sports,

counseling, and academia were collected through a process of semi-structured interviews (Grindsted, 2005) by Skype (audio only), by telephone, and face to face….The data were then analyzed following Talmy's precepts for such research interviews, viewing them in terms of a social practice (Talmy, 2011), which generated those personal narratives (Riessman, 2002) from the leaders...

The questions that appeared in the questionnaire were replicated and/or adapted from Knight (2015). The items that the participants were asked to complete could be categorized as a drawing of leadership, beliefs about leadership and peer advising, and a peer advising narrative. We viewed the data generated as having been "socially constructed" because the participants and researchers were interacting/communicating by means of the "questionnaire" even though the students completed the questionnaire alone. We created the questions/ instructions with a specific purpose in mind, which influenced and limited to an extent how the students responded; i.e., if we had asked different questions, we would have had different responses. There were also the professional relationships between the participants and Mynard and other KUIS SALC Learning Advisors that could have influenced the participants' responses, although the participants were completely free: 1) to not take part in the research and 2) to respond in the ways that they desired.

Following Knight (2015, 2017c), NVivo 11 was used to conduct two types of word frequency analyses on the leadership definitions submitted by the PAs.

1. Exact words
2. Generalizations

The results of these analyses were transformed into word clouds. The word clouds with the generalizations were used as the focus of an innovative application (Knight, 2015, 2017c) of Cameron's (2003, 2007) Discourse Dynamics Framework metaphor analysis of the PAs narrative responses to the final item in the questionnaire in order to identify linguistic metaphors (Cameron, 2003, 2007) and to create metaphor scenarios (Knight, 2015, 2017c).

For each of the four participants a profile was created that consisted of the following components:

1. The word cloud of the participant's definition of leadership
2. The top 3 qualities of a leader as provided by the participant
3. The participant's description of the qualities of a SALC peer advisor
4. The participant's drawing of leadership
5. The key word(s) other than leadership that the participant used to describe leadership
6. The participant's performances as a SALC peer advisor
7. The participant's top 3 interpersonal communication skills as a SALC peer

The profiles provided multiple perspectives of how the participants conceptualized leadership and their roles as SALC peer advisors.

Findings

The findings are replicated from Knight and Mynard (2018), which is the RILS&LE grant-related presentation in which the research findings were first reported. In Table 2, the participants' beliefs about leadership are shown. The items in the slide were replicated from

Knight (2015), which adapted a description of the state of leadership research at Harvard Business School (Nohria & Khurana, 2010). The participants could only choose "a" or "b" for each of the five items, but one participant seemed to have misunderstood the instructions and submitted a response for only one of the five items.

Table 2. The leadership beliefs on SALC Peer Advisors in Knight and Mynard (2018)

Leadership Beliefs of PAs

(Note: PA 2 chose one response only.)

SALC Peer Advisers	1	2	3	4
1a A leader's primary role is producing superior *performance* or results.				
1b A leader's primary role is making *meaning*.	■		■	
2a A leader is a special *person* (with unique personality and character traits).				■
2b Leadership is a *social role* (defined as an influence relationship between the leader and follower).	■			
3a Leadership is *universal* (there is something in common among leaders across all situations and contexts).				■
3b Leadership is *particular* (each person must lead differently depending on his or her own identity, understanding of leadership, and particular situation).	■			
4a A leader has the ability to exercise *agency* (the power, influence, will, and ability to do, to act, to change).	■		■	
4b A leader needs to attend to *constraints* (such as the organization's history, myriad demands, and stakeholders).				
5a Leadership development should be thought of in terms that emphasize leaders' capacity for *thinking and doing* (which puts an emphasis on various competencies).	■		■	
5b Leadership development should be thought of in terms that emphasize leaders' capacity of *becoming and being* (which puts an emphasis on an evolving identity).				

