Embedding Professional Coaching based on the Hope Model to Address Depression, Hopelessness, Learning and Success Obstacles in the South Korean Education System

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Abstract

South Korea is one of the highest achieving education countries in the world yet there are some key factors that inhibit South Koreans from realizing their full potential as students and young adults. South Korean students exhibit low scores on a number of learning and success measures, including low satisfaction with education and career prospects, low numbers of positive feelings and high numbers negative feelings on a wide range of education, personal and professional measures, poor family connections and poor social connections. These factors contribute to the high depression rates and the high rate of suicide among high school and college age South Koreans. The depressive states that are common among young South Koreans can be addressed using a Hope Theory based professional coaching intervention to generate and then support more positive feelings about education and personal and professional goals. The combined approach can significantly and positively impact depressive issues and also address student confidence, motivation and learning ability. The goal of this combined approach is to improve on the student experience on a range of life and student satisfaction and student success indexes.

A comprehensive study of coaching as a promising practice for retention and student success took place in 2015 and 2016 as part of a US based dissertation study. This paper re-examines the findings from this study in terms of how they are instructive to developing a specialized coaching based intervention to support Korean post-secondary students as they grapple with social, peer and educational pressures and the depressive symptoms that result from these significant and ongoing pressures. Re-examining the coaching findings from the 2015-16 study, within this distinct but comparable education context, can help to identify best practices, innovative approaches and viable alternatives to existing approaches to these difficult to address student success issues in South Korea.

Introduction

South Korea is consistently ranked as one of the leading educational countries in the world. The Korean devotion to education is unparalleled. The country devotes immense financial and human capital resources to education. Since 1990 the national South Korean educational budget has risen from $1.4 billion to $29 billion, a six-fold increase in less than thirty years (High Performance, 2015). Teaching in Korea is a highly competitive and highly respected career choice. Only 20% of Korean students that enter post-secondary teacher preparation programs pass the highly selective teacher examination and go on to become secondary school teachers (High Performance, 2015).

In addition to South Korea's strong commitment to school funding, students are incentivized to obtain a baccalaureate degree because the earning power of a degree holder is up to two and half times that of high school graduates (South Korean Education Reforms, 2016). Korea's rapid economic and technological development has students rushing to keep up with the technological and degree driven demands in the labor market (South Korean Education Reforms, 2016). A 2016 OCED report on education attainment found that South Korea has the largest percentage of college graduates among 25 to 34 year old's in the world (Population with Tertiary Education, 2016).

While South Korean education attainment rates are thriving, and Korea is leading the world on a host of education metrics and measures, Korean high school and post-secondary students are exhibiting some alarming emotional issues and facing some significant and deep-rooted challenges. Korean students are under immense pressure to do well on the national university admission test, the Suneung. The Suneung test is the sole and crucial measure of a student's ability to enter a Korean university and is a major contributor to stress, psychological depression, and suicide among teenagers and young adults. "Suicide was the leading cause of death of Korean individual's ages 15-24 years in 2008" (Wang, 2013, p. 2). In addition to the alarming measures of stress and suicide rates among high school and young adults, Koreans also present with high levels of negative feelings, difficulties with social connections and low mental and social health scores; young Koreans exhibit difficulties in the areas of self-anchoring and general life satisfaction (Diener, NG, Harter, Arora, 2010).

A comprehensive study of coaching as a promising practice for retention and student success took place in 2015 and 2016 as part of a US based dissertation study. This paper re-examines the pertinent findings from the comprehensive study as related to the specialized coaching based intervention, using Hope Theory. The purpose of the Hope Theory is to support Korean post-secondary students as they grapple with social, peer and educational pressures and the depressive symptoms that result from these significant and ongoing pressures. Re-examining the coaching findings from the 2015-16 study, within this distinct but comparable education context, can help to identify best practices, innovative approaches and viable alternatives to existing approaches to these difficult to address student success issues and challenges in Korea.

