The Improvement of Students' Leadership Training Model in Medical Colleges and Universities in Henan Province under The Background of The New Era

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ABSTRACT

The objectives of this research were: (1) to explore the components and indicators of college students' leadership training in medical vocational colleges in Henan Province; (2) To improve the model of college students' leadership training development in medical vocational colleges in Henan Province; and (3) to propose the guidelines of college students' leadership training in medical vocational colleges in Henan Province for improving the leadership of college students based on the new era.

The research was a mixed methodology design which were comprised of quantitative and qualitative research, divided to 3 phase: 1) Exploratory the students' leadership training on literature reviews and 9 experts interview; 2) Exploratory on the component and indicators by questionnaire on the teachers in medical colleges which the IOC of each item between .06-1.0 and questionnaires' reliability was .89. The sample was total of 300 teachers, used stratify random sampling technique. The data were analyzed by EFA. And 3) Proposing the guidelines of college students' leadership training by 17 expertise follow up Delphi technique applied (2 rounds).

The research found that; (1) There were five dimensions of the improvement of college students' leadership training in medical vocational colleges in Henan Province, namely; Leadership Magnets， Leadership Envision, Leadership Decision-Making Ability， Leadership Influence and Leadership Control. There was 80 indicators; (2) The model of college students' leadership training development in medical vocational colleges in Henan Province. There were

5 components and total 31 indicators construction namely; Students Leadership Magnetism(LM) on 4 indicators, College Students Leadership Envision(LE) on 9 indicators, College Students Leadership Decision-Making Ability (LD) on 3 indicators, College Students Leadership Influence (LI) on 9 indicators and College Students Leadership Control (LC)on 6 indicators; and (3) the guideline of college students' leadership training in medical vocational colleges in Henan Province for improvement students' leadership training in medical vocational colleges in Henan Province as "MEDIC Model".

Keywords: College Students' Leadership, Medical Colleges and universities, Henan Province, MEDIC Model

1. Introduction

Now, the colleges and universities see the importance and responsibility of deepening the comprehensive reform of higher education and promoting to the implementation of the national innovation-driven development strategy. The fundamental task is to cultivate talents and the leadership of college students is an important embodiment of the value of talent cultivation. Under the background of the new era, there are higher requirements for the overall leadership level of college students. In October 2018, the Ministry of Education issued documents such as the "Opinions of the Ministry of Education on Accelerating the Construction of High-Level Education and Comprehensively Improving the Ability to Cultivate Talents" of Higher Education in the New Era. It is proposed to unswerving follow the path of connotative development, Accelerate the formation of a high-level talent training system. Implement the "Six Excellence and One Top-notch" plan taking "deepening the reform of innovation and entrepreneurship education in colleges and universities as a breakthrough to promote the comprehensive reform of higher education"(Yao Yongzhi, & Wu Yang, 2005). Strengthen the practice of innovation and entrepreneurship and the construction of "double innovation" model universities, improve the level of innovation and entrepreneurship education. Build a world-class outstanding talent training system with Chinese characteristics.

With the updating of the concept on talents cultivation and the development on reformation of high-quality education, training high-quality talents with outstanding leadership ability becomes an important task for colleges and universities. Under the background of the new era, it has become an important task for the construction of colleges and universities in the new era to build a new framework for the cultivation of talents in higher vocational colleges and medical colleges, and to cultivate high-quality talents with excellent leadership skills and in line with the development needs of the new era (Dugan, 2011; Haber, 2011). The

in-depth development of leadership education for college students in higher vocational colleges and medical colleges meets the requirements of my country's higher education talent training framework system, and helps promote medical college students to achieve comprehensive personal development. It has far-reaching significance for improving the talent training framework in colleges and universities.

2. Research Questions

1. What are the components and indicators of college students' leadership training of college students in Medical Vocational Colleges in Henan Province under the background of the new era?

2. What is the leadership improvement model for students' leadership training in Medical Vocational Colleges in Henan Province under the background of the new era?

3. What is the guideline of college students' leadership training improvement in Medical Vocational Colleges in Henan Province under the background of the new era?

3. Research Objectives

1. To explore the components and indicators of college students leadership training in Medical Vocational Colleges in Henan Province under the background of the new era.

2. To development the model leadership training of college students improvement in Medical Vocational Colleges in Henan Province under the background of the new era.

