

Fostering global leaders: A case study of the Korea Foundation for the Next
Generation Sports Talent and its partnership with the University of
Tennessee, Knoxville

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ABSTRACT

The Korea Foundation for the Next Generation Sports Talent (NEST) and the University of Tennessee, Knoxville have been collaborating to foster global sports talent through academic cooperation and have been interacting to reeducate retired South Korean elite athletes since December, 2008. The purpose of the partnership is to create mutual international understandings between the two parties. This study explores the intended/initial goals of the partnership and whether these goals have changed (if so how and why) or remained the same. If the goals have remained the same, has anything changed? Results indicate that fostering global leadership skills, English language training, academic and cultural competencies were the intended goals of the partnership. These goals have remained the same over the span of six years, despite the fact that leadership between the two parties has changed twice. At the same time, the program has become more sophisticated and has expanded its programs to include more field specific educational seminars and opportunities as well as more opportunities for social and cultural exchange.

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CHAPTER I: INTRODUCTION

South Korea has been rapidly globalizing and fostering an elite sport system that could be used as a diplomatic tool today. They have hosted several sports mega events such as the Summer Olympic Games (1988), the World Cup Games (2002), the Asian Games (2002), and many other international sports mega events (Hwang, Kim & Kwon, 2012). The South Korean government has been considering a wide range of plans for improving the sports system so that South Korea can be more competitive in representing their power. One of the plans is to improve the job opportunities for their retired athletes nationally and internationally (Go, Kim, Kim & Kwon, 2011). During the 1960s and 1970s, the government's focus on fostering an elite sport system gave South Korean student athletes limited educational opportunities, which affected their future careers. The elite sport system still obstructs athletes' career development (Ha, 1998; Park, Lim, & Bretherton, 2012). The government realized the significance of the situation and made efforts to improve their athletes' retirement. The Korea Foundation for the Next Generation Sports Talent (NEST) was established in 2007 by the Ministry of Culture, Sports, and Tourism, and they established a partnership with the University of Tennessee, Knoxville (UTK) in 2008. They have launched many important businesses that are fostering youth sports talents, such as the Saturday Sports School, in which sports stars coach young children. The NEST Foundation also supports elite sport schools, fosters female leaders in the sport industry, implements global sports talent programs, trains sports administrators for leading in developing countries, hosts the Dream Together forum in Seoul, provides a sports mental coaching training program, invites outstanding

global sports leaders from other countries to give seminars to their participants, hosts a global sports talent forum, provides internship opportunities, and fosters sports journalists (NEST, 2010; 2013). The partnership between the NEST Foundation and the University of Tennessee, Knoxville (UTK) has been an important transition for the South Korean elite sport system. The NEST Foundation sent 104 students between 2008 and 2014 who were mostly former Olympians, professional and elite level athletes to UTK in order to foster them to become more competitive leaders nationally and internationally after their retirement (NEST, 2014).

Historical background of the South Korean sports system

In terms of the globalization of South Korea, the society has been politically, economically, and culturally influenced by the United States after the armistice of the Korean War in 1953. Korean society has also adopted various types of social and political systems. In the 1960s, the interrelationship between South Korea and the United States rapidly Americanized the nation. Some aspects of the sport globalization process of Korean society were strong government and public support of sport. These factors resulted in sporting achievement through hosting mega events, and athletes becoming public figures (Lee, 2004). Starting in the 1960s and continuing through the 1980s, South Korea started fostering an elite sport system, and they hosted the 1988 Olympic Games in Seoul. Although many people did not expect the Seoul Games to be successful, and there were ongoing power struggles between North Korea and South Korea, most communist and democratic countries participated in the Games, despite prior boycotting and political unrest. South Korea was considered a dangerous and developing nation at the time (Ha,

1998). In the middle of the 2000's, the South Korean government thought their sports diplomatic ability was weak due to the failure of a bid to host the 2014 winter Olympic Games in Pyeongchang as well as referees' biased judgment and bad calls. They also believed that strong abilities in athletic performance, sports diplomacy, and a thriving athletic environment could ultimately make the nation more competitive. In general, South Korean society includes many occupations in the profession of sport, such as politicians, administrators, business and marketing personnel, coaches, referees, and journalists, who can contribute to national and international sports, and they consistently foster sports talents (NEST & International Sport Diplomacy Institute, 2009).

Political perspectives

The Korean peninsula has been divided into two countries since 1945. The North chose communism and the South chose democracy. The two countries also developed their own athletic systems after the armistice of the Korean War between 1950 and 1953. From South Korea's perspective, their strong physical education system needed to be improved and they often expressed that military ideals should be applied to their citizens' spirits. Educational institutions in middle schools, high schools, and colleges mandatorily made students attend military based physical education classes, consisting of western sports (Hong, 2011; Merkel 2009). Along with the political competition between the 1960s and the 1980s, South Korean military administrations, the Park administration from 1961 to 1979 and the Chun administration from 1981 to 1988 fostered an elite sport system, and placed much importance on the athletes' international performances. Particularly, the third Korean Republic and the Park administration used sport as its

“political and ideological tool to express national power toward North Korea as well as Japan” (Park et al., 2012, p. 247). Prevalent slogans used were “strong people make a strong nation” and “physical strength is national power” (Park et al., 2012, p. 248). To foster a strong elite sport system, the Park administration emulated communist training center systems, even though the country professed to be a democracy. As a result the Korean national training center was established in 1966. In 1986, South Korea hosted the Seoul Asian Games, won 224 medals, and came in second place in the overall medal standings. Also in 1988, they won 33 Olympic medals to reach fourth place in medal standings. The infrastructure of the elite sport system showed successful outcomes in the 1980s. However, the results were also overloaded with negative outcomes. Elite athletes, even student athletes’ educational achievements continued to be extremely low, and the system often overlooked the athletes’ academic integrity in schools (Park et al., 2012).

