Examining Student Leadership Skills of Students in a Chinese University: Basis for the Student Leadership Development Model

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Abstract

This study focuses on exploring the skills involved in college students' leadership, the ways to improve college students' leadership development, and the strategies to improve college students' leadership development to construct a model of student leadership development and provide references for college students' leadership development. This study adopts qualitative research. Ten students were interviewed. After the interview, the text was processed, and the topic was analyzed. Students put forward approaches and a series of strategies for the leadership development of college students, providing support for the construction of the leadership development model of college students. Based on the results of the research questions, a leadership development model involving school, society, and family was constructed. This model has corresponding requirements for school, social and family responsibilities, mutual support, and the platform to be built. Schools, communities, and families provide various resources for college students' leadership development and provide effective guidance to students. Students can effectively contribute to leadership development by following the paths in the model and with the support of a variety of resources.

Keywords

Student, Leadership, Development, Model.

1. Introduction

1.1. Background of the Study

The Need of Leadership for Today's World. According to the World Economic Forum's Future Employment Report 2018, 52% of companies saw leadership as a major obstacle to technology adoption by their organizations. Organizations that were more effective in automating work were more likely to see improvements in customer experience, efficiency, and competitiveness. In today's world, globalization will not disappear but will deepen. Suppose global integration in the past was due to the disappearance of trade barriers. Leadership could be Developed. Leadership also served as a reference for enterprises when selecting and employing people. Of course, possessing this ability was rarely born, and the anthems included individual, family, school, and social factors. Still, the vast majority of researchers believed that leadership could be cultivated through acquired learning [1].

Leadership Development of College Students was an Important Mission of Colleges and Universities. Critical college students were the positive forces to promote social development and change, and leadership played a pivotal role in promoting social change and social development. As an important base for talent training, colleges and universities should not only impart systematic professional knowledge to college students but also cultivate their leadership qualities.

Shortcomings in leadership development or training of school students: The school needs to attach importance to students' leadership development or training. Students need to gain more

understanding of student leadership. The curriculum reform of the school needs to be more thorough, and teachers teach classroom teaching. The school's association activity instructors need to pay more attention to students' leadership training, and tend to manage or direct the students in the association activities. In social practice activities, students pay no attention to the planning and summary of activities but only to organizing activities. Students work under the leadership of teachers rather than under the guidance of teachers and need to take corresponding measures to improve students' various abilities. The school's student study Tours are in their infancy. Under the influence of traditional Chinese thought, students do not actively compete for leaders of informal organizations. Affected by the university's position in higher education, students are not confident and have low self-efficacy.

1.1.1. Research Question

Drawing on the academic achievements, theories, and concepts of college student leadership development from other countries (mainly the United States and China) and based on the shortcomings of college student leadership development in the universities where the research objects were located, this study would be based on the following questions:

Question 1. What leadership skills do Qingdao Huanghai University students possess?

Question 2. What actions do university students take to improve their leadership skills?

Question 3. Based on the findings of the study, what leadership development model can be developed for university students?

1.2. Theoretical Framework

Albert Bandura's Social Cognitive Theory proposes that human behavior is the product of the interaction of individual factors, environmental influences, and behavioral patterns. He emphasized the role of observational learning, social experience, and mutual determinism in human behavior, showing that people are both influenced by their environment and positively influence it. Social cognitive theory emphasizes that much human learning and behavior occurs in social environments. People acquire knowledge, skills, strategies, beliefs, and attitudes by interacting with others. Through observation and interaction with others, individuals also learn about behaviors' appropriateness, usefulness, and consequences. People are motivated to act according to their beliefs about their capabilities and the expected outcomes of their actions.

When people strive to develop agency in their lives, they use a variety of vicarious, symbolic, and self-regulatory processes. Key motivational processes are goals and self-evaluations of progress, outcome expectations, values, social comparisons, and self-efficacy. People set goals and evaluate their goal progress. The perception of progress sustains self-efficacy and motivation. Individuals act by their values and strive for the outcomes they desire. Social comparisons with others provide further information on their learning and goal attainment; Self-efficacy is a critical influence on motivation and affects task choices, effort, persistence, and achievement [2].

