

Practice and Exploration of College Students' Leadership Education based on Team Training

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Abstract: The practical exploration of college students' leadership education based on team training emphasizes the deep integration of theory and practice. Through well-designed team activities, interdisciplinary cooperation and resource integration, students' leadership literacy can be effectively improved. However, challenges such as student participation, faculty and resource allocation cannot be ignored, and targeted strategies need to be adopted to deal with them. In the face of challenges, educators need to carry out guidance activities for career planning, train teachers' teams, and establish cooperation and contact with local governments and industries.

Keywords: team training, college students, leadership, education, practice

Introduction

In the rapidly changing global environment, the importance of leadership education has become increasingly prominent. It is not only related to the success of individual careers, but also a key driving force for organizational and social development and progress. Leadership education cultivates individuals with forward-looking thinking, innovative spirit and excellent team management skills, so that individuals can effectively cope with complex and changeable challenges and lead teams or organizations to achieve strategic goals. In the field of higher education, leadership education is regarded as an important way to cultivate students' comprehensive quality and stimulate their potential. It transcends the traditional knowledge transfer and emphasizes the comprehensive improvement of emotional intelligence, moral responsibility and social consciousness^[1].

Team training provides a practical platform for participants to learn and hone key leadership skills in simulated real situations. Through teamwork, they can understand multiple perspectives to enhance communication skills, learn conflict resolution and improve collaboration efficiency driven by common goals. This experience encourages leaders to develop stronger decision-making ability and sense of responsibility while deepening their understanding of team dynamics and mastering ways to motivate others and promote team cohesion.

1. The theoretical basis of team training

Team theory is the cornerstone of team training. It reveals the essential characteristics of efficient team operation around the relationship between team motivation, structure and performance. Based on Bruce Tuckman's team development stage theory, that is, the team from the formation to the specification to the efficient implementation of the final maturity, each stage has a specific task and challenge. At the same time, the team building theory proposed by British management scientist Raymond Meredith Belbin (1995) holds that each role has its unique advantages and possible disadvantages, emphasizing the importance of complementary role allocation among team members to improve team effectiveness. These theoretical frameworks provide guidance for team training and help leaders understand the interaction

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patterns among team members, so as to promote communication and stimulate potential, so as to build an efficient team environment with collaborative cooperation and consistent goals^[2].

Leadership development theory is one of the core pillars of team training. It explores how leaders can gradually improve their abilities to adapt to leadership roles in different situations through systematic learning and practice. Paul Hersey and Kenneth Blanchard's situational leadership model proposes that effective leadership style should be adjusted according to the maturity of subordinates, from directive type to supportive type, until the authorized type reflects the flexibility and adaptability of leadership. Belbin's team role theory believes that a well-structured team should be composed of eight roles, and efficient team work depends on collaboration. Team members must be aware of the role played by others and understand how to make up for each other's shortcomings and give full play to their strengths. Successful teamwork can improve productivity, encourage morale, and encourage innovation. These theories not only guide the design of team training but also provide participants with a framework for self-reflection and growth, helping them learn how to lead the team to achieve their goals more effectively in practice.

There is a close and significant correlation between team training and leadership training. The former provides a practical stage and a theoretical test field for the latter. Team training activities promote participants to learn leadership principles in cooperation, such as communication, decision-making, conflict resolution and team building, through the simulation of challenges in the real world. In this process, individuals have the opportunity to try different leadership styles, understand team dynamics, and then cultivate adaptability and situational leadership. Team training emphasizes the feedback mechanism, so that participants can understand their own performance in time to identify strengths and weaknesses, and then develop personal development plans^[3]. This combination of theory and practice, on the one hand, enhances the individual's leadership skills, on the other hand, promotes the improvement of the overall effectiveness of the team, and is an indispensable part of leadership education.

2. The practice mode of college students' leadership education

The primary principle of team training design in college students' leadership education is goal orientation, that is, training activities should clearly focus on cultivating specific leadership traits and teamwork skills, followed by participation, that is, encouraging all members to actively participate to ensure that everyone has the opportunity to show leadership skills and experience the role of followers. The third is the authenticity of the situation, that is, the training scene should be as close as possible to the actual working environment to improve the practicability and conversion rate of learning. In this process, team training should promote diversified thinking, encourage cross-cultural communication to cultivate a global perspective and lay the foundation for students to become internationally competitive leaders in the future.