3. To propose the guideline for improving the leadership of college students based on the research results in Henan Province under the background of the new era.
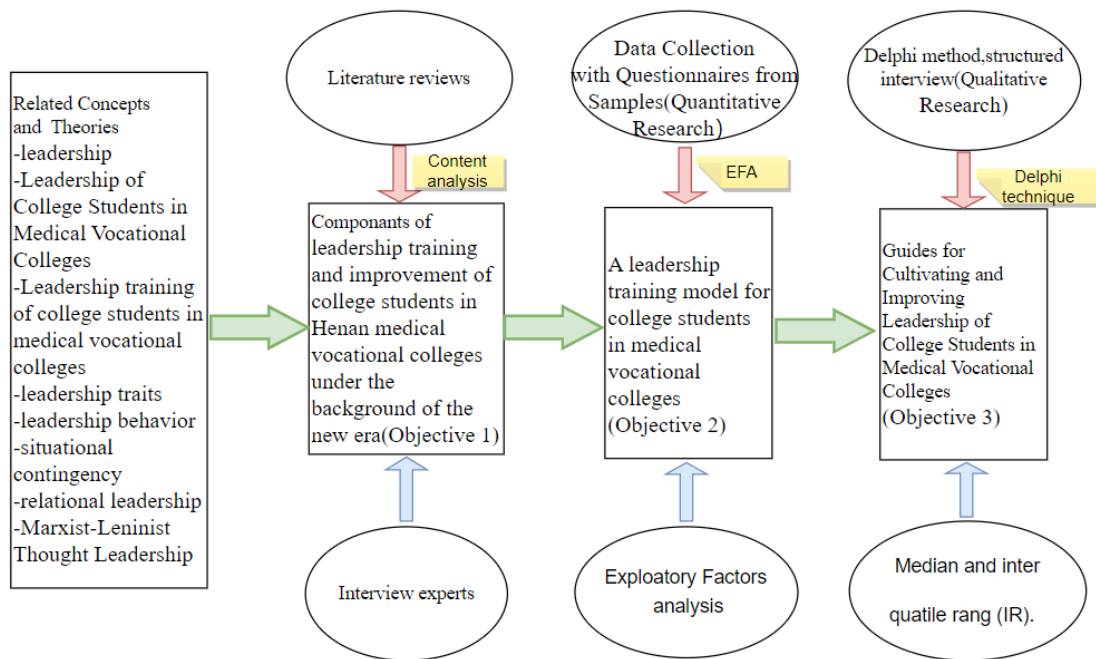
4. Research Framework

Figure 1 Research Framework

5. Research Methodology

This research adopted on the qualitative and quantitative research. There are three processes involved in research details were as follows:

Research Design

To achieve the aims of this research, the researcher was designed   main structural to three stages, as follows:

Stage One: Find out the components and indicators of college students' leadership training in Medical Vocational Colleges in Henan Province under the background of the new era.

In this stage was qualitative study, the researcher studied on literature and engaged with a panel of nine key informants, consisting of experienced leaders from student offices in university, the deputy secretary of the student affairs department, scholars specializing in human resources, and seasoned counselors. These informants were purposive selected based on specific criteria, including their extensive teaching and administrative backgrounds in medical education. Data were collected through the utilization of a semi-structured interview form, conducted through online, mail, and in-person interactions. The subsequent data analysis employed a content analysis approach. This comprehensive methodology aimed to provide valuable insights into the development of leadership training within the context of

medical education, encompassing relevant concepts, principles, and theories.

Stage Two: To development the model leadership training of college Students improvement in Medical Vocational Colleges in Henan Province under the background of the new era.

In this stage was quantitative study, the researcher developed a questionnaire based on the data of stage 1 were related to enhancing college students' leadership training. The data collection by 5 point scale questionnaire, totaling 80 item, there were validity of each item between 0.60 to 1.00, reliability was .98 , the data gathering from the sample size with determined by Krejcie and Morgan (1970) was totaling 300 instructors and leaders who work in five medical vocational colleges and universities under Henan Province and used stratify random sampling method. the data analyzed by exploratory factor analysis (EFA), and the researcher make a draft   format of model relationship of the new components and indicators for college students' leadership training on medical vocational colleges in Henan Province under the background of the new era.

Stage Three: Propose the guidelines of college students' leadership training in medical vocational colleges in Henan Province under the background of the new era.

In this stage was qualitative study, the researcher propose the training guidelines for college students' leadership in medical vocational colleges under Henan Province base on the result of stage 2, using the Delphi applied technique with 17 experts, included leaders from university student offices, deputy secretaries of student affairs departments, human resources scholars, and experienced counselors, all with professor must be academic position and over 15 years of administrative experience. The researcher was facilitated on data collection through contact, emails, and summarization of expert's discussions. The data analyzed by median, inter-quartile range (IR) and content analysis.