Economical perspectives

The triple Asian Olympic Games in Tokyo (1964), Seoul (1988), and Beijing (2008) improved these Asian nations’ images. The Games promoted a resurgence in “politics, economics, and sport” in those nations’ global modern wealth, success and status (Mangan, Ok, & Park, 2011, p. 2340). The Olympic Games were considered a global image making strategy. The Olympic hosts received countless benefits to the nation through media coverage as well as introducing participating nations’ cultures and identities. More specifically, they showed the host nation’s cultural, political, and geographic orientation. Furthermore, they improved intercultural communication, understanding, and reduced conflicts (Rivenburgh, 2004). South Korea is considered a

top 10 nation in both the Summer and Winter Olympic Games. Particularly, after 2000, South Korea came in 12th in Sydney, 2000, 14th in Salt Lake City, 2002, 9th in Athens, 2004, 7th in Torino, 2006, 7th in Beijing, 2008, 5th, in Vancouver, 2010, 5th in London, 2012, and 12th in Sochi, 2014. South Korea has hosted several sports mega events: the 1988 Seoul Summer Olympic Games, the 2002 Korea and Japan World Cup Games, the 2011 Daegu World Championships in Athletics, and they will host the 2018 Pyeongchang Winter Olympic Games. There have been only six other nations that have hosted several mega events including Italy, Germany, France, Japan and Russia. Developed countries such as the United States of America, the United Kingdom, Canada, and Australia have yet to achieve these grand slams (Kim, Park, Kim, Noh, Cho, Kwon, & Hong, 2012). Mega sporting events such as the World Cup and the Olympic Games in developing nations are beneficial for the host regions, the surrounding nations and have the potential to maximize economic benefits (Matheson, & Baade, 2004).

Cultural perspectives

The South Korean GDP (Gross Domestic Product) has been rising, and in recent years workers have gone from a six day work week to a five day work week. By doing so, the sports and leisure participation of South Koreans is rising. Participants spend more money on goods, food, and tourism. Because of this, experts believe that there should be more jobs in the industry (Kim, Park, Jung, Cho & Kim, 2011). In South Korea, it is the norm that national athletes usually retire in their 20s or 30s and there is a concern about their retirement due to their limited education and career preparation. A previous researcher (Lee, 2008) has explored South Korean national athletes' ideal careers by

studying 497 athletes from 12 different sports (basketball, badminton, bowling, boxing, fencing, golf, gymnastics, hockey, judo, swimming, tennis, and skating). Twenty-eight percent of the participants in the study had the desire to be professors in kinesiology, recreation, and sport studies, 17.1% would like to be physical education teachers, 12.2% would like to be coaches, and 11% would like to be sports business professionals. Another study has indicated that national level athletes usually prefer teaching or coaching over working in administrative or business offices. In other words, they are more interested in working in sports related fields (Lee, 2008).

Overview of the NEST partnership program

The NEST Foundation was established in 2007, and launched the Global Sports Leadership program in 2008. The program contained foreign language training programs domestically and internationally, as well as foreign degree programs. The NEST partnership program is a part of the Global Sports Leadership program and is in collaboration with an American institution (Go et al., 2011).

The NEST foundation knew they would not be able to immediately place participants in executive or other leadership positions, so they focused on placing them in administrative positions. In addition, the curriculum was only for English language training, but not making opportunities participation or experiences in international competitions or in practicum based experiences. Because of this, participants had fewer opportunities to network with professionals from other countries. Also a three to four month foreign language training program may not have been sufficient for participants to attain their language proficiency goals. Learning global manners is also as important as

improving language proficiency (Go et al., 2011). The South Korean government primarily aims to send their professionals to nine international sports organizations: (1) International Olympic Committee (IOC), (2) Association of National Olympic Committees (ANOC), (3) Sport Accord (SA), (4) Federation of International Sports Universities (FISU), (5) International Paralympic Committee (IPC), (6) Olympic Council of Asia (OCA), (7) General Association of Asian Sports Federation (GAASF), (8) International Sport Federation (ISF), and (9) Asia Sport Federation (ASF). Korean researchers at the Korean Institute of Sports Science (KISS) have concluded that language proficiency is an important aspect to get jobs in international sports organizations as well as sports diplomacy. However, more important aspects of sports diplomacy are social ability, enthusiasm, and persuasion. Furthermore, in terms of global sports talent in international sports organizations, even though South Korean professionals obtain internship opportunities, being hired internationally as full time employees could be difficult because of their language and cultural barriers. Also the researchers claimed that producing board members is more beneficial than administrative support members because the board members are the ones who can attend meetings and communicate with other board members, which also can show their diplomatic abilities in person (Go et al., 2011).

The NEST and UTK have been in a partnership for more than six years now and the programs at UTK have evolved. In the beginning of the partnership, elite athletes from South Korea were coming to UTK to learn English. However, the partnership has annually added other valuable programs as well. A wide range of activities such as

auditing regular courses, and attending Kinesiology and Sport Studies seminars were added. The researcher reviewed and has copies of all of the MOU (Memorandum of Understanding) agreements between the NEST Foundation and UTK.

Statement of purpose and significance of the study

The purpose of this research is to examine the Korea Foundation for the Next Generation Sports Talent (NEST) and its partnership with the University of Tennessee, Knoxville (UTK) in order to determine the specific goals of the partnership as well as if and how these goals have changed over the years. The partnership has existed for six years now, but it has not been studied yet. Some Korean researchers have explored the future direction of their national sports system and indirectly have mentioned the NEST Foundation's business outcomes (Lee, 2008; Go et al, 2011; Kim et al; Hwang et al, 2012). The partnership program should be critically researched since the South Korean government has financially invested in the Foundation and its participants, and there is a significant commitment on the part of UTK as well. Analyzing the NEST Foundation's current leadership and goals is important because if the goals have changed, perhaps additional resources need to be sought.

Research in this area is also significant for sports exchange programs in general. Sports exchange programs have not been researched. It is important to start this new field of study by beginning to examine a sports exchange program currently in operation. More research in this field may create excitement and momentum for sports partnership programs. Research can be opened up to explore other areas of sports exchange programs, such as English learning, career development, and how to continually improve and

develop existing sports exchange programs. Further research in this field may bring about more international sport exchange programs and ensure program creation and maintenance of the highest caliber.

This in turn may also help more athletes to improve their futures, create and strengthen international partnerships between universities or organizations, and connect individuals from different cultural and linguistic backgrounds to create a more cohesive global community of scholars and professionals.

CHAPTER II: LITERATURE REVIEW

The literature review contains exchange programs, global leadership, and case studies in the sport context because these topics help to frame the current study. Although the scholarly work reviewed in this section does not directly relate to the current study, it is still relevant. To the researcher's knowledge, no literature exists on the type of partnership studied in this research project.