1.3. Conceptual Framework

In Figure 1, the research used an IPO model, which means Input. The Input is as follows: Determining the student leadership skills, Ways of improving the leadership skills, and strategies for enhancing the leadership skills.
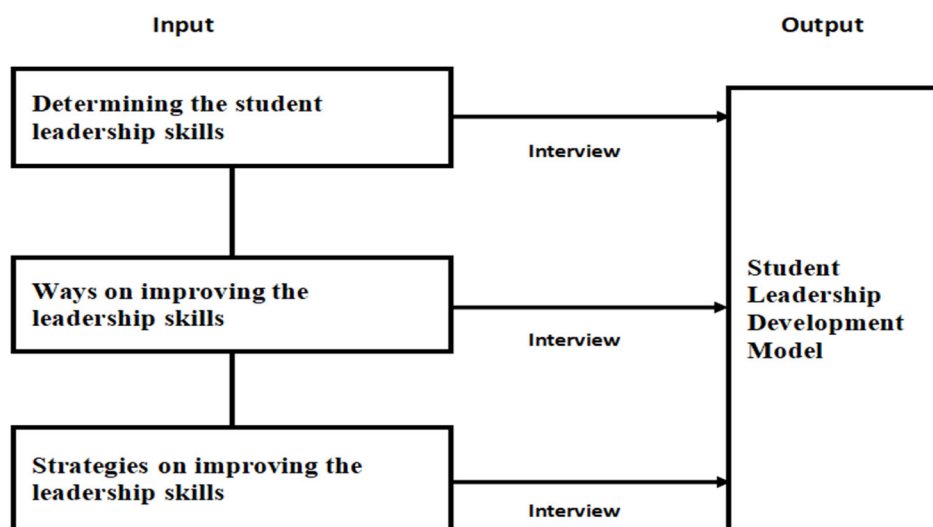
Figure 1. The Conceptual Framework

P stands for Process, the process and in this study ,gathering information is the use of interview method. And O means Output, where a student leadership development model is used in this study.

2. Methodology

2.1. Research Design

The purpose of this study is to establish the leadership development model of college students, and the research method adopted in this study is qualitative research. Through the search, reading, sorting and research of relevant literature, it is found that experts and scholars have different views on the connotation of college student leadership, there are few practical explorations of college student leadership development, and the construction of college student leadership mode needs to be explored. Therefore, this study needs to conduct qualitative research through interviews.

2.2. Context and Participants

Purposeful sampling was used to select participants for this study. Purposeful sampling selects cases that are "information rich and illuminative," offering valuable "manifestations of the phenomenon" being explored. The sample size for a phenomenology varies from 5 to 25 people. Dukes recommended studying 3 to 10 people. The commonly recommended number is around 10. Therefore, this study finally recruited 10 participants. In this study, participants are recruited because of four criteria: Grade, Major, Sex, and Position as student leaders.

2.3. Research Instrument

2.3.1. Interview

Qualitative research is a broad term covering various methods of investigating phenomena in a real-world setting. It was the empirical collection of narrative data from individuals or groups, producing an in-depth knowledge of the phenomena of interest. there was an array of qualitative research methods; however, the most common data collection methods included observations, semi-structured interviews, and focus groups.

2.4. Data Gathering Procedure

Design an interview outline according to survey questions Q1, Q2, and Q3. According to the interview outline, ten students were interviewed. The interview records were converted into text materials, and thematic analysis was conducted on the text materials. The data collection process is as follows:

The research questions Q1, Q2to, and Q3 are analyzed, and the research questions are transformed into interview questions so as to get detailed feedback on the research questions. The interview outline is designed according to the content of the research question. The interview outline briefly introducesto college student leadership, ethical considerations, and interview questions. Select participants purposefully and obtain their consent. Arrange the interview time according to the time given by the participants and complete the interview within two days. The interview was conducted through WeChat phone by the interview outline and recorded after obtaining the consent of the participants. Convert audio material into text material—thematic analysis of textual material to explore the results of research questions. According to the research results, combined with reference theory and related literature, the leadership model of college students is constructed.

2.5. Data Analysis

The data of this study was analyzed thematically. Thematic analysis is to summarize the collected text content (interview records), to extract some themes, Or form a new theme. The overall effort of data analysis is to encode the meaning of a unit or theme so that researchers and readers can clearly understand the collection of college student leadership skills, improve the ways and strategies of college student leadership skills, and then provide support for the construction and analysis of college student leadership models.