Depression Levels in South Korea

While South Korean ranks high in many happiness indexes, those indexes are based on items such as per capita GDP, physical health, life expectancy, positive feelings toward the government, education, safety and security, personal freedom, and social capital (Diener, Ng, Harter, Arora, 2010). However, these often-cited high Korean metrics and measures fail to address personal

feelings, interpersonal relationships and social support perceptions. A review of the literature in emotional-related areas indicates that South Koreans exhibit low scores on measures of personal and interpersonal concepts and self-perception. Diener, Ng, Harter, and Arora compiled the results of selected nations and then ranked them by per capita GDP. They then superimposed each nation's social psychological prosperity, self-anchoring, positive feeling, and low negative feelings over the GDP data to provide a more comprehensive analysis of the selected nations.

Diener, et al.'s (2010) research analyzed the first representative sample of people's reasons for happiness across the globe using the Gallup World Poll. Their work reviews raw income and its comparison to happiness. Income is a strong predictor of happiness and well-being. While Diener et al.'s work concludes that income is a moderately strong predictor of one's own life evaluation, however, income was seen as a weak predictor of positive and negative feelings. The Diener et al. study discovered that while income is a predictor of nation's social psychological prosperity, self-anchoring, positive feeling, and low negative feelings, there are other important factors that need to be considered. South Korea is an outlier and an example of a country deserving of further study and evaluation. Korea ranks 35th out of 89 countries for GPD per capita yet it reports significantly low social psychological prosperity (83rd out of 90), low self-anchoring (53rd out of 90), low positive feelings (58th out of 90), and high negative feelings (77th out of 90) scores.

These combined and multi-level metrics indicate that Koreans have a high suicide rate and signification issues with self-perception on key happiness and life indices. As of 2012, South Korea ranked first in suicide among OECD countries with 29.1 suicides per 100,000 people (Suicide rates, 2016) A 2016 report of the World Health Organization lists South Korea at 36.8 suicides per 100,000 people as of 2012.   This is the highest suicide rate in the world. These high suicide numbers reflect the high levels of underlying emotional distress that present as a range of depressive disorders. These emotional problems are being produced within South Korean culture generally and within the high school and post-secondary education system specifically.

A number of studies explore and address issues that affect suicide. Arnau, Rosen, Finch, Rhudy, and Fortunato (2007) studied depression in a seminal longitudinal study. This study identified a number of key factors that contribute to depression and elevated suicide rates. "The number of recent stressors, major life events, coping style, and social support could all have direct effects on depression" (Arnau, et al., 2007, p.59). These factors are consistent with the 2010 study by Diener et al regarding Korean society. Diener found a clear link between the data and information that Koreans report in surveys and the significant levels of long term depression that are present within Korean society. Cho, Nam and Suh (2005) reiterated this conclusion through a survey of 3,711 respondents in South Korea that found that 34.3% of men and 47.5% of females exhibited depressive symptoms.

When these long-term depression rates are compared to North America and Western Europe the comparison is alarming. In North America and Western Europe only 2% and 6% respectively of the adult general population had depression (Ohayon & Hung, 2006). A 2011 article in The Economist discussed the findings of a study done in South Korea that concluded that the obsession for education within South Korea is becoming an emotional stressor for children. Citing to a study by Seoul's Yonsei University, The Economist article also reported that Korean teenagers are by far the unhappiest in the OECD. Given the large percentage of the South Korean population showing

depressive symptoms, the number of individuals that seek and get help is correspondingly low. Ohayon and Hung's (2006) research on the prevalence of depression disorders in South Korea sampled 3,719 non-institutionalized individuals aged 15 years or older. Only 15.7% of the participants had consulted a physician in the last 12 months and only 7.4% of those showing depressive symptoms were taking antidepressant treatments or in active therapy.

This long-term, untreated depression gives rise to a set of educational effects within the classroom that effect learning and memory functions. Depressions association with negative emotions can lead to low vigilance, restlessness, being easily distracted and having poor focus, lower processing speeds, memory encoding problems and slower cognition (Ai, Cascio, Santagelo, & Evans-Campbell, 2005). That Korea is one of the top educational countries in the world is an amazing feat for a country showing large, recurring emotional issues that directly affect the population's ability to learn and to experience personal concepts of success and satisfaction.