Exchange programs

There are three significant factors for hosting student exchange programs including: (1) "the depth and extent of social interactions that occur while abroad, (2) the sharing of a sense of community or common identity between participants and their hosts, and (3) the attainment of a politically influenced position by exchanging a participant when they return home" (Atkinson, 2010, p. 1). Conventionally, the United States of America has hosted student exchange programs in a variety of academic fields. Also thousands of foreign military personnel have participated in the United States' programs. When foreign students visit America, they have closer social interactions with American students. Similarly, American students do the same when they visit other foreign countries (Atkinson, 2010). Generally speaking, study abroad experiences are significant. Participants can learn an expanded "vision of the world" (Hembroff & Rusz, 1993, p. 9). International exchange programs in Switzerland were studied and researchers identified those students who participated in exchange programs with positive thoughts had higher starting salaries, and were more engaged in postgraduate study (Messer & Wolter, 2005). A positive mindset shows some positive outcomes. An exchange program between the

University of Tennessee, Knoxville, and Kasetsart University, Thailand began a short-term partnership. Through the exchange program, a total of 35 students over 3 years positively responded that they gained cross-cultural knowledge. The purpose of the program was to increase the participants' comparative perspective of agricultural, food, and natural resources. The research showed through this three year program how the participants understood American society, culture, food, and agricultural industries as well as potential long-term relationships (Robbins, Orr & Phavaphutanon, 2004).

During the 1997 - 1998 academic year it was reported that the number of foreign students in the United States had increased 1,200% since 1954, and foreign students made up 3.4% of the total American higher education enrollment. To consider the rank of the numbers of foreign students by place of origin, Japan was first with 47,073, then China with 46,958 and South Korea with 42,890. In comparison to the 1996 - 1997 academic year, there was a 15.5 percent increase, with the average number of the students being 37,130. In 1954, the number of international students was 34,232, which was 1.4 % of the total enrollment. However, in 1997, the number of international students was 481,280, which was 3.4% of the total enrollment. In terms of foreign students from Asia, back in the late 1990s, many Asian students enrolled in American institutions.

Overwhelmingly, more Chinese students were at the graduate level, and more Japanese students were at the undergraduate level (Davis, 1998). California is considered the state that has the highest international student enrollment in the United States in higher education. The state had more than 84,800 international students in 2007, which brought approximately \$2.5 billion in revenue. Simultaneously, more than 24,000 students in

California took courses in foreign countries. International education among college students is very popular in the United States of America and American college students have a positive experience with participating in foreign exchange programs. They believe they gain cultural experience and confidence, which helps them build their careers in a global community. During the 2006 - 2007 academic year, 241,791 American students studied abroad, and 88,496 (36.6%) were in their junior year (Martin, 2009).

International education is “a variety of activities and programs designed to encourage the flow of ideas and people across cultural and geographic boundaries” (Pickert, 1992, p. 20). Naturally, exchange educators, such as the founders of exchange programs assume that the exchange program brings out positive outcomes and effects as the participants gain international perspectives, greater knowledge of the world, personal maturity, interpersonal and learning skills, and higher foreign language proficiency (Bachner & Zeutschei, 2009).

Related to exchange programs and international students is the issue of language. An international student is an individual who is enrolled in a university temporarily with a student visa and is typically a non-native English speaker in English speaking countries (Andrade, 2006). In ESL (English as a Second Language) education, evaluating students’ “attitude, anxiety, and motivation toward learning English, as well as their perception of classroom atmosphere and cohesion” is important (Clement, Dornyei & Noels, 1994, p. 417). Clement et al. (1994) also found that for ESL students in classrooms, making friends with foreigners, meeting foreigners, or knowing foreign people are positive effects that could be their highest motivation. Eighteen asserted that second language

learners often face anxiety which is a barrier they need to overcome. Psychologically, anxiety in English classrooms threatens an individual's self-confidence. Teacher's style, competence, motivation, rapport, and course attractiveness increases students' motivation and reduces students' class anxiety.

Global leadership

Global leadership characterizes those who show strong cross-cultural competencies and manners to maximize teams or organizations' goals. In sports, mentoring and leadership are important for coaches to become successful. Both are important factors of coaching development which specifically produces mutual relationships and interactions between coaches and athletes as well as students on teams and in programs. When athletes develop leadership skills, there are several important components. These are high skill, strong work ethic, enriched cognitive sport knowledge, and good rapport with people. These types of activities can be developed by feedback, acknowledgement, support, cognitive engagement, mature conversations with adults, and physical encounters with older peers (Wright & Cote, 2003).

In terms of developing global leadership skills, Adler, Brody and Osland (2001) stated that important factors are personal traits and competencies, interpersonal competencies, global business competencies, and global organizational competencies. Similarly, Caligiuri and Tarique (2009) argued that global leaders need to understand a transnational competency, which contains cross-cultural knowledge skills, attitudes and personality traits. Regarding dynamic cross-cultural competencies and global leadership effectiveness, Caligiuri and Tarique (2012) emphasize developmental experiences and

personality characteristics. Global leaders need to be competent in understanding international interactions. Today, the global business environment is competitive in transnational organizations. Many leaders are successful in domestic operations, but succeeding in “the international arena” could be more challenging (Jokinen, 2004, p. 200). Cohen brought questions about effective global leadership. In terms of effective global leaders, there are several requirements: “having lived in more than one country; having traveled to other countries, speaking more than one language fluently, managing a globally diverse team, having experienced an international assignment, having been schooled abroad” (Cohen, 2010, p. 3). There are five overall global leadership skills: (1) thinking globally, (2) appreciating cultural diversity, (3) developing technological savvy, (4) building partnerships and alliances, and (5) sharing leadership. A global leadership mindset is global formalization versus local flexibility, and global standardization versus local customization. Global leadership development contains examination, education, experience, and exposure. A global mindset is a great source in the marketplace, therefore it is important for global corporations to have a “high stock of global mindset” (Cohen, 2010, p. 9).

Global leadership and organizational behavior effectiveness can be worldwide, and contains culture and leadership. House, Javidan, Hanges and Dorfman, (2002) have found nine dimensions of global leadership and organizational behavior effectiveness. These are performance orientation, future orientation, assertiveness, power distance, human orientation, institutional collectivism, in-group collectivism, uncertainty avoidance, and gender egalitarianism. Those dimensions appear to many midlevel

managers in a wide range of industries. It is often compared with domestic leadership. Also European, Asian, and Latin American leadership models are different from U.S. leadership models. Cross cultural differences cause “attitudes, clause, and beliefs of managers” (Morrison, 2000, p, 119). Most importantly, in the 21st century, leadership models have changed in comparison with 1960s and 1970s (Morrison, 2000). Alon and Higgins (2005) stated that global leaders should have cultural and emotional intelligences because when they face difficulties these qualities help them understand cross-cultural leadership better. They mention IQ (Intelligence Quotient) and EQ (Emotional Quotient). IQ is not the only intelligence which means there are multiple intelligences regarding global leadership. Developing global leadership skills demands EQ more than IQ. Adaptability and empirical aspects are significant. Therefore, educating global leaders on EQ is important. It consists of “role playing, case studies, simulations, and experiential sessions” (Alon & Higgins, 2005, p 505).