6. Results

The result of the research found that;

1) On the step 1; From the literature review and interview form (objective 1) found that;.

The components and indicators of college students leadership training in Medical Vocational Colleges in Henan Province under the background of the new era from literature review and experts interview, there were total 5 components and 80 indicators as table 1.

Table 1: Show the summary of components and indicators on the literature and experts

interview.

No	components and indicators
1	Decisiveness: The degree of promptness and firmness in making decisions.
2	Confidence: The perception and belief in one's own abilities and worth.
3	Honesty and integrity: The qualities of adhering to moral and ethical principles, being truthful, and trustworthy.
4	Perseverance: The ability to maintain determination and resolve in the face of difficulties and challenges.
5	Protectiveness: Taking initiative and assuming responsibility for actions
6	Creativity: The ability to generate new ideas, solve problems, and explore new domains.
7	Cooperativeness: The willingness to collaborate, share resources, and pursue common goals.
8	Positivism: Approaching things with a positive and optimistic attitude.
9	Desire for knowledge: A strong interest and pursuit of learning and knowledge acquisition.
10	Verbal expression ability: The ability to articulate thoughts and opinions clearly and accurately.
11	Conflict resolution: The ability to handle and resolve conflicts effectively, including listening to various perspectives, mediating, and seeking consensus.
12	Adaptive communication: The ability to adjust communication style and approach based on different individuals and situations.
13	Cross-cultural communication: The ability to communicate effectively in different cultural contexts, respecting and understanding cultural differences.
14	Clarity in expression: The ability to convey information using concise, clear language to avoid ambiguity and confusion.
15	Team communication: The ability to communicate and coordinate effectively with team members in collaborative settings, promoting cooperation and collaboration.
16	Social influence: The ability to influence others positively and persuasively, gaining acceptance and support for one's viewpoints.
17	Digital communication: The effective use of digital tools and technologies for

No	components and indicators
	communication, such as email, social media,
18	Communication and coordination ability: The ability to effectively communicate, exchange information, and coordinate work and tasks among team members.
19	Trust and collaboration: Establishing trust relationships among team members, actively participating in collaboration, and working together to achieve team goals.
20	Role awareness and responsibility: Understanding and accepting one's role in the team and taking on corresponding responsibilities and obligations.
21	Complementation and diversity: Making full use of the diverse skills, experiences, and backgrounds of team members to achieve complementary and diversity.
22	Problem-solving and decision-making skills: The ability to collectively face and solve problems encountered by the team, make decisions, and execute them.
23	Effective division of labor and collaboration: Appropriately assigning tasks based on members' abilities and strengths and collaborating to complete them.
24	Supervision and feedback: Monitoring the progress of team members' work and providing timely feedback and guidance.
25	Influence and motivation: Influencing and motivating team members in a positive manner to stimulate their motivation and cooperative spirit.
26	Conflict management: Identifying and managing internal conflicts within the team and promoting a harmonious working atmosphere.
27	Flexibility and adaptability: Adapting to changing work environments and requirements and flexibly adjusting team work methods and strategies.
28	Effective time management:
29	Team cohesion: Promoting cohesion among team members and fostering a sense of team identity to enhance team unity and spirit.
30	Sense of responsibility and self-management: Taking personal responsibility for work and behavior, and possessing self-management abilities to maintain

No	components and indicators
	a high level of work efficiency.
31	Emotional recognition: Recognizing and understanding one's own emotions and the emotions of others, including emotional expression and experience.
32	Emotional management: Effectively managing and regulating one's own emotions to adapt to different situations and challenges.
33	Self-awareness: Awareness and understanding of one's emotional state, including the sources and influences of emotions.
34	Guiding others' emotions: Helping others recognize and manage their emotions to facilitate positive interactions and cooperation.
35	Emotional expression: The ability to effectively express one's emotions to establish good communication and understanding.
36	Emotional adaptability: The ability to adapt to and cope with different emotions, including coping with stress and dealing with setbacks.
37	Self-motivation: The ability to motivate oneself and maintain a positive emotional state to achieve personal and team goals.
38	Empathy: The ability to understand and empathize with others' emotions, showing care and support.
39	Conflict resolution: Effectively dealing with and resolving emotional conflicts to achieve harmony and cooperation.
40	Flexibly adjusting emotions and coping strategies adapt to different situations and changes.
41	Emotional control: The ability to control emotions and not let emotions dominate behavior and decision-making.
42	Cultivating positive emotions: Cultivating and enhancing positive emotions such as joy, optimism.
43	Emotional regulation techniques: Mastering techniques to regulate emotions, such as relaxation training and breathing exercises.
44	Psychological resilience: Possessing psychological resilience to cope with challenges and adversity, and to recover and grow from them.
45	Analytical skills: The ability to analyze the causes of problems, key factors, and possible solutions.