Impact of Depression on Learning and Memory

Mental state is impacted by multiple stimuli and events. Long-term memory is crafted over time through holistic events that slowly shape thoughts and perceptions of future events (Compton & Hoffman, 2013). Memory can also be impacted by current thoughts, perceptions and judgements that immediately impact conscious thoughts and feelings. Emotions and mood are the driving forces behind mental state (Compton & Hoffman). Mood is a general, wide-spread feeling while emotions are feelings that can rapidly appear or disappear due to recent events (Compton & Hoffman). Emotions are one of the factors that affect our mood and constant negative emotions to stimuli and events will lead to a prolonged negative mood from which depression can develop.

The American Psychological Association website (2016) defines depression as, "[p]eople with depression may experience a lack of interest and pleasure in daily activities, significant weight loss or gain, insomnia or excessive sleeping, lack of energy, inability to concentrate, feelings of worthlessness or excessive guilt and recurrent thoughts of death or suicide." Korea's high suicide rates, common negative feelings, low levels of positive feelings, and lack of social support facilitates and supports negative emotions and leads to high rates of depression. The findings of Diener, et al. (2010) suggest that these feelings in Korea are a long-term issue. This is due to culture being difficult to change, and the cultural aspects explored by Diener et al in his 2010 study show that the depression and hopelessness experienced by Korean students will have lasting effects on students and their ability to learn.

The Role of Processing Speed in Learning

An important element of learning is processing speed. The lower a student's processing speed, the more time the student needs to take tests, absorb information and perform tasks in the classroom. Research has been done linking the presence of depression and processing speed. Research conducted by Tsourtos, Thompson and Stough (2002) found that unmedicated depressed patients' processing speed was lower than both the medicated and the control group. "Our results indicated that speed of information processing, as measured by [inspection time], is impaired in young, unmedicated, unipolar depressed patients. This finding is consistent with the hypothesis that young depressed individuals do show cognitive slowing" (Tsourtos, et al., 2002, p.262). Egeland et al's (2003) research compared the cognitive and attentive profiles of schizophrenic and depressed patients to a control group. Their finding of a "speed reduction in both clinical groups is in

accordance with previous research" (p. 281) and supports Tsourtos, et al.'s results that depression inversely affects processing speed**.** A 2005 study conducted by Calhoun and Mayes (2005) looked at processing speeds in children with depression; "As expected, children with depression performed poorly on [Processing Speed Index] relative to other scores" (p.339).

Student motivation becomes an issue when students are constantly trying to catch up with the material due to low processing speeds especially when students move into higher grade levels and study more complex ideas and topics. Students can lose vigilance and motivation when they require more effort and time to understand what their peers are able to quickly process. Tarkbuck and Paykel (1995) explain that "the changes associated with depression affect particularly 'complex' tasks that require a greater degree of internal processing and conscious effort" (p.293). While students may be capable of completing a learning task while in a depressed state, the lack of vigilance brought on by depression inhibits a student's ability to learn. Egeland et al. (2003) discuss low vigilance and its correlation to depression, concluding, "within the depressed group decreased vigilance correlated with increased level of depression" (p.282). Egeland's 2003 work built upon Tarbuck and Paykel's (1995) research that found that depression reduces a person's central drive. The apathetic state brought on by depression hinders students from learning and gaining the necessary educational skills needed to succeed in school and within the job market. This apathetic state leads to a lack of hope for the student's future and lower feelings of student success.

Depression and Goal Pursuit

The dispirited and lethargic condition that is brought on by depression not only affects memory but also has a direct and important impact on an individual's ability to pursue goals and to develop the motivation and confidence necessary to achieve these goals. Depression hinders goal setting and goal pursuit, motivation, confidence and non-cognitive skill development. Most students and young adults that experience depression based on South Korean educational and social pressures have their goals set by family members and by the government through the once a year high-stakes admission tests required for academic success.