Athletes’ careers are short. After their retirement, they need to start new careers. They are not athletes anymore. Thus, as many athletes desire to take leadership roles in the sport industry, predicting effectiveness in global leadership activities is important.

Case studies in the sport context

In the sport context, the case study methodology in a variety of areas such as marketing, sponsorship, organizational behavior, community development, and individuals. For example, a case study was utilized in order to examine diversity and leader member exchange in intercollegiate athletics (Todd, Christie, Magnusen, & Harris, 2012). The researchers monitored a group of people who worked as a grounds crew at a

ball park in intercollegiate baseball. They investigated different relationships between supervisors and subordinates, or leader member exchange among diverse people in order to improve organizational behavioral environments at the work place (Todd et al., 2012). Another case study focused on the United States Tennis Association (USTA). The researchers examined the strategic planning of the USTA to fortify its system that develops players' careers as professional athletes (Popp, Miller, & Hambrick, 2013). Other scholars have examined a social media site which can show some positive aspects of marketing strategies. Social media campaigns are a great tool to build relationships between sports organizations and fans or stakeholders because they increase fundraising by benefitting a charitable fundraiser. The case study was a golf tournament organizer, Tampa Tourneys Facebook page, which showed the campaign's success (Hambrick, Mahoney, & Calabrese, 2012). Similarly, a case study was used for meeting organizational marketing objectives. Olejniczak and Aicher (2012) stated that a mega-event such as the NFL Super Bowl has extensive marketing, business, and sponsorship opportunities. The case of a consumer packaged goods product, such as food, clothing or a household product, with the Super Bowl generated countless revenue. The researchers explored common objectives for sponsors, how they increased their products and brand images, as well as what factors motivated consumers' intent to purchase products. Moreover, a case study article by Sparvero, Warner, and Pratt (2012) reviewed functions among public relations, crisis management, sport finance, and facility and event operations. The article explained how the Lance Armstrong Foundation's (LAF) revenue and public image have been affected by Armstrong's public image and career. When his

career and image were more successful the Foundation raised more financial support than when he retired and had a professional scandal.

Furthermore, a case study was utilized to explore an individual's behavior and leadership type. White (2012) monitored how an individual's behavior can be linked to leadership through life experiences. Although Grover Flanks, a former MLB star, garnered enough support from fans and the local community to house his minor league team in a new stadium, his bad behavior resulted in fines and suspensions which caused his team to lose financial support. Consequently the team may lose their stadium.

Research questions

The Korea Foundation for the Next Generation Sports Talent has been in a partnership with the University of Tennessee, Knoxville since 2008, and the leadership of this partnership has changed twice over the years. Therefore, there is a possibility that the original goals may have changed as leadership changed. Therefore, the following research questions frame this study:

1. What are the intended goals of the NEST program?
2. Have these goals changed since the beginning of the relationship?
3. If the goals have not changed, has anything changed?

CHAPTER III: METHODOLOGY

Research design

This research utilizes a single case study design. Case study research is a social science research design utilized in settings where: “(a) the main research questions are ‘how’ or ‘why’ questions; (b) a researcher has little or no control over behavioral events, and (c) the focus of study is a contemporary (as opposed to entirely historical) phenomenon” (Yin, 2014, p. 2). The unit of study for this case study is the partnership between the NEST Foundation and UTK.

Participants

Participants included in this study were from the United States and South Korea, and each participant had a relation to the partnership between NEST and UTK. A total of 13 individuals were recruited for interviews. Participants represented not only founders of the partnership, coordinators, and faculty members, but former participants of the partnership program as well, whose contact information was provided by the NEST Foundation. Upon IRB approval, each participant was contacted by telephone or email to ascertain their willingness to participate in the interviews.

Data collection

Data collection began upon the Institutional Research Board (IRB) approval at the University of Tennessee, Knoxville. The researcher utilized two different sets of semi-structured interview questions. The first set of questions was used for the interviewees who were related to the partnership as founders, coordinators, and faculty members (see Appendix A for interview guide questions). The second set of questions was used for the participants who were former athletes (see Appendix B for interview guide questions).

Interviews took place in public locations, such as restaurants or their workplaces. The interviews were about 30 minutes long, and were auto recorded. The interviews with the participants who were native English speakers were in English and the ones who were native Korean speakers were in Korean. The interviews were transcribed by the researcher, who is bilingual (English and Korean). The completed transcripts of the interviews were sent to Korean participants via email for member checking to ensure accuracy. In order to obtain better validity, the Korean interviews were sent to a Korean scholar who is also bilingual. The researcher and the scholar independently translated the interviews from Korean to English. To protect the identity of the respondents, job titles were removed from transcripts.

Data analysis

Interview transcripts were analyzed utilizing QDA Miner (software for qualitative data analysis). The researcher coded four key words: (1) NEST Foundation, (2) establishment, (3) intended/initial goals, and (4) changed goals. Three separate files of interview transcripts were analyzed: (1) members of the NEST Foundation, (2) UTK faculty/administrators and (3) former athletes. In order to protect the participants' identities, the following categories were used: N (NEST foundation), T (UTK faculty members), and P (former athlete participants). Also numbers were used to differentiate each respondent.

CHAPTER IV: RESULTS AND DISCUSSION

The purpose of this study was to determine the goals of the partnership program between the NEST Foundation and UTK, and to investigate if and how these goals have changed during the six years of the partnership.

RQ1: What are the intended goals of the NEST program?

NEST Foundation's perspective

All NEST Foundation participants in the current and previous leadership positions (total of 3) believed that the goals of the partnership were focused on global leadership skills, English language training, academic education, and cultural experience as participant N1 mentioned:

N1: ...the fundamental reason why the partnership started was because of the importance of the language, that our athletes' language proficiency is poor and they are socially excluded. So we have thought about new developmental strategies so we can foster sports talent....If they learn and improve, we might foster sports leaders whom we have wanted to have. Most importantly, if they overcome the language barriers, our country can be more competitive at the international stage. Actually, it is very important to educate our athletes, and retired athletes. If they are more educated, I believe they can work globally, and then they can build our national reputation stronger. Also they can work in a variety of sports organizations nationally and internationally.