No	components and indicators
46	Creative thinking: Possessing exploratory and innovative thinking to propose unique and effective solutions.
47	Logical thinking: Applying logical and reasoning abilities to establish clear problem-solving frameworks and approaches.
48	Team collaboration: Working with others to solve problems, effectively utilizing their respective skills and experiences.
49	Information gathering and analysis: The ability to search for, collect, and evaluate relevant information to support the problem-solving process.
50	Synthesis ability: Integrating knowledge, skills, concepts on different fields to solve problems.
51	Effective communication: Clearly expressing problems and solutions, and engaging in effective communication and coordination with others.
52	Adaptability: Being flexible in adapting to changes and uncertainties, and making timely adjustments to solutions.
53	Reflection and improvement: Reflecting on the problem-solving process and outcomes, learning from experiences, and continuously improving.
54	Resilience: Maintaining calmness and rationality in high-pressure environments, effectively dealing with challenges and difficulties.
55	Interdisciplinary thinking: Combining knowledge and approaches from different disciplines to gain a more comprehensive perspective on problem-solving.
56	Systems thinking: Thinking about problems from a holistic and comprehensive perspective, considering various factors and their interrelationships.
57	Goal setting: Being able to set clear, specific, measurable, and achievable goals.
58	Market and competitive analysis: Analyzing the market environment and competitors to develop adaptable strategies.
59	Opportunity identification: Being able to identify and seize opportunities, including discovering new markets, technologies, and partnerships.
60	Resource allocation: Effectively allocating and managing resources, including financial, human, and material resources.

No	components and indicators
61	Flexibility and adaptability: Being able to adjust strategies and plans flexibly according to changing environments and conditions.
62	Collaboration and partnerships: Establishing and maintaining good collaborative relationships, including collaboration with internal teams and external partners.
63	Data analysis and decision support: Being able to use data and analytical methods to support decision-making and strategic planning.
64	Time management: Effectively managing time and scheduling work and strategic execution.
65	Continuous learning and self-development: Continuously learning and growing, staying updated and adaptive to the industry and field.
66	Brand and reputation management: Recognizing the importance of brand and reputation for strategic success and actively managing and maintaining them.
67	Leadership and influence: Possessing leadership skills and influence, being able to motivate and guide teams in implementing strategies.
68	Goal setting and clarity: Setting and clarifying the goals of the team or organization, enabling team members to have a clear understanding of their pursuit.
69	Positive motivation: Motivating team members through rewards, recognition, and praise to encourage active participation and improved performance.
70	Inspiring individual motivation: Understanding team members' motivations and needs to inspire their intrinsic drive and commitment to their work.
71	Influence and persuasion: Using effective communication and personal charisma to influence others' viewpoints, beliefs, and behaviors.
72	Encouraging innovation: Inspiring team members to propose new ideas and innovative concepts to provide new solutions and improve work processes.
73	Providing challenges: Offering team members challenging tasks and projects to stimulate their learning and growth.
74	Personal demonstration: Motivating others through personal behavior and leading
75	Building trust: Creating an atmosphere of mutual trust, fostering willingness

No	components and indicators
	for mutual support and cooperation among team members.
76	Assisting problem-solving: Providing guidance and advice to help team members overcome obstacles and difficulties.
77	Establishing cooperative relationships: Promoting positive interactions with others and building harmonious working relationships.
78	Empowerment and delegation: Granting team members more autonomy and responsibility to enhance their sense of involvement and ownership.
79	Knowledge sharing: Encouraging team members to share knowledge and experiences, enhancing the overall team performance.
80	Positive feedback: Providing timely positive feedback and recognition to encourage team members to continue achieving excellent results

2) On step 2; Data analyzed by Exploratory Factor analysis

Base on the step 1; the researcher was created as a questionnaire, total 80 items, and sent to the 300 samples. The data were analyzed by EFA as follows;

2.1) Test of KMO and Bartlett's test as table 2

Table 2: Shows KMO and