Brandtstadter and Renner's (1990) early work established that a low level depressive state leads the subject to a stronger belief in the importance of internal control. Brandtstadter's subsequent work with Rothermund then established that "depressive symptoms point to difficulties in relinquishing blocked goals" (Brandstadter & Rothermund, 2002, p.140). However, Brandstadter and Rothermund also suggest that "feelings of depression may play a functional role in promoting accommodative revisions of the person's system of preferences through destroying the cognitive sets and biases that maintain assimilative efforts" (2002, p.140). Students need to learn how to properly assimilate and how to accommodate and overcome obstacles and challenges to achieve their goals. However, it is clear that the depressive state hinders this process and that students will need significant help and interventions in order to move past these major issues. A more positive mood and higher levels of hope leading to increased confidence and greater goal pursuit will allow students to endure and work through the difficulties they encountered from and within the Confusion foundations of Korean society generally and the highly competitive and intensive education system in particular (Johnson, 2010; Street, 2002). This article offers a blended solution and intervention approach to the stated issues through the use of Hope Theory focused professional coaching in the student's junior or senior year of undergraduate study.

Hope Theory as an Approach to Overcoming Depression

Snyder (1994) adopts the most prevalent definition of hope which he expresses as "a construct of pathways and agencies. Pathways being the ability to find ways to reach one's goals and agencies being the motivation to reach one's goals" (p. 355). Hope Theory provides a means and methodology for improving goal identification and support as well as the development of pathways and incremental steps along a continuum to enable reaching these goals. Through professional coaching built around Hope Theory, students can construct healthy goals and begin to create meaningful pathways to success (Black, 2016).

Depression and hope are inversely correlated. Ai, Cascio, Santangelo, and Evans-Campbell (2005) evaluated the relationship between hope and spiritual meaning after 9/11. Ai et al. (2005), established that higher levels of educated and hope directly correlated to lower the levels of depression and anxiety. It was also asserted that "depression was positively associated with negative emotion." (Al et al., 2003, p.533). Arnau et al. (2007) confirm the conclusion of an inverse relationship between hope and depression through their longitudinal study that concludes that "high levels of hope predicted decreased levels of depression" (p.57). In 2010, Han, Park, Im, Ju, Bae, and Kang researched the relationship between hope, depression, and suicidal ideation in chronically mentally ill patients. They found significant correlations between these factors and concluded that patients should focus on increasing hope and decreasing depression. Focusing on improving hope will lead to better cognition through improvements of pathways and agencies (Al et al., 2013; Arnau et al., 2007; Hedayati & Khazaei, 2014; Mascaro & Rosen, 2005, Synder, 1994).

For students experiencing low satisfaction; low positive feelings; high negative feelings; poor family connections; and poor social connections, improving hope would help reduce depression and restore the ability to succeed within educational institutes. Implementing professional student success coaching based on Hope Theory is a focused intervention designed to support students as they struggle with the severe issues and symptoms inherent in Korean society generally and within the Korean education system specifically.

Designing an Intervention using Professional Coaching Based on the Hope Model to Offset Depression

Lack of hope and depression can be offset through professional student success coaching built around the Hope Model and its process and procedures for developing and supporting goals and pathways to success. Snyder (1994) explains that it is necessary for the individual to believe in their ability to generate a roadmap or pathway to success. This belief in the ability to build a pathway is as important as believing in the ability to achieve one's goals. These pathways and agencies working together in a transactional way with pathway thinking enhances agency thinking and in turn agency thinking enhances pathway thinking (Compton & Hoffman, 2013; Irving et al., 2004; Rand & Cheavens, 2009; Snyder, 1994). Feldman and Dreher's (2012) research examined a single intervention with college students to improve hope and increase goal directed behavior. They found that, "a single-session intervention can increase hope in the short term as well as lead to greater levels of goal progress as much as a month later" (p.756). By providing professional student success coaching to junior and senior year undergraduate students over several semesters, hope, goal identification and the development of incremental steps to enable goal attainment will slowly increase and depressive symptoms will slowly diminish.