3. Results And Discussion

In this part, according to the order of the research questions, the interview results of the corresponding research questions were analyzed to form the interview result theme, and each interview result theme was discussed with reference theories or related literature to obtain the research results of the research questions. According to the research results, the leadership development model of college students was constructed.

3.1. What leadership skills do Qingdao Huanghai University students possess?

The results of question 1 of the interview were thematically analyzed. Ten respondents described a variety of leadership skills used to succeed in their respective leadership positions, with individual participants stating what the skills meant or why or for what purpose they used them. Since participants have different understandings of leadership skills, these leadership skills are summarized and analyzed according to their definition of leadership skills or the reason or purpose for using these skills so as to form the set of leadership skills described by participants.

"Time Management: The work of the association can be hectic, requiring the management of multiple projects while balancing academic and other personal commitments. Therefore, good time management skills are essential." (S3) "

Self-management ability: I need to lead by example and manage my own behavior and emotions. In the process, I learned how to set goals, plan my time, manage my emotions, and how to stay positive and self-motivated." (S4)

"Communication and coordination skills: Different members may have different ideas and opinions throughout the student union. I focus on listening to everyone's voice and coordinating

to reach a consensus through effective communication. I also communicate and collaborate with other colleges." (S6)

"Social and interpersonal relationship building, become a class leader can get to know students from different backgrounds, build a wide network of people." (S8)

"I think having a certain amount of courage is also a skill that I should have as a student leader." (S10)

"Strategic Planning skills: As Student Council President, I know the importance of setting clear goals and plans. By making a detailed plan, I have defined the direction of future development and key activities." (S6)

To sum up these abilities, there were 21 skills that the interviewed students used to succeed in holding leadership positions in student organizations or societies, and the frequency of mention was not consistent, namely, communication skills (n=8), organizational skills (n=6), leadership skills (n=4), decision-making skills (n=4), teamwork skills (n=3), communication skills (n=8), organizational skills (n=6), and teamwork skills (n=3). Problem solving ability (n=3), management ability (n=2), environmental adaptability (n=2), innovation ability (n=2), time management (n=2), self-management ability (n=2), interpersonal skills (n=2), coordination ability (n=2), self-confidence (n=2), learning ability, responsibility, strategic planning ability, emotional intelligence, sense of responsibility, Morality, courage. Fu Jianbo & Wang Dong (2020) put forward that a large number of research results showed that the components of college student leadership, although expressed differently, were essentially similar. The core elements of college student leadership could be summarized into six aspects, namely, trust, cognition, creativity, inspiration, execution, and perseverance (Fu Jianbo & Wang Dong, 2020). The skills used by the interviewed students to succeed in their positions are divided into six dimensions, as shown in Table 1:

Table 1. Shows the skills and core elements used by the interviewed students to succeed in their positions.

Core elements	Participate in interviews with students about the skills they use to succeed in their positions.
Trust	Responsibility, Morality, Courage, Confidence
Cognition	Decision-making, Learning, Strategic planning
Creativity	Innovate
Inspiration	Communication, Teamwork, Interpersonal Communication, Coordination
Execution	Organization, Leadership, Problem solving, Management, Time management, Self-management
Perseverance	Environmental adaptation, Commitment, Emotional intelligence

According to Bandura's social cognitive theory, students' self-efficacy to continue learning was enhanced in the process of completing tasks and observing learning progress. Throughout the interview, each participant had a role model in his mind, and the excellent quality of the role model was the learning goal of the participants. The participants observed and learned through customs and constantly improved their leadership.

"The leader I respect is the last student body president. I think the main reasons for his success are as follows: 1) He not only has lofty ideals but also can clearly see the future trend and direction. 2) He has the courage to challenge traditional thinking patterns, constantly exploring new fields and trying new methods. 3) Not only does he have good ideas, but he is able to put them into practice. He pays attention to details, pursues perfection, and is good at mobilizing team resources to achieve goals. 4) He has a strong personal charm and leadership

temperament to stimulate team cohesion and centripetal force. 5) He is good at learning lessons from failure and constantly improving his management methods. My leadership development has benefited from learning from these good qualities." (S1)

"I have great respect for my university advisor, who has profound academic attainments and extensive knowledge reserves. The teacher is highly dedicated." (S6)

The role models in the minds of the participants were not only the participants' observation and learning objects but also some of the participants' peer mentors and some of the students' teachers. The participants continuously improved their leadership in observation and learning under the guidance of the peer mentors or teachers.