This viewpoint is reinforced by Bachner and Zeutschei (2009), who stated that exchange programs can create a number of positive effects, including higher language proficiency, international perspectives, and a greater knowledge of the world, among others. A high level of importance was placed on the participants' language proficiency. The Foundation realized that the environment in which these athletes trained and competed did not provide for much English language education, as participant N2 mentioned:

N2: The target students were former elite level athletes. They were not great English speakers, but they were athletes in their own sports....As you know, in terms of international competitions, language proficiency is very important to understand rules and a variety of situations. We wanted to foster global level sports talents and it was our purpose.

UTK's perspective

The UTK participants in the leadership positions (total of 4) also indicated that the focus of the partnership was on English language training, global leadership skills, academic education, and cultural experience. One participant mentioned:

T1: I think that from my perspective, there were a few underlying reasons for the program. One was to enhance the English skills of the participants, so the English Language Institute had a crucial role in the programming and probably took a great deal of the students' time, developing their English skills.

This emphasis on language learning is supported by Cohen (2010), who found being multilingual is an essential part of being an effective global leader. Furthermore, participants mentioned the importance of cultural exchange and how the South Korean retired professional athletes not only learn about American culture, but also American students learn about South Korean culture. Atkinson (2010) supported this by finding that successful exchange programs have participants and hosts who share deep social interactions as well as a sense of community.

Participants' perspectives

Lastly, former athletes (total of 6) indicated that the main goal of the partnership program was to foster global leadership skills. The English language program, academic education, and cultural experience were also important goals. In order to foster global leadership skills, UTK provided a number of activities to assist in meeting this goal. All participants (total of 13) mentioned the specific purposes were fostering global leadership

skills through linguistic, academic and cultural competencies. This goal reflects Martin's (2009) research which stated that exchange programs assist participants in gaining confidence and cultural experience, helping to build their careers in a global community.

Six retired athletes who participated in the NEST partnership program prior to 2013 held positions on the Korean Olympic Committee (KOC), the 2014 Incheon Asian Paralympics Committee (IAPC), the 2018 Pyeongchang Olympic Committee (POC), the National Collegiate Athletic Association (NCAA), at a sport marketing company, and at a private fitness center. Their understandings of the intended goals of the partnership before they actually became participants were also about fostering global sports leaders. From the South Korean government's perspective, there are many retired professional athletes who have limited job opportunities due to their educational limitation. The government reeducates them to become global sports leaders in their own sports field so that the nation can be more competitive at the international level. The participants mentioned:

P1: As far as I know about the information, first of all, the purpose of the NEST Foundation's establishment was that we prepared for hosting Pyeongchang Winter Olympic Games in 2010, but we failed. After, I think we expected to foster professional sports talents who are former athletes.... I think the actual purpose is like this. I mean, there are a lot of elite athletes in South Korea and they have great abilities, but they are often excluded because of their poor English skills. I think they shouldn't be excluded at the international stage as well. I also think that the final goals should be that the elite athletes could be educated and benefited by the NEST Foundation so that they can be global leaders in the future.

P2: I think this can be like this. From the South Korean government's perspective, retired athletes should get more jobs in the sports administration field. However, South Korea has pursued elite sports education. Many young athletes could not study while they were in school. I mean, their education was limited. Because of the educational limitation, they also could not study other languages. Also because of this, they still have a hard time to improve the English language skills. Now, those who have limited language

competencies take English courses in South Korea and go to the University of Tennessee. They learn more advanced language skills, culture, and society there. The Tennessee partnership offered better opportunities for them.

Both the NEST Foundation and UTK had similar understandings about the original goals, and former participants were also aware of the goals before they participated in the partnership program. Exposure to other cultures is important for the process of developing global leaders. As Wright and Cote (2003) indicated in their study, global leaders have strong cross-cultural competencies and manners because such factors maximize teams and organizational goals. Particularly for athletes, in terms of developing these competencies, mutual interaction between mentors and students is crucial.

As Cohen (2010) indicated, global leaders are more effective when they have experience in more than one country and learn about other cultures. When students study abroad, they can improve their language proficiency and cultural competencies. The NEST partnership program has been designed for these specific factors. During the six year program the participants have gained academic and cultural experiences beyond language training. They have been able to interact with faculty members, English teachers, and American students at the undergraduate and graduate levels, as well as participated in social and community engagement.

RQ2: Have these goals changed since the beginning of the relationship?

Data analysis based on the responses from all three groups indicated that the intended goals of the partnership have not changed since the beginning of the program. The findings of this study indicate that the intended and current goals of the partnership

are still the same, and they are focused on fostering global leadership skills, developing English language skills, as well as academic, and cultural competencies.

RQ3: If the goals have not changed, has anything changed?

Although data analysis revealed that the intended goals of the partnership between the NEST Foundation and UTK have not changed over the scope of six years, some additional activities have been added to the program. To improve academic competencies the UTK's program offered seminars with topics in global leadership, sport studies and kinesiology, as well as activities within these seminars that included meeting scholars, and giving individual and group presentations. The participants were also offered opportunities to audit regular courses, and as well as tutoring. To improve cultural competencies the participants visited sports facilities at UTK and in the local area, attended sporting events, participated in intramural sport activities, and traveled to national and state parks as well as other local attractions.

They were also assigned partnerships with American students for conversation and cultural exchange, as well as dorm rooms with American roommates. These assignments were also set in place to help improve the participants' English proficiency. Such efforts are supported by Clement et al. (1994) who found the highest motivation for learning English for exchange students is knowing and making friends with English speakers. The participants also took courses regularly in the ELI (English Language Institute). Some seminars and activities were available at an earlier stage of the partnership, but they were optional. However, they are now an official part of the

program. The main reason for adding these activities were specific requests made by the NEST Foundation.

NEST Foundation's Perspective

The Korean government financially supports the Foundation and consequently the athletes' participation in the program with UTK. It is important that the leaders of both parties mutually interacted and improved programming and activities annually to fortify the partnership, as one participant N1 shared:

N1: It has positively been improved. We know that because we annually give survey questions to our participants, and we reflect some positive and negative aspects of the program. The University implemented curricula to foster global leaders. Also we have had a strong relationship with the University, so they would develop good activities or programs and make an effort to provide more useful extracurricular activities. I am not sure about the exact activities, but they have been working like that. The curriculum is becoming more sophisticated, and has added activities accordingly.

Gradually the NEST Foundation maintained a more balanced program which consisted of language training and cultural competencies. Therefore, they took linguistic and cultural competencies seriously because they believed these factors were critical for the participants to improve before they became professionals in the field. Participant N2 stated:

N2: You know that language is culture. In order to understand American culture, we asked the university that each of our students could have an American roommate. So we encouraged them to try not to speak Korean, but English to learn their culture. There were special programs that trained the participants to give presentations. So when they came back and reported, they had to make power points in English. We assessed that it was a breakthrough.