In addition to Table 2 and following Knight (2015), word clouds are included in Knight and Mynard (2018). Figures 1 and 2 illustrate how the participants conceptualized leadership as a group. Figure 1 shows the word cloud for the leadership definitions for all participants using exact words in a word frequency analysis. Figure 2 shows the word cloud for the leadership definitions for all participants using generalizations in a word frequency analysis. (Size is

related to the number of words in a group.)

Figure 1. All PAs – Leadership definition – Exact words (replicated from Knight & Mynard, 2018)

Figure 2. All PAs – Leadership definition – Generalizations (replicated from Knight & Mynard, 2018)

As in Knight (2015), the word cloud based on generalizations is of particular interest as it seems to reveal leadership beliefs and can be used as a focus for identifying metaphors in the participant's narratives. The profiles of each of the four participants (peer advisors or PAs) are displayed in order (PA 1 to PA 4). The results of the metaphor analysis are contained in Table 3.
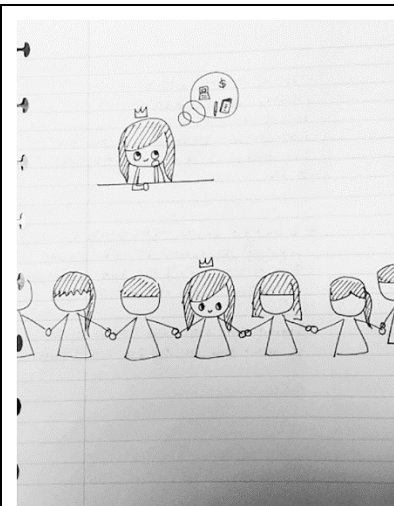
PA 1 – Leadership definition – Generalizations

Top 3 qualities of a leader:
1) supportive, 2) passionate, and 3) inspiring

Qualities as a PA:
I am more passionate about learning new thing after becoming a peer advisor. By telling my ideas and experience, my learning advisors who I really admire told me that they inspired by me. If the students have a goal and work for it passionately, they will see there are a lot of unknown things they did not realize through their learning process. This is what I learned by myself, so I would like to spread the idea.

Leadership definition – Drawing and Key word(s)

- Empowerment
- Inspiring other people
- Working together to attain goals

SALC PA Performances
Curious, passionate, and inspiring.

SALC PA Interpersonal Communication Skills
1) bringing out, 2) understanding, and 3) encouraging skills.

PA 2 – Leadership definition – Generalizations

Top 3 qualities of a leader:
1) supportive, 2) passionate, and 3) witty

Qualities as a PA:
Being supportive is always my ideal. I am always trying to support advisees to achieve their goals with what they can then. Advisees are smart enough to see how much we have motivation to support them so I take support as the most important one. Luckily I do like to support students because when they get to succeed, it is proving me that people can change and learn new things. This experience always encourages me to do something new. I get benefit from being supportive so yes, supportive is important part of my identity.

For advisees, I think passion in me to be supportive is important because they need someone to see their effort.

Also it is important to talk with students like a friend so I try to be witty everytime.

To show my passion of supporting students, I always tell them I won't judge. At the beginning of advising session, I ask students about what they are working on the most, and we start talking about what made them book me. I encourage them to keep doing what they put effort on so they know I understand their feelings.

Leadership definition – Drawing and Key word(s)
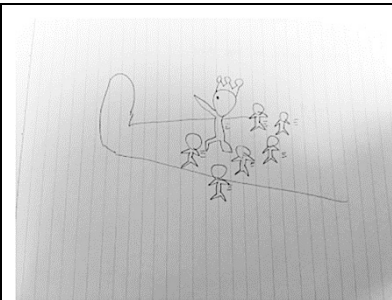
	• Unity **SALC PA Performances** Cooperation, Working together **SALC PA Interpersonal Communication Skills** Listening, Encouraging, Understanding