"It is also because of the organization of the association that I became familiar with her from stranger to acquaintance. She led me to complete various tasks and taught me how to lead a team and how to communicate effectively with classmates. She was also a student instructor, and I joined the Corps because of her influence. She is able to deal with problems among classmates very well, make things clear and detailed, and has a clear plan for herself." (S10)

"A leader I respect a lot is my counselor, who has the ability to make wise decisions and make wise choices in the face of challenges and pressures. Good communication skills are his key attribute; He is good at communicating and working with us." (S5)

Table 2. Excellent qualities of role models

Respected leader	Have excellent qualities
Current or former student leaders	Vision, Innovative spirit, Excellent execution, Leadership charm, Perseverance, Strong will, Planning ability, Treat people sincerely.
Teacher	Approachable, Caring, Approachable Sense of humor, Fair and impartial, Strong decision-making skills, Good communication skills, Knowledgeable, Professional

According to Bandura's social cognitive theory, observational learning requires observers to pay attention to relevant features so that they can be perceived. Observers were more motivated to pay attention to role models who had status and credibility, and attention was also influenced by observers' beliefs about the functional value of the model's behavior. Participants observed the excellent qualities of the role models around them, as shown in Table 2, and improved their leadership skills, contributing to their success in leadership positions.

3.2. What actions do university students take to improve their leadership skills?

Thematic analysis of the interview results was conducted to form new themes; participants reported actions taken to improve their leadership skills and produced outcome expectations for the results of the actions. The new theme of this research question was "Ways to Improve Students' Leadership". To improve leadership skills, students should first clearly self-recognize and know their own leadership level, strengths, and weaknesses. In the process of leadership training, college students' self-development awareness and actions were very important.

"Understanding your own strengths and weaknesses, as well as your own values and beliefs, is the foundation of improved leadership." (S2)

Another participant added:

"Through a leadership assessment, understand your strengths and weaknesses in order to better adjust your behavior and attitude." After self-knowledge, we can better face challenges and improve our abilities in a targeted way." (S1)

Goals, or what people consciously try to achieve, involve symbolic and self-regulating processes that people use to instigate and sustain action, and when people engage in a task, they compare their current performance to the goal. Positive self-evaluation of progress enhances self-efficacy and maintains motivation. Participants set leadership improvement goals based on their self-knowledge.

"A good leader needs to be able to set clear, achievable goals." (S4).

"Look for leadership-related dimensions or skills and set leadership skills improvement goals in response to your shortcomings." (S1)

From the perspective of the organizational form and educational content of leadership education for college students in China, four leadership education models have been formed: curricular, social group, social practice, and comprehensive (Tang Bing, Li Ke & Huang Ran, 2023). Extracurricular experience was an essential part of campus life. Identifying and marketing specific leadership learning outcomes could help students understand how an activity enhances their leadership development. These initiatives were a valuable means of integrating intentional leadership outcomes into activities to improve leadership for all students [3]. Students choose leadership development projects based on set goals.

"Identify which skills in the program enhance leadership and development in college students, and select the program." (S1). "Secondly, I actively participate in team projects and organizational activities, taking on different roles and responsibilities." (S6)

The leadership improvement of college students lies in the reflection on self-deficiency and the accumulation of constant improvement in each practice and seeking the improvement of leadership skills can make the next leader get twice the result with half the effort. In project learning or practice, participants seek feedback from peers and teachers. After completing stage work and project, they reflect, conduct leadership assessment, find shortcomings, and constantly revise and improve.

"Ask for feedback from team members, colleagues, or teachers to understand your leadership level through the Leadership Assessment scale, to understand your strengths and room for improvement, so that you can recognize your blind spots and improve." (S5)

Everything students learned in the project was applied to the final internship experience, allowing them to apply what they have learned through experiential and reflective practice. After learning, training, and reflection, the participants applied the enhanced leadership skills to their final careers, and the leadership application was full of expectations.