The Hope Model uses three phases to direct goal-oriented thoughts when a goal is pursued: an individual's learning history, the pre-event phase, and the event sequence phase (Rand & Cheavens, 2009; Snyder, 1994). These pathways and agencies are combined with our emotional state. Individuals with a history of accomplishments and of successfully overcoming obstacles will have an emotional set that is more hopeful, contains more positive feelings, and exhibits higher levels of confidence that goals can be reached (Compton & Hoffman, 2013; Rand & Cheavens, 2009; Snyder, 1994)

When pursuing a goal, the individual will enter the pre-event phase where they weigh the outcome value of the goal. If the outcome value of the goal becomes too low, the goal pursuit will cease. If the goal is determined to be important, the individual will move into the event sequence phase. As the individual starts to pursue the goal, the individual will monitor and assess the outcome value of the goal and regularly determine the outcome value of the goal. This constantly evolving assessment of goal pursuit is necessary because the outcome value cannot be appropriately determined until pursuit of a goal has commenced (Compton & Hoffman, 2013; Rand & Cheavens, 2009; Snyder, 1994). Ultimately, the goal is either attained or not and the resulting positive or negative emotions become part of the individual's learning history resulting in building hope and confidence or hopelessness and passiveness (Compton & Hoffman, 2013; Rand & Cheavens, 2009; Snyder, 1994).

There are two external sources that affect the individual during the event sequence, stressors and surprise events. Stressors are any obstacles that put the goal pursuit at risk. Stressors influence goal pursuit by effecting pathways, agency, and outcome values as well as the learning history of the individual (Synder, 1994). During a goal pursuit, individuals who have low hope will likely see stressors as insurmountable challenges whereas individuals who have high hope will likely see stressors as an obstacle that can be overcome. In addition to stressors, surprise events are incidents that occur outside of the context of the goal pursuit. They can be either positive or negative in nature and effect the individual's agency by either increasing or decreasing motivation depending on the incident that has occurred (Compton & Hoffman, 2013; Rand & Cheavens, 2009; Snyder, 1994).

By embedding professional student success coaching into the student's academic course of study as part of a junior or senior year experience, Korean post-secondary institutions can proactively and effectively create and support hope, goal setting and goal attainment (Black, 2016). Professional coaches can help the students to identify goals and then break the goals down into smaller incremental goals that will provide a pathway to goal attainment and increased feelings of success, competence and future ability. The coach can facilitate the development of reachable goals and incremental steps to success that will help students improve their ability to cope with surprise events and stressors as well as cultural expectations and limitations of role within Confusion societies (Black, 2016).

Coaching

The terms "executive coaching" and "life coaching" are recent constructs that can traced back to the late 1980s, when they first appeared as new and more personalized applications of general counseling techniques (Bosworth, 2006). Witherspoon, Goldsmith, Lyons, and Freas

(2000) explain that a coach helps people see beyond what they are today to what they can become tomorrow. An effective coach provides a sturdy shoulder to stand on, so one can see further than they might see on their own (p. 12). Profession coaching practices concentrate on moving an individual forward through motivation and targeted support to enhance skills and perspectives, resources, and creativity in a highly-personalized format (International Coach Federation, 2015). The International Coach Federation defines coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential" (International Coach Federation, 2015). Goal setting and managing incremental progress towards goals as well as individual accountability regarding progress towards the established goal are listed as core competencies of coaching. The personalize nature of coaching combined with the listed core competencies make coaching the preferred form of intervention for Korean post-secondary students dealing with hopelessness and depression.

Emergence of Coaching as a Retention and Student Success Tool in Post-Secondary Education

In 2001, Inside Track, a for profit coaching company in San Francisco, California became the first corporate coaching organization to develop specific coaching programs and services targeted to higher education institutions. Over the next decade several other educational coaching and academic mentorships organizations such as Aviso and Education Sales Marketing Corporation (ESM) began to develop services for supporting and assisting university level students.