This result is again supported by Clement et al. (1994) as previously mentioned. Enabling the NEST participants to make foreign friends and interact with English

speakers is highly motivating for English learning, which improves proficiency and aids the Foundation in reaching their goal of fostering global leaders.

UTK's Perspective

The university as an academic institution has made an effort to enrich the exchange experience for the NEST participants. They wanted the participants to have a balanced program in order to improve linguistic, academic, and cultural competencies. Having a program covering these areas is beneficial as supported with research by Bachner and Zeutschei (2009). Two participants mentioned:

T1: [A] major point of emphasis for the program was to get them involved in some of the discipline related knowledge. And so we had exposure to different kinds of disciplines, both in the sport management area as well as in the kinesiology area, or sport science area.

T2: The NEST students in hopes that they would gain an understanding, not just of the English Language Institute, or the English language, but to see what's going on the campus regarding sport, which meant that they toured facilities, and athletic facilities and learned more about that here.

UTK as a hosting institution maintained providing linguistic and academic competencies to the participants in order to foster global leaders. UTK has a number of faculty members in the areas of sport management, sport sociology, park recreation, exercise physiology, sport psychology and motor behavior. The NEST participants have met with the faculty members through academic seminars such as global leadership, sport studies, and kinesiology seminars. Two participants shared:

T3: It was a partnership that was designed to provide training and education experiences for Korean athletes who had stopped competing for the most part, but were tapped to become coaches of the next generation of sports talent in Korea, and even perhaps the next generation of Olympic athletes in Korea. It was beneficial for us in that it brought these wonderful young men and women to Knoxville so that not only they could derive benefit, but our students and faculty could also derive benefit from the opportunity to engage in cultural exchange and discussion. And really underlying all of

that, to foster diplomacy between our two countries and between our institutes, if you will, in a way that extends peace and promise for future collaboration....

T2: The program developed to a point where our department was offering seminars specific to background in physical education, sport, coaching, sport psychology, sport sociology, ethics, a talk on each one of those areas, and I think the seminar met every Monday if I'm not mistaken, for so many weeks.

Additionally, UTK expected positive international interactions so that the American students could learn from the NEST participants about the South Korean culture, and about sports in South Korea. Participant T1 also stated:

T1: I think another aspect of the program was introducing them to American culture and learning about differences between Korean culture and American culture. So I think there were a number of the purposes for the program, but I think the English, the discipline, and then the cultural exchange...

The University of Tennessee, Knoxville has also seen the benefits to foreign exchange students in the area of cross-cultural understanding when, after an exchange program experience, students from Thailand reported a better cross-cultural understanding (Robbins, Orr & Phavaphutanon, 2004).

Social and community engagement also assisted the participants in adjusting to a new cultural environment. Another participant mentioned:

T4: Actually, we focused on some problems so that retired athletes could be reeducated, and adjust to new cultures in international globalization. We focused on how the program development related to these topics. Particularly, we thought about how we could academically help the NEST students while they are studying in America. Also when they are staying in America, they may feel cultural differences, like the culture, regarding sports culture, for the following examples, we offered the program. Specifically, there were thirteen students, they were involved in a variety of sports, and they tried their best to find opportunities to teach or engage in community service. Not all of them, but they actually instructed.

The changes made to the program as it matured have been put in place in order to enhance the experience for the NEST participants as well as the American University of

Tennessee, Knoxville students. These changes may also contribute to the success of the program's goals. This leaves the possibility open for further study in ascertaining the outcomes of the partnership program.

CHAPTER V: LIMITATIONS

This research is preliminary and needs to be expanded to begin to evaluate the partnership program. There were no previous research studies directly regarding sport exchange programs or the NEST Foundation. The literature review section contains several topics that tie into this current study, but they are not precisely related. Theoretical or conceptual frameworks could have been limited due to lack of previous research.

In addition, document analysis, including surveys and English evaluations from the students, would have increased the credibility and enhanced the study. However, due to governmental structures, the rules for accessing these documents made them inaccessible. Thus, evaluating the success of the goal for English and overall experience was not possible. If that information was available, tables could have been made assessing the success of the experience on a yearly basis. Also, the sample size of this study was small because of time restraints for gathering research internationally; a larger sample may have enhanced the results.

CHAPTER VI: CONCLUSION

This research study is the first step towards studying the NEST Foundation partnership with the University of Tennessee, Knoxville in depth, by identifying the goals of the partnership. This would help in the next stage of research, which should be exploring the level of satisfaction of the participants and whether in fact the goals of the partnership were met or not. This in turn can lead to suggestions for improvement. The goals of the partnership program were to foster global sports leaders through English proficiency, as well as academic and cultural competencies.

The result of this study clarified that the initial goals of the partnership have not changed. It can then be assumed that these initial goals work in practice and are appropriate for the program. Therefore, the findings of this study show in accordance with this previous research, that the partnership has been effective in creating a program environment conducive to gaining the most out of an exchange program experience, whose intended goal is to create global leaders who are fluent in English and can be competitive on an international level.

Recommendations for future research based upon the NEST partnership with UTK could include: (1) evaluation of the partnership program's outcomes, such as current employment in global leadership roles, (2) participants' satisfaction about the program, and (3) English proficiency, cultural, and academic competencies. Since there has not been much literature regarding similar partnership programs or sports exchange programs, expanding the knowledge into academia is needed. Sports exchange programs are important because educating athletes is essential, since there are many retired athletes

who struggle to develop successful careers after retiring. With more scholars researching and helping to develop similar partnership programs, the lives of many retired athletes can be benefited.

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APPENDICES

Appendix A
Interview Guide for NEST & UTK Administrators and Faculty

1. What is your position and please describe your role and responsibilities?
2. Could you please describe the NEST program?
3. How did the partnership started?
4. What were the initial goals of this partnership?
5. How did these goals changed over time?
6. Why did the goals changed since the beginning of the relationship?
7. Who was involved in the implementation process of the NEST program?
8. Do you have a plan in place for adopting more programs/initiatives in the near future?
9. Which aspects of the NEST program would you say are the most successful and why?
10. Are you aware of any challenges the NEST program is facing?

Appendix B
Interview Guide for Former Athletes

1. What was your English level before you participated in the NEST program?
2. Did you study English before you participated in the program?
3. Do you think your language skills improved after participating in the NEST program?
4. To your knowledge, what were the goals of the program?
5. Do you think these goals have changed over time?
6. Why do you think the goals changed?
7. Was the NEST program valuable to your current career? If so, in what ways?
8. What were some of the positive aspects of the program?
9. What were some of the negative aspects of the program?
10. What would you suggest be done to improve the NEST program?
11. Would you recommend the NEST program to other former professional athletes?