Table 4. Ways of leadership improvement for students

Self-cognition
Set goals
Looking for program
Learning or practice
Reflection and feedback
Application

In the thematic analysis, the new research question topic formed was "Student leadership improvement pathways," as shown in Table 4. Participants formed a complete chain of pathways for student leadership improvement through self-cognition, setting goals, looking for programs, learning or practice, reflection and feedback, and application. Among them, self-cognition included self-assessment and progress values, application included outcome expectations, reflection and feedback included social comparison and self-efficacy.

Extracurricular activities could include social clubs, sports teams, student council positions, volunteer experiences, and even internships. Different types of extracurricular activities

provide different modes of experience. Students who actively participate in extracurricular organizations also more positively rate themselves as having strong interpersonal skills, serving as role models for others, dealing effectively with failure, handling stress well, resolving conflict, communicating clearly, working effectively in teams, and being a good listener.

"Through active participation in extracurricular activities, college students can exercise their leadership skills and enhance their professional competitiveness" (S8)

University culture referred to a specific cultural atmosphere and value system formed on the university campus. Regarding the impact of university culture on students' leadership skills, participants analyzed the university culture of QHU from a personal perspective. From the perspective of university culture's promotion of students' leadership skills:

"Universities are generally a diverse population gathering place, which helps students to be exposed to different perspectives and cultures, thereby developing their global perspective and intercultural communication skills." (S2)

"The rich and varied student organization activities in the university culture provide many opportunities for students to participate in organizing, leading activities, and practicing leadership and teamwork skills." (S5)

From the perspective of university culture's inhibition of students' leadership skills:

"College students often face heavy academic pressure, which may result in their inability to fully engage in extracurricular activities or organizations, thereby limiting their leadership development." (S6)

Table 4. Influence of university culture on students' leadership development

The role of university culture on students' leadership	Influence aspect
Facilitate	Campus cultural activities, Student community organization, Academic atmosphere, Campus system, Diversity and inclusion, Providing practical opportunities, Fostering responsibility, Fostering innovative thinking, Student organization building
Inhibit	Excessive management, Excessive competition, Lack of leadership training, Lack of role models, Academic pressure

As shown in table 4, the university culture of QHU facilitates the development of student leadership in terms of campus cultural activities, student association organizations, academic atmosphere, campus system, diversity, and inclusiveness, providing practical opportunities, cultivating responsibility, cultivating innovative thinking, and student organizations. However, excessive management, lack of diversity and inclusiveness, excessive competition, lack of leadership training, lack of role models, and academic pressure inhibited the development of college students' leadership, indicating that QHU is somewhat strict in student management and did not pay enough attention to the leadership development of college students.

3.3. Based on the findings of the study, what leadership development model can be developed for university students?

This topic focused on strategies for analyzing student leadership development models. Ten interviewers put forward different methods from different perspectives and formed a strategy set through thematic analysis. Through the study, it was found that 6 participants proposed to strengthen the construction of teaching staff. Strengthen the construction of teaching staff, especially the reform of teaching methods, guide students to communicate and discuss with each other, encourage college students to combine theory and practice in learning, improve their relevant ability level, and internalize theory to promote their meta cognition.

"There should be a sufficient number of good teachers to guide students. Schools can keep teachers up-to-date on their understanding and practice of leadership development by providing professional training and continuing education." (S1)

Other participants have supplemented, allowing the faculty to expand outside the school.

"Schools can regularly invite leadership experts, entrepreneurs, and outstanding alumni to give lectures to students, share leadership experience, and help students understand the practical application and importance of leadership." (S4)

"Universities can introduce mentorship systems where experienced students, faculty or alumni act as mentors to students, providing personal guidance and support." (S5)

There was a growing movement to establish leadership studies as an interdisciplinary academic endeavor through developing leadership courses, expanding curriculum offerings, and creating minor majors around leadership studies [4].

"In the curriculum, we should pay attention to the training of theoretical and practical skills related to leadership. Schools can also offer hands-on courses on leadership, where students practice leadership skills in a simulated environment." (S1)

Another participant proposed from the course system construction:

"By developing a comprehensive leadership curriculum system, including leadership courses at different levels and majors, students can gradually learn and develop leadership skills in different fields." (S5)

Strengthen the application of modern teaching tools to improve the effectiveness of leadership training. VR and simulation games have a positive history as teaching tools for leadership development in both formal and informal settings.