Based on the above three principles, we design various types of practical activities in college students' leadership education, so as to improve students' leadership ability in an all-round way. For example, community service project, as an important part of it, not only exercises students' organization and coordination ability, but more importantly, it cultivates students' sensitivity and responsibility to social issues, so that they learn to listen to the voice of the community, design and implement solutions, so as to learn leadership in service; business simulation competition is another challenging form of practice. It requires students to analyze market trends in depth, formulate and implement business strategies. This highly simulated environment encourages students to make decisions under pressure, which not only enhances their teamwork and communication skills, but also cultivates keen insight and rapid adaptability to the business world. By providing opportunities for cross-cultural communication, international exchange programs broaden students' international horizons, enable them to understand leadership in a multicultural context, and learn how to build consensus among different cultures, which is crucial for cultivating future leaders with global leadership. In these projects, students work directly with peers from all over the world to solve global problems, which greatly improves their cross-cultural communication skills and teamwork efficiency. These practical activities and classroom theoretical knowledge complement each other to provide students with a platform to transform abstract concepts into concrete actions. They not only enable students to face

challenges in a real or simulated environment, but also encourage students to take the initiative to find strategies to solve problems, so that they can learn in practice, grow in challenges, and eventually grow into future leaders with forward-thinking, excellent team management and global vision. Through such a diversified practice mode, college students' leadership education can more effectively cultivate high-quality talents to meet the needs of the 21st century^[4].

On the other hand, interdisciplinary cooperation and resource integration are also crucial. To cultivate leaders with a comprehensive perspective and innovative thinking, we must break the boundaries of traditional disciplines and integrate knowledge in management, psychology, sociology, information technology, engineering, art and other fields, so that students can analyze problems from multiple perspectives and promote creative solutions. In this mode, students can not only deepen their professional knowledge in academic research, but also apply what they have learned in the real world to enhance their leadership and enhance their ability to solve complex social and economic problems, laying a solid foundation for becoming multi-faceted leaders in the future society. For example, a project called 'Smart City Innovation Challenge' integrates project management skills in management, social behavior analysis in psychology, community participation strategies in sociology, data analysis in information technology, urban planning in engineering, and creative expression in art. Students are divided into interdisciplinary teams to work together to solve specific problems in urban sustainable development, such as traffic congestion, environmental protection or public space design. This interdisciplinary team training not only requires students to deepen their professional knowledge in their respective fields, but also requires them to learn how to collaborate in a cross-disciplinary context and apply comprehensive knowledge to solve complex challenges in the real world. Through such practical activities, students not only improve their leadership, but also enhance their ability of cross-cultural communication, critical thinking and innovative problem-solving, laying a solid foundation for becoming a compound leader with global competitiveness.

3. Effectiveness evaluation of team training

Constructing the evaluation index system of team training effect is a key step to ensure the quality of leadership education. The system needs to cover multiple dimensions, including the improvement of leadership skills, the improvement of team cooperation efficiency, the achievement of individual and team goals, and the change of participants' self-efficacy and satisfaction^[5]. Specifically, the evaluation should be combined with quantitative and qualitative methods, that is, using questionnaires, behavioral observations, 360-degree feedback, and results presentations to comprehensively measure changes before and after training.

Empirical research is an indispensable evaluation method. Commonly used methods include pre-test and post-test comparisons similar to experimental research. That is, before and after the training, the same evaluation tool is used to measure the leadership level of the participants to intuitively show the training effectiveness. It can also be added to the control group, that is, by comparing the untrained group with the trained group to more accurately assess the differences brought about by the training. In this process, statistical software is used to process quantitative data, identify significant changes in participants' leadership in all dimensions before and after training, and encode qualitative data into themes, so as to extract profound insights into participants' experience, team dynamics and personal growth. Qualitative research such as in-depth interviews and focus group discussions can capture the delicate aspects of participants' subjective experience and attitude changes, and supplement the limitations of quantitative data. Therefore, the combination of quantitative and qualitative data analysis can provide more comprehensive and in-depth evaluation results and ensure that the effect of team training is comprehensively, meticulously and rigorously evaluated.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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