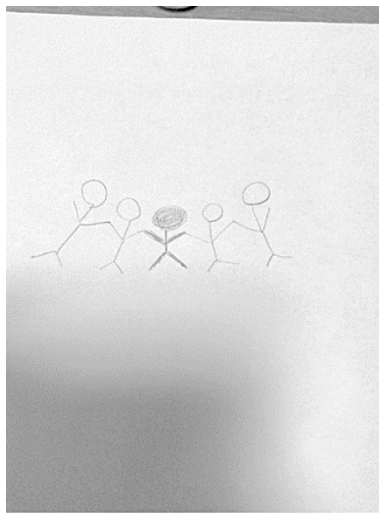**PA 3 – Leadership definition – Generalizations**

Top 3 qualities of a leader:
1) sense of responsibility, 2) acceptance, and 3) sincerity

Qualities as a PA:
These qualities are important to me, too. When I work as a PA, I try to listen and accept what advisee said. To make a good relationship with an advisee, thinking about him/her negatively is not good. Instead, I always ask him/her why they think/do so. Through asking it, I come to find his/her opinions more clearly.

Leadership definition – Drawing and Key word(s)

	• Considerate **SALC PA Performances** Facilitator **SALC PA Interpersonal Communication Skills** Encouraging, Interviewing, Listening

| PA 4 – Leadership definition – Generalizations |
|---|

selfish
lead
people

Top 3 qualities of a leader:
1) supportive, 2) passionate, and 3) strong-willed

Qualities as a PA:
While I was working as a peer advisor, I tried to think about advisees seriously. I don't think that I have any kinds of qualities, but to be able to guide their situation better is kinds of leadership.

Leadership definition – Drawing and Key word(s)
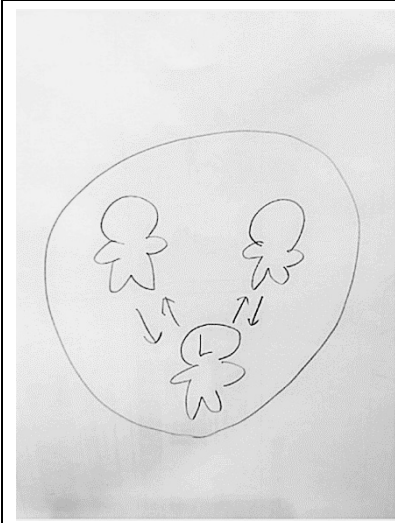
- Communication

SALC PA Performances
Motivation, support, advice

SALC PA Interpersonal Communication Skills
Listening, encouraging, persuading

The word clouds contained word groups that focused attention on terms and concepts emphasized by PAs in their original definitions of *leadership* (Knight, 2015, 2017c). The metaphor scenarios were based on Cameron's (2003, 2007) systematic metaphors (Knight,

2015, 2017c) and created from the PA narratives about *peer advising* (see Appendix). The eye of the beholder determines whether a metaphor exists (i.e., "interpretation" in Charteris-Black, 2008) (Knight, 2015, 2017c).

Table 3. Systematic Metaphors and Metaphor Scenarios from Knight and Mynard (2018)

PA	Role(s) in metaphor scenario	Systematic Metaphors
1	Consultant	*PEER ADVISING IS ASKING QUESTIONS TO HELP PEOPLE FIND SOLUTIONS TO THEIR PROBLEMS*
2	Teacher	*PEER ADVISING IS TEACHING OTHERS WHAT THEY WANT TO KNOW*
3	Manager	*PEER ADVISING IS ORGANIZING PEOPLE'S ACTIVITIES TO GET THEM THE RESULTS THEY WANT*
4	Psychiatrist	*PEER ADVISING IS LISTENING TO OTHERS TALK ABOUT THEIR PROBLEMS*

PA	Metaphor Scenarios
1	A person comes to a consultant with a problem. the consultant asks questions to help change the person's perception of the problem and find the solution
2	A student asks a teacher advice about how to improve his skill in a specific area. The teacher explains that he has to study and talks about his personal experience in the area.
3	An employee is having problems managing her many responsibilities. Her manager tells her how to organize her activities.
4	A psychiatrist has a difficult case in which she listens to a patient talk about life problems.