"Use modern technology tools to enhance the effectiveness of leadership training. For example, virtual reality (VR) and simulation software can be used to provide students with a simulated, hands-on environment where they can practice their leadership skills without the constraints of reality." (S1)

Campus and community culture was the external environment for college students to grow and become talents, an important part of testing the effectiveness of college students' leadership training, and an important part of promoting the leadership improvement of college students[5].

"Foster an atmosphere that values leadership development and a learning culture that encourages students to improve their abilities and qualities continually." (S10).

"Strengthen the establishment of leadership culture and enhance students' interest and initiative in leadership development." (S7)

In this study, extracurricular practice activities, community organizations, social practice, etc., were included in the auxiliary curriculum projects. All 9 participants proposed to strengthen the construction of auxiliary course projects. From the perspective of leadership practice:

"Leadership can only be improved in practice. Schools can organize student clubs, project teams, community service, and other activities to allow students to use leadership in practice." (S1)

"To provide a variety of practical activities to combine theory with practice." Such as student organizations, associations, community service, volunteer work, competitive competitions, etc., so that students practice leadership in practice." (S2)

From the perspective of entrepreneurial projects:

"Entrepreneurship programs for college students are an important way to exercise leadership skills. Entrepreneurship requires bold decision-making and decisive execution, as well as teamwork and resource integration. Through the entrepreneurship project, we can apply the theoretical knowledge we have learned to practice and improve our practical operation ability." (S8)

Increased the capital investment required for college students' leadership development and set up college students' leadership development funds and scholarships. In colleges and universities, students could enhance their leadership through the practice of community activities.

"Schools can provide student organizations with the necessary resources, such as venues, equipment, and funds." (S4). "Establish a Leadership Development Fund to support student participation in leadership development programs and activities, providing financial assistance. In addition, leadership-related scholarships are offered to encourage and motivate students to participate actively in leadership development and recognize their achievements and contributions." (S10)

Students' learning was assessed at an advanced level as they were challenged to apply everything they had learned in the project to a final internship experience, which provided them with an opportunity to apply what they had learned through experience and reflective practice. This was critical to the project objectives.

"Schools can establish a leadership evaluation system to regularly assess and give feedback on students' leadership performance to help students better understand their strengths and weaknesses." (S4)

"Effective leadership development requires constant feedback and evaluation. Schools can establish an evaluation mechanism that regularly assesses students' leadership skills and provides feedback." (S1)

From the perspective of campus entities, it was necessary to take student development as the center, further integrate campus resources, clarify the responsibilities and tasks of each participant in college student leadership education, give full play to the roles of the academic affairs Office, the Office of Student Affairs, colleges (departments), scientific research institutions, student associations and teachers in college student leadership education, and strengthen coordination and communication. It was forming joint efforts to Promote the effective implementation of college students' Leadership education system[6].

"Establish a dedicated leadership development center or department responsible for coordinating and coordinating campus leadership development programs and resources. The center can provide leadership training, leadership development coaching services, workshops, mentorship systems, event support, and other resources." (S5)

Table 5. Strategies for building college students' leadership development models

Strategic implementer	Strategic item
Colleges and Universities	Teacher construction
	Curriculum Construction
	Cultural atmosphere
	Capital and resource investment
	Feedback evaluation
	Establish a leadership development center.
Colleges and Universities and society (communities, enterprises, other universities, university student leadership development institutions, education authorities, municipal units)	Cross-cultural project
	Auxiliary course projects
	Establish platforms for cooperation and exchange.

As shown in Table 5, 10 participants proposed the following strategies for the construction of college students' leadership development model: Strengthening the construction of teachers; Strengthen the construction of leadership-related curriculum system and innovative teaching methods; Strengthen the school leadership culture atmosphere; Increasing the resources and

funds needed for leadership development; Build a reasonable student leadership evaluation system; Establish leadership development center for college students; Develop cross-cultural leadership programs; Establish and improve auxiliary course projects; Strengthen cooperation with other universities, communities, enterprises, and municipal units to provide students with off-campus exchange and practice opportunities.