Given the ineffectiveness of universities to increase graduation rates in the three decades from 1980 to 2010, by 2010 many educators and university administrators began to conclude that retention solutions were more likely to come from comprehensive re-examination of the status quo and by looking outside the institution for new approaches (Bettinger & Baker, 2013; Bosworth, 2006; Kelly & Schneider, 2012). This led some institutions to consider and begin utilizing individualized professional coaching services for certain segments of students or to consider developing dedicated executive coaching departments to address specific issues and challenges within their institutions. In support of the trend towards utilizing coaching in academic institutions, the U. S. Department of Education published findings in 2014 that established academic coaching as a promising practice for improving academic persistence and for addressing certain issues and challenges among certain underrepresented and minority student groups (IES, 2014). In evaluating student response to coaching across several studies, the Institute of Education Sciences (IES) found that students assigned to receive coaching were significantly more likely to remain enrolled at their institutions than students who do not receive coaching (IES, 2014).

The Role of Goal Setting and Individual Focus in Coaching

In assessing the value of coaching in the areas of goal setting and measuring progress towards goals Black's 2016 study found that in describing their work in this area coaches uniformly preferred to use the term "coaching plan" rather than goal setting. Several coaches commented that urging a student to directly work on goal setting and goal development was often counterproductive and could impede the development of a trusting and authentic relationship between student and coach. This perspective is instructive in the Korea context as students suffering from anxiety, depression and or hopelessness will need to work up to goal identification and goal setting slowly as they develop trust and confidence in the coach and the coaching process. An example of a typical coach's response within the Black (2016) study on the role of the coach in goal setting was:

Most students understand that they need a plan. As we develop the plan together, the skills and resources that the student needs to work on will come into focus. Then we will set steps around the skills we need to develop (p. 87).

Another key to coaching as a promising intervention for Korean post-secondary students is that coaching combines a highly individualized and targeted student support with the caring, empathetic and non-judgmental counseling of a "missional" professional who authentically desires to help the student. It is this intentional two-part approach that leads to improvement in the individual student's feelings and perspective about their goals and opportunities for future career success.

The Table below excerpts quotations from the coaching study on the importance of individual student support within successful coaching.

Table One: *Tailoring Coaching to each Student's Specific Needs*

"As a coach you have to understand how each person thinks about and articulates their obstacles."
"The coach has to find the motivation elements and context that are going to be most helpful to each student and then figure out an approach that will most help that individual student."
"I work to customize my approach based on the understanding that the student has of their life and their challenges."

It is this intentional two-part approach of carefully and intentionally developing a plan that will meet each individual student's needs and address individual challenges and obstacles that leads to improvement in the individual student's feelings and perspective about their goals and opportunities for future career success (Black, 2016).

The Importance of Self-Efficacy, Non-Cognitive Factors and Growth Mindset Skills to Coaching

Another core component of effective professional coaching in post-secondary education environments that was explored within the 2015-16 study is the importance of self-efficacy and non-cognitive skills to student success. Good coaches know how to identify, assess, and then develop self-efficacy, non-cognitive and growth mindset skills. The coaching study explained the importance of these soft skill levels to student success. "Developing non-cognitive skills and supporting growth mindset development is considered central to student success" (Black, 2016, p. 89). Within the 2016 coaching study one interviewee captured the majority opinion of the coaches by stating that the "biggest challenges are grit, resilience, fear, confidence and motivation. So, my coaching is less about scheduling, time management and work-life balance and more about the growth mindset" (p. 89) These comments and the comments in Table Two, from the coaching study illustrate the central role of self-efficacy, non-cognitive and growth mindset skills and the importance of coaching work around these concepts to developing confidence and self-reported feelings of student success.

Table Two: Non-Cognitive Skill Development as Crucial to Student Success

"The biggest obstacles to completion usually come down to non-cognitive elements like attitude, grit, confidence and having the ability to fail and get back up and try again."
"The non-cognitive skills of grit and determination play a major role in retention and student success."

> "The biggest challenges are grit, resilience, fear, confidence and motivation. So, my coaching is less about scheduling, time management and work/life balance and more about the 'growth mindset'."

> "Getting them to commit and believe in their ability to succeed is the key to building a pathway to student success."