Appendix C – Human Subjects Approval (Form B)

THE UNIVERSITY of TENNESSEE 

KNOXVILLE

Office of Research & Engagement
INSTITUTIONAL REVIEW BOARD (IRB)

1534 White Ave.
Knoxville, TN 37996-1529
865-974-7697
fax 865-974-7400

March 14, 2014

IRB#: 9436 B

Title: History of Korea foundation of the Next Generation Sport Talent (NEST) and its partnership with the University of Tennessee, Knoxville, (UTK)

Hisung Nam
Kinesiology, Recreation & Sport Studies
HPER Building
Campus – 2700

Sylvia Trendafilova
Kinesiology, Recreation & Sport Studies
349 HPER Building
Campus - 2700

Your project listed above has been reviewed and granted IRB approval under expedited review.

This approval is good for a period ending one year from the date of this letter. Please make timely submission of renewal or prompt notification of project termination (see item #3 below).

Responsibilities of the investigator during the conduct of this project include the following:

1. To obtain prior approval from the Committee before instituting any changes in the project.
2. If signed consent forms are being obtained from subjects, they must be stored for at least three years following completion of the project.
3. To submit a Form D to report changes in the project or to report termination at 12-month or less intervals.

The Committee wishes you every success in your research endeavor. This office will send you a renewal notice (Form R) on the anniversary of your approval date.

Sincerely,



Brenda Lawson
Compliances

Enclosure

Big Orange. Big Ideas.

APPENDIX A

INFORMED CONSENT STATEMENT

History of Korean foundation for the Next Generation Sport Talent (NEST) and its partnership with the University of Tennessee, Knoxville

INTRODUCTION

You are invited to participate in a research study. The purpose of this study is to examine the Korean foundation of the Next Generation of Sport Talent and its partnership with the University of Tennessee, Knoxville.

PARTICIPANTS' INVOLVEMENT IN THE STUDY

You will be participating in one interview. Your interview will last approximately 30 minutes and will be audio recorded to ensure accuracy in reporting your responses.

RISKS

There is a minimal risk involved in participating in this study. No identifying markers such as names or job titles will be used in this study. You will have a pseudonym (fictitious name) assigned to you and your job title will be removed from the transcript of your interview.

BENEFITS

The benefit of participating in this research study is to help contribute to the future programs by analyzing positive and negative aspects.

CONFIDENTIALITY

The information in the study records will be kept confidential. Your data will be stored securely and will be made available only to the person conducting the study unless you specifically give permission in writing to do otherwise. No reference will be made in oral or written reports which could link you to the study.

EMERGENCY MEDICAL TREATMENT

The University of Tennessee does not "automatically" reimburse subjects for medical claims or other compensation. If physical injury is suffered in the course of research, or for more information, please notify Dr. Sylvia Trendafilova at (865) 974-8891 (Committee Chair)

CONTACT INFORMATION

If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study,) you may contact the researcher, Hisung Nam, at 1914 Andy Holt Avenue, Knoxville, TN 37916, and (248) 974-8891. If you have questions about your rights as a participant, you may contact the Office of Research Compliance Officer at (865) 974-3466.

PARTICIPATION

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

CONSENT

I have read the above information. I have received a copy of this form. I agree to participate in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

UTK EXPEDITED Approval:
MAR 14 2014 - MAR 14 2015

Appendix D – Change of Project Title (Form D)

FORM D

JUN 04 2014

Status for Changes and/or Project Termination for Form B Approved Research Involving Human Subjects

Research Compliance Services
Office of Research
The University of Tennessee, Knoxville
1534 White Avenue
Knoxville, TN 37996-1529

1. IRB No.: 9436
2. Principal Investigator: Benjamin H. Nam
Department: Kinesiology, Recreation & Sport Studies
3. Mailing Address: 1914 Andy Hold Avenue, HPER
City: Knoxville State: TN Zip: 37996-2700
4. Project Title: Fostering global leaders: A case study of the Korea foundation for the Next Generation Sports Talent and its partnership with the University of Tennessee, Knoxville

PLEASE CHECK THE APPROPRIATE BOX(S) BELOW (see instructions on next page):

5. ☒ Change of Project Title
6. ☐ Change of Principal or Co-Principal Investigator(s), Other Collaborators, Student Advisor
7. ☐ Change(s) to Project Which Affect Participation of Human Subjects
8. ☐ Change(s) to Informed Consent Forms and/or Assent Form(s)
9. ☐ Additional Locations for Conducting Project
10. ☐ Adverse Events
11. ☐ Project Completed -- Please Close the IRB Files.

12. SIGNATURES

Principal Investigator:  Date: 06-04-2014
Student Advisor:  Date: 06-04-2014
Departmental Review*: _____ Date: _____
*(if required)

UTK EXPEDITED Approval:

JUN 04 2014 - JUN 04 2015

Rev. 01-19-2005

INFORMED CONSENT STATEMENT

Fostering global leaders: A case study of the Korean foundation for the Next Generation Sport Talent (NEST) and its partnership with the University of Tennessee, Knoxville

INTRODUCTION

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The University of Tennessee does not "automatically" reimburse subjects for medical claims or other compensation. If physical injury is suffered in the course of research, or for more information, please notify Dr. Sylvia Trendafilova at (865) 974-8891 (Committee Chair)

CONTACT INFORMATION

If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study,) you may contact the researcher, Benjamin Nam, at 1914 Andy Holt Avenue, Knoxville, TN 37916, and (248) 974-8891. If you have questions about your rights as a participant, you may contact the Office of Research Compliance Officer at (865) 974-3466.

PARTICIPATION

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at anytime without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

CONSENT

I have read the above information. I have received a copy of this form. I agree to participate in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Appendix E – Initial Memorandum of Understanding

**MEMORANDUM OF UNDERSTANDING
BETWEEN
NEXT GENERATION OF SPORT TALENT (NEST), SEOUL, SOUTH KOREA
AND
THE UNIVERSITY OF TENNESSEE, KNOXVILLE, USA**

PURPOSE

The purpose of this Memorandum of Understanding is to create positive international understanding and awareness and to encourage academic cooperation between The Next Generation of Sport Talent (Hereinafter referred to as "NEST") in Seoul, South Korea and the College of Education, Health & Human Sciences at The University of Tennessee, Knoxville (Hereinafter referred to as "UTK") in the United States of America. Academic cooperation may include such activities as English Language Instruction provided by UTK.