For students using leadership skills to carry out projects to contribute to the university community, a thematic analysis was conducted, and 10 participants proposed different projects from their positions. Form a collection of projects that students can undertake using their skills. From the perspective of supplementary curriculum projects, participants indicated that they provided project support for the participation of student organizations:

"Student Organization Support: As a student leader, I realize that student organizations are an important driver of the development of the university community. Therefore, I intend to provide support and guidance to help the student organization achieve its goals while developing their leadership skills and teamwork." (S1)

From the perspective of cultural atmosphere, participants provided project support for the academic atmosphere, improvement of the living environment, and participation in the organization and promotion of cultural activities:

"To create a positive academic atmosphere, I plan to promote academic lectures, seminars, and exchange programs." (S1)

"Organize and promote various campus cultural activities, such as cultural performances, lectures, sports competitions, etc., to enrich life after school." (S3)

From the perspective of intercultural projects, the participants provided project support for the exchange and cooperation of other universities and the participation and promotion of the exchange of students from different cultures:

From the perspective of feedback assessment, participants provided project support for the participation and promotion of feedback assessment students' leadership:

"To ensure the effectiveness of leadership development programs, promote the establishment of evaluation and feedback mechanisms." (S1)

From the perspective of cooperation, exchange, and platform construction, participants provided project support for participation and promotion of cooperation with enterprises:

"Build partnerships with companies to provide internships and practical opportunities for students." (S1)

From the perspective of curriculum construction, participants provided project support for the promotion and participation of moral education, academic counseling programs, and online courses:

"I can analyze student learning data, identify learning disabilities and trends in student populations, and help educators develop more effective teaching strategies." (S2)

"I can help design a leadership training program for college students to develop leadership skills and awareness through online courses, workshops, and hands-on projects." (S5)

"We can invite famous experts to conduct leadership training courses and lectures for students to cultivate their teamwork spirit and organization and coordination ability, and we can also invite student leaders with leadership skills from other universities to share their experiences." (S10)

From the perspective of the University Student Leadership Development Center, participants provided project support for the establishment of the student counseling service project:

Table 6. Projects planned by participants

Strategic item	Participants plan to carry out projects
Teacher construction	_____
Curriculum Construction	Ethical education, Academic mentoring programs, Online courses
Cultural atmosphere	Academic atmosphere, Living environment improvement, Cultural activities organization, and promotion
Capital and resource investment	_____
Feedback evaluation	_____
Establish a leadership development center	Consultation service
Cross-cultural project	Other universities exchange cooperation with students from different cultures
Auxiliary course projects	Student organization, Community service, Volunteering, Student associations, Career Development, Innovation and entrepreneurship
Establish platforms for cooperation and exchange	Cooperate with enterprises

As shown in Table 6, Participants planned to actively participate in projects such as ethical education, academic counseling programs, online courses, academic atmosphere, improvement of living environment, promotion of cultural activities, consulting services, exchanges, and cooperation with other universities, student exchanges of different cultures, student organizations, community service, volunteer service, student associations, career development, innovation and entrepreneurship, cooperation with enterprises, etc. Or build a platform, organize and lead students to participate, or actively suggest and promote project construction. In reality, these three projects were beyond the ability of students. Therefore, the strategies proposed by students to construct college student leadership models were reliable for implementation.
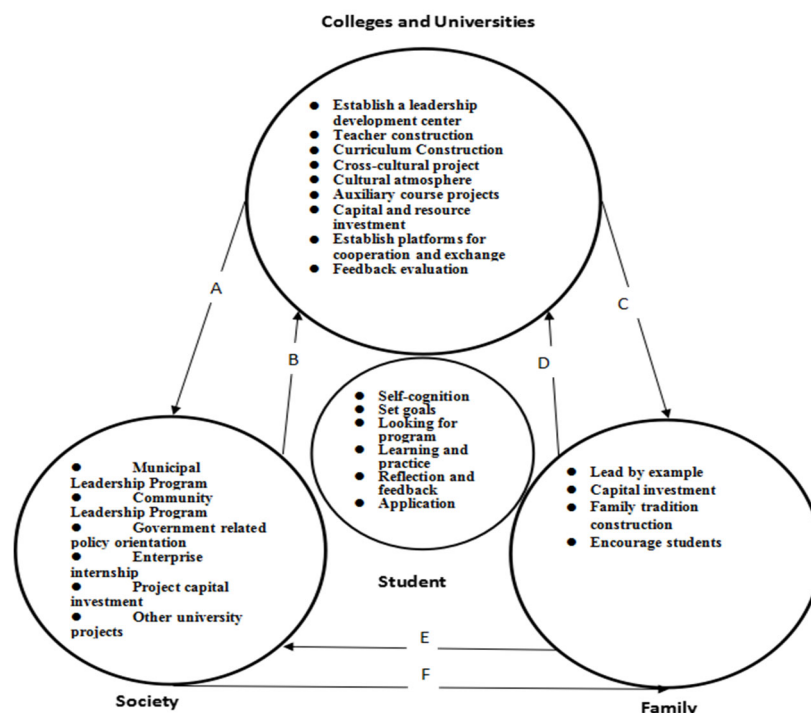