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The coaching study concluded that the principal issues affecting retention of online degree completion students were deficiencies in non-cognitive skills and lack of a growth mindset or belief in one's ability to succeed. This finding confirms that the intrinsic skills of commitment, determination, attitude, grit, confidence, perseverance, and "believing I can do it" are the keys to student success (Black, 2016). Further, that non-cognitive skill level and the growth mindset state of the student are key predictors of both retention and student success (Clark & Estes, 2008; Dweck, 2006; Dembo & Seli, 2012; Duckworth, Peterson, Matthews, & Kelly, 2007; Rueda, 2011; Markle, Brenneman, Jackson, Burrus, & Robbins, 2013). As such it is reasonable to suggest that combining key elements of Hope Theory within a comprehensive and professional coaching approach can significantly and positively impact Korean post-secondary students who are dealing with depression and hopelessness.

Good Coaching is Free of Judgment Categorization Stereotyping and Assumptions

The data from the coaching study also illustrated the almost universal perspective of good coaches to consistently and intentionally remove as many aspects of judgment, categorization, stereotyping or assumptions as they can across all aspects of their coaching. The depth of each individual coach's sensitivity to student culture, life events and experiences and background is instructive to the creation of a meaningful and successful Hope Theory focused coaching intervention for Korean post-secondary students.

The study explained that coaches avoid stereotypes and are sensitive to student culture and background and it illustrated the core values and beliefs of good coaches around student success and each student's ability to overcome obstacles and issues. For example, the following is a comment from a coach:

> When we pick up the phone, each student is completely
> unique and every single student is perfectly capable. They are
> creative, they are resourceful and they are whole. Our job is to
> give them a space so that they can grow bigger and greater
> and have happiness and success not just in this class or
> program but in life and career (p. 115).

This core value and belief of a student's ability to succeed and overcome obstacles and challenges through coaching is important in the Korean student context and is another reason why embedding coaching as a core element of a junior or senior year experience is a meaningful construct. Given the lack of positive feelings and the high levels of depression and hopelessness having a coach that is non-judgmental and sensitive to the cultural and education pressures at issue, believes in the student and the student's ability to overcome obstacles and issues is critical.

Creating the Junior or Senior Year Hope Theory Driven Coaching Experience within the Korean Post-Secondary University Setting

The proposed Hope Theory driven coaching intervention would assemble a team of highly trained professional coaches to work with the Korean students on a face to face and individual basis over the course of one or two terms. Ideally the coaching will occur during either the junior or senior year of the student's undergraduate program. Instead of crafting the program as an intervention aimed at alleviating depression or hopelessness the program should be articulated as an important tool for career readiness and a program to support students with the upcoming transition from college to the work place. Framing the coaching as a career development and career readiness program will offset Korean's negative perceptions of therapy sessions and asking for help with individual problems.

Drawing on the elements of Hope Theory the coaches will initially assess the student' self-efficacy, non-cognitive and mindset skill level and then develop a coaching arc or coaching plan to move the students forward to a more positive and learning centered state of mind. The coaches will draw on the Hope Theory to provide a means and methodology for improving goal identification and support as well as the development of pathways and incremental steps along a continuum to enable reaching these goals. Through professional coaching built around Hope Theory, students will, over time, construct healthy goals and begin to create meaningful pathways to success while developing positive emotions and feelings around the process. The goal is to guide and support the students as they develop a history of accomplishments and of successfully overcoming obstacle. This will lead to an emotional array that is more hopeful, contains more positive feelings, and exhibits higher levels of confidence that goals can be reached (Compton & Hoffman, 2013; Rand & Cheavens, 2009; Snyder, 1994).

Conclusions and Recommendations

Coaching based on the Hope Model should be embedded within the junior and senior year post-secondary curriculum within South Korean institutions. Hope Theory based coaching can reduce stress and depression while helping students become better learners by developing and then supporting hope concepts, goal creation and the skills necessary to deal with stressors and surprise events. The role of the coach when implementing the hope model is to help the student create reachable goals and provide support structures during the pre-event and event sequence phases. The coach will focus on creating hopeful students by facilitating the pursuit of reachable goals and helping the students craft realistic pathways that are supported by the students own agency. Instead of feeling hopeless when a goal is not achieved, students with their more positive emotional sets will be able to create positive learning histories that will better prepare them to set more realistic goals, use appropriate pathways with agency, and be able craft sensible pathways that will lead to desires goals.

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