Table 3 lists the four participants' conceptualizations of peer advising in their narrative responses (see Appendix) from a metaphorical perspective; i.e., peer advising is: 1) consulting, 2) teaching, 3) management, and 4) psychiatry. These systematic metaphors align with the participants' definitions of leadership in the word clouds, which can be interpreted as leadership is: 1) trying to think [of a solution], 2) a people thing, 3) directing/organizing, and 4) [leading] selfish people (which matches the metaphor scenario, although this could also be interpreted as leaders are selfish people). In the next section (4) of this paper, we discuss these findings and share our conclusions.

Discussion and Conclusions

The four PAs seemed to view their PA roles in terms of leadership. PA 4 held the belief that a leader is someone special, and she did not seem to see herself as a leader (possibly because she did not think of herself as a selfish person who pursues her own desires over those of others). The metaphor scenarios of PAs 1 to 3 align with Knight's (2015) leadership conceptualization of communicating to create and to achieve visions. Most importantly, PAs could be empowered if they learned to view leadership and their PA roles as communicating to create and to achieve visions.

In developing the leadership skills of SALC peer advisors, an adaptation of the research in this paper could be useful in increasing the awareness of PAs about leadership and their roles as PAs. It would be the first step in establishing a connection between peer advising and leadership.

In the introduction of this paper, leadership is conceptualized as "consulting." Knight (2017d) writes about his experience meeting leadership consultants in the Center for Creative

Leadership (CCL), which is ranked in the top 10 organizations in executive education. In a white paper written by three CCL consultants (Stawiski, Sass, & Grunhaus Belzer, 2016), the case is made for executive coaching:

> *Executive coaching is a $2 billion industry globally. In fact, more than 70% of formal leadership development programs in organizations include coaching. Why are organizations willing to invest so heavily in coaching at a time when company resources are under tight scrutiny? The assumption is that coaching gets results, including:*
> * *better and accelerated learning*
> * *development of critical thinking skills*
> * *improvement in team leadership performance*
> * *sustainable organizational change*
> * *increases in leaders' self -awareness so they can use their strengths more effectively* (p. 1)
>
> …
> *As coaching becomes increasingly popular, organizations such as CCL continue to accrue evidence that it works. However, it should not be assumed that all coaches and coaching will be high quality and get results. Executive coaching represents a significant investment of time and money, so continuously monitoring quality and assessing whether an executive coaching initiative is producing results is critical. Organizations should make sure both coaches and the coaching engagement are evaluated by measurable criteria. Nonetheless, this research provides support for these key benefits of coaching initiatives: It is likely that companies will continue to invest in executive coaching as a key tool to develop leaders and improve their ability to carry out strategic initiatives. A strong coaching program that is well-integrated and supported within the organization has the potential to positively impact leaders and the groups they lead.* (p. 11)

This CCL description of executive coaching leads to the following questions:

1) To what extent do the activities of PAs and executive coaches overlap?

2) How can PA training be adapted to include executive coaching skills for career development?

3) How can PAs be made aware of the value of their PA experience and its application to careers and business activities such as consulting and coaching?

Bruce and Montanez (2012) in a publication of the American Society of Training and Development (ASTD, which was renamed ATD, the Association for Talent Development) write what they call the 11 Commandments for Coaching Success. These are "behavioral characteristics and competencies that will set up employees for success":

1. Freely and frequently share knowledge and expertise with others and then ask for the same in return.
2. Respect and appreciate the differences in others and coach them accordingly.
3. Encourage employee suggestions whenever change is being implemented.
4. Make sure employees understand what is expected of them.
5. Be up-front and honest with people at all times.
6. Communicate openly and honestly.
7. Keep employees focused on the team's effectiveness and goals, and value personal contributions as well.
8. Give genuine praise and recognition for a job well done.
9. Look for new ways to help others develop their full potential.
10. Encourage team members to understand, respect, and support one another.
11. Walk the talk and model the standard of performance that is expected of others. (p. 160)

These characteristics and competencies could apply to KUIS PAs. Bruce and Montanez also list eight primary coaching styles. See Table 4.