Figure 2. Leadership development model of college students

High-quality leadership education could only be achieved with a good education ecology. As for the role models of observation and learning, parents were students' role models. Therefore, researchers believed that college student leadership development was developed under the influence of school, family, and society. As was shown in Figure 2, the leadership development of college students was influenced by school, family, and society. To enhance the leadership development of college students, schools, families and society played their respective roles and build platforms among each other.

The role of the university was mainly based on the strategy of improving the leadership development of college students, building the leadership teacher team, strengthening the construction of the leadership curriculum system, creating an atmosphere for the leadership development of students, strengthening the construction of cross-cultural projects, establishing a feedback evaluation system for the leadership of college students, setting up a leadership development center for college students, and increasing the resources and capital investment for the leadership development of students.

Society included enterprises, communities, other colleges and universities, educational administrative departments, and municipal departments. Educational administrative departments should also make full use of various social resources to provide necessary policy support and financial guarantee for college student leadership education, build a platform for college students' leadership education practice, and create a favorable environment for college student leadership education (Tang Bing, Li Ke & Huang Ran, 2023). Colleges and universities could learn from each other, learn from each other the optimal path of college students' leadership training, and cooperate with off-campus enterprises to gain practical experience, providing students with opportunities to combine school knowledge with social practice. Municipal departments and communities provided students with opportunities for social practice.

Family members were the models of students' observation and learning, supporting and encouraging college student leadership development. Good family traditions influenced students in their families.

College student leadership improvement could be achieved through self-cognition, setting goals, looking for programs, learning or practice, reflection and feedback, and application.

A: Build a student practice platform with municipalities, communities, and enterprises, and jointly formulate a framework for college student leadership development and relevant goals and requirements for students. Partnering with other universities and leadership development agencies.

B: The government should provide corresponding policy support; the city government, communities, and enterprises should provide support, cooperation, and financial support, and other universities and leadership development institutions should provide cooperation and exchanges.

C: Relevant measures and necessity for colleges and universities to publicize college student leadership development to families.

D: Family members should set an example, enhance civic awareness, improve the moral level, create a democratic atmosphere in the family, strengthen the construction and inheritance of good family customs, and set an example for students to learn. Guide students to participate in undergraduate leadership development programs and provide support for students to participate in leadership development programs.

E: Family members actively participate in community and municipal services and provided financial support when conditions permit.

F: Communities and municipalities provided service opportunities for family members.

4. Conclusions Drawn

Participants learned from the good qualities of the role models around them through observation, enhancing their leadership skills that led to their success in leadership positions. These leadership skills consist of six core elements: Trust, cognition, creativity, motivation, execution, and perseverance, 21 skills, are communication skills, organizational skills, leadership skills, decision-making skills, teamwork, problem-solving skills, management skills, environmental adaptability, innovation skills, time management, self-management skills, interpersonal skills, coordination skills, self-confidence, learning skills, responsibility, strategic planning skills, emotional intelligence, responsibility, ethics, and courage.

Through research, the pathways of students' leadership improvement were explored. Participants formed a complete pathway chain of students' leadership improvement through self-cognition, setting goals, looking for programs, learning or practice, reflection and feedback, and application. Among them, self-cognition includes self-assessment and progress values, the application includes outcome expectations, and reflection, and feedback includes social comparison, and self-efficacy. Therefore, the way students improve their leadership includes the motivational process, that is to say, the way students improve their leadership includes the process of behavior and psychology.

Based on the results of the research questions, a leadership development model involving school, society, and family was constructed. This model had corresponding requirements for school, social and family responsibilities, mutual support, and the building of a platform. Schools, communities, and families provided various resources for college student leadership development and practical guidance to students. Students could effectively contribute to leadership development by following the paths in the model and with the support of a variety of resources.

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