Before any activities may be implemented, both parties shall discuss the problems involved to the satisfaction of each party and enter into specific activity agreements based on the mutually agreed objectives and outcomes of the activity. Activity agreements will include such terms as:

- Elaboration of the responsibilities of each institution for the agreed upon activity
- Schedules for the specific activity
- Budgets and sources of finances for each activity
- Any other items deemed necessary for the efficient management of the activity.

COORDINATORS

Coordinators will be named by each institution to serve as a liaison for implementing this MOU. All activities conducted under the auspices of this exchange program must have the endorsement of the coordinators. At UTK the coordinators will be Dr. Gi-Yong Koo (Win) and Dr. Fritz G. Polite, in the College of Education, Health & Human Sciences. At NEST the coordinator will be Hyung Kyum Jang in the Support & Business Team. Coordinators will notify their counterparts should a new person be named to the position.

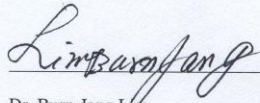
EVALUATION

The parties intend to review this MOU at the end of the first year and every 3 years thereafter to evaluate the progress and quality of the mutual cooperation.

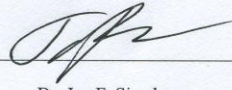
RENEWAL, TERMINATION AND AMENDMENT

This agreement shall remain in force for a period of five years from the date of the last signature with the understanding that it may be terminated by either party giving written notice to the other party at least 180 days in advance of the stated termination date. Termination of this MOU shall not affect activities in progress pursuant to specific activity agreements, which shall continue until concluded by the parties in accordance with their terms or as otherwise agreed to by the parties in writing. The MOU may be amended only by the written consent of the parties.

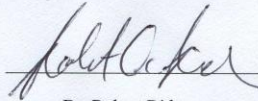
In witness thereof, the parties have offered their signatures hereto:

 12-4-08

Dr. Burn-Jang Lim
Chairman
The Next Generation of Sport Talent, Seoul, Korea

 Dec 4 2008

Dr. Jan F. Simek
Interim Chancellor
The University of Tennessee, Knoxville

 Dec. 4, 2008

Dr. Robert Rider
Dean, College of Education,
Health, and Human Sciences
The University of Tennessee, Knoxville

Appendix F – Memorandum of Understanding Agreement (Renewal, 2014)

2014-2015 Agreement Between <u>Korea Foundation for the Next Generation Sports Talent (NEST)</u> And <u>The University of Tennessee(UTK)</u> Korea Foundation for the Next Generation Sports Talent (Hereinafter referred to as "NEST") and The University of Tennessee (Hereinafter referred to as "UTK") make an agreement for fostering global sports talent through academic cooperation for Korean sports talent including such activities as English Language Instruction I. Parties This agreement is made between NEST and College of Education, Health and Human Sciences, UTK II. Purpose The purpose of this agreement is to formalize the agreement as to the conditions stipulated for NEST-UTK program III. Name We agree with the name of this program, "Global Sports Leadership Program". IV. Contents The period of program will be from September 2, 2014 to March 1, 2015 for about 6 months including English Language Institute (ELI) course and other activities. NEST pay for \$156,440 in total according to the budget suggested by UTK and the budget can change according to the number of students for program. Also, NEST will select the students and send the information to UTK. UTK provides ELI course, Global sports Leadership Seminar, Sports Experiences, fair accommodation, full responsible coordinator for selected students during the period. Detailed information of program contents can be found in the attachment document. V. Renewal, Termination and Amendment This agreement shall remain in force for a period of 3 years from the date of the last signature with the understanding that it may be terminated by either party giving written notice to the other party at least 4 months in advance of the stated termination date. The agreement may be amended only by the written consent of the parties. Unless written notice by either party is given, the agreement will automatically be extended the period of availability. Details can be adjusted by the written consent of the parties every year. VI. Signatures This agreement is signed on September 3, 2014 as follows: <table style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> ----- Dr. Song, Kang-Young Chairman of NEST Foundation </td> <td style="width: 50%; text-align: center;"> ----- Dr. Bob Rider Dean of College of Education, Health and Human Sciences, UTK </td> </tr> </table>	----- Dr. Song, Kang-Young Chairman of NEST Foundation	----- Dr. Bob Rider Dean of College of Education, Health and Human Sciences, UTK
----- Dr. Song, Kang-Young Chairman of NEST Foundation	----- Dr. Bob Rider Dean of College of Education, Health and Human Sciences, UTK	

Details of 2014-2015 NEST-UTK Program

1. **Name :** Global Sports Leadership Program
2. **Purpose :** Fostering global sports talent through academic cooperation for sports talent including such activities as English Language Instruction
3. **Period and Contents**
 - Period : September 2, 2014 ~ March 1, 2015 (6 months)
 - Content
 - ✓ English Language Institute(ELI)
 - 1st term, 2014 : September 2 – October 2
 - 2nd term, 2014 : October 16 – December 12
 - 3rd term, 2015 : January 5 – February 27
 - ✓ Global Sports Leadership Seminar
 - ✓ Sports Experiences
 - ✓ Tour of UTK Athletics Facilities, Peer-mentor pairing etc
 - Accommodation : Apartment Residence Hall with non Korean roommate
 - Coordinator : The coordinator who has full responsibility for the students and program
4. **Budget :** (based on students)
 - Period : September 2, 2014 ~ March 1, 2015 (6 months)
 - English Language Institute (ELI) : x =
 - Housing : x =
 - KRSS(including Global Sports Leadership Seminar: x =
 - ✓ At least 18 sessions for seminar will be given according to the proposed syllabus
 - Health Insurance : x =
 - Other expenses will be covered by students

VITA

Benjamin Hisung Nam is a Korean born American who has a wide range of intercultural experiences. He earned two bachelor's degrees in Physical Education and Sport Management with a Communication minor. In terms of his professional and educational accomplishments, he served the University of Tennessee, Knoxville and the Korean community in the Knoxville area as an executive board member at the Korean American Association. He also served the University of Tennessee, Knoxville, as the president of the Korean Graduate Student Association during the 2014 to 2015 academic year. He was a Graduate Diversity Enhancement Fellowship award recipient at the University of Tennessee, Knoxville in 2013. He also served the University of Tennessee, Knoxville as a liaison and a graduate teaching assistant with the Global Leadership Program for NEST. He enjoyed working with retired South Korean athletes who visit the university and are supported by the South Korean government to become global sports leaders.