Table 4. Primary coaching styles (adapted from Bruce & Montanez, 2012, p. 161)

1.	Key influencer	A dominant figure who leads by example
2.	Formal and structured	Coaching people through an established system that may include one-on-one support
3.	Relaxed and informal	Being available when support and guidance is needed; laid-back and active only when asked
4.	Hands-on	Demonstrates how to do something not easily learned from a book
5.	Hands-off	Glad to help after someone has tried to do it himself
6.	Visionary	Gives the big picture but does not give specific directions
7.	Group or team	Group of people or team band together to support one another and set goals
8.	Coaches in disguise	Someone unexpected influences you during a brief encounter and leaves a lasting impression

The KUIS PAs could benefit by being introduced to these coaching styles in a way that requires them to role play each of the different styles in a consulting simulation. The purpose of the coaching described in Table 4 is to help the person being coached to achieve his or her goals.

In a workshop given at KUIS, Kubota (2018) talks about "integrating problem-posing pedagogy in critical content-based instruction" (title slide) and refers to Bloom's Taxonomy. (See Figure 3.)

Bloom's Taxonomy

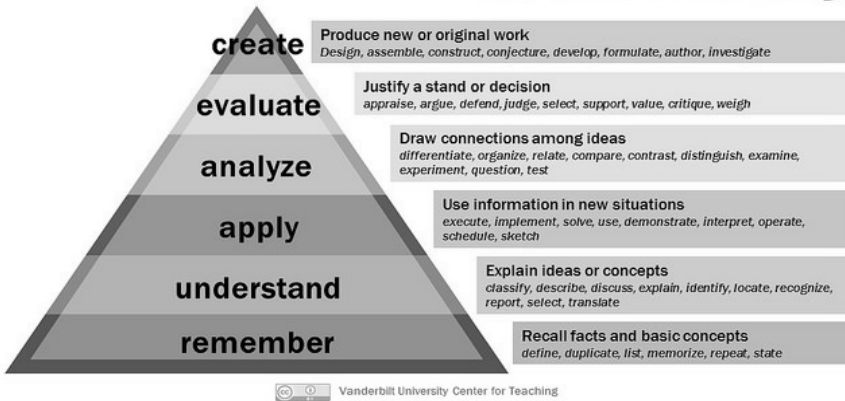|	
create	Produce new or original work *Design, assemble, construct, conjecture, develop, formulate, author, investigate*
evaluate	Justify a stand or decision *appraise, argue, defend, judge, select, support, value, critique, weigh*
analyze	Draw connections among ideas *differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test*
apply	Use information in new situations *execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch*
understand	Explain ideas or concepts *classify, describe, discuss, explain, identify, locate, recognize, report, select, translate*
remember	Recall facts and basic concepts *define, duplicate, list, memorize, repeat, state*

Vanderbilt University Center for Teaching

Figure 3. Bloom's Taxonomy

(Creative Commons image, Vanderbilt University Center for Teaching cft.vanderbilt. edu/guides-sub-pages/blooms-taxonomy)

At the top of the pyramid of educational learning objectives in Figure 3 is the word, "create," which is how Knight conceptualizes leadership.

> "Leadership [is] a communication process consisting of two parts:
> 1. communicating to create a vision and
> 2. communicating to achieve a vision"
>
> (Knight, 2013)
> "Leadership is making real a vision in collaboration with others"
> (Knight & Candlin, 2015, p. 36)

Accordingly, PAs need to empower their students to learn with the aim to create. This theme of providing KUIS students with the agency to collaborate and create inside and outside of the classroom is also explored in Knight and Murphey (2017). In the light of how leadership

and coaching are conceptualized as collaborating to achieve individual and/or shared goals, we argue that KUIS PAs would benefit from leadership and coaching training that frames SALC advising practices in terms of leadership and coaching. When framing is seen as the language of leadership (Fairhurst, 2011), the trainers of SALC PAs (e.g., KUIS Learning Advisors) are acting as leaders. The KUIS SALC is promoting leadership development on multiple organizational levels in ways that facilitate the interactions of KUIS students, KUIS PAs, KUIS Learning Advisors, KUIS professors, and SALC experts worldwide. From this intersection of *leadership development relationships* and *learning activities*, the KUIS SALC may also be seen as a "center for creative leadership" and a model for leadership and SAL worldwide (See Knight, 2017a, b). Following Russ McCallian at CCL, we are looking at leadership now in terms of *inspiring the creation of movements* (Knight, 2017d).

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https://researchmap.jp/10111973

Appendix

Consider a time that you strategically and successfully used communication as a SALC peer advisor to achieve a specific goal. I am interested in your story of that event (i.e., your personal account/narrative of that event).

Narrative of PA 1

I could know give a student specific advice. I think it was me because I had a tendency to agree with the student's problems and I was a bit confused how I could deepen the problem to solve them together. The student though I gave him a lot of information to solve his problems and he did not expected that I asked him a lot of questions to let him think about it. It was my first experience as a peer advisor, so I put a lot of pressure on myself in order to find best solutions for him. Advising is not working for the students. It is working together to find best solutions. I think it is different perceptions of the opportunity or problem. I told the students speak casually so that we could continue talking comfortably. At first, they were a bit nervous about talking with me but in the end of the session, we could close the distance between our hearts. I would like to try to show or recommend resources by touring the SALC to the students if they hope because I think it reduces their pressure to talk with me at the table.

Narrative of PA 2

Improve speaking skill. He wanted to know how I improved speaking and he expected me to share my experience. I expected myself to share my experiences but also find out the best learning style for him. My basic message was that make a small change little by little. Students are always rush to get result but I always tell them that studying is hard to measure so it take time to see improvement. Comparison in me freshman and me in sophomore. The improvement made me credible. Funny story, giving example. He understood what I want to

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tell. He chose to get used to speak English to improve speaking. I would suggest him to be my language partner and improve speaking together

Narrative of PA 3

Talk with an student who wanted to improve and enhance her score on TOEFL exam. Freshman student from the English department, her name is… She wanted to know techniques to enhance her TOEFL score. Also, she was interested in studying abroad so she wanted get information about it and raise her motivation because she was very busy on her not only studying but also part-time job. Because she seemed to be busy, I wanted to reconsider and make a time-schedule together by finding her real problem. Concerning TOEFL, I wanted to ask her how she studies herself. Because she seemed to be happy to make her schedule together, I was also very satisfied! Different perceptions of the opportunity or problem. Explaining real story that I tried or experience with sense of humor. An advisee said to me "Thank you," and she could raise her score on TOEFL exam. Talking with a little humor is important for us to create comfortable and easy to talk environment. In that time, I didn't ask her how long she works in a week. I may tell her to keep balance between studying and working.

Narrative of PA 4

To listen advisee's problem. Sometimes, it is difficult. I tended to talk about my case. Students. I could improve my communication and advising skills and they could solve their problems. I could know how to listen and ask their problems. I could know many strategies. First, the job was to support students. However, I know it is not only for advisees but also us. I could get many benefits. Different perceptions of the opportunity or problem. Nonverbal communication, agree. I thought people wanted to listen their problems and be agreed with

them. When I agreed with them, and focused on listening, they tended to be positive to talk about themselves. One of my advisees worried about her life. It was a very big problem for me. I could not control it. I will be a English teacher. Teachers sometimes have to listen to the kinds of things. I want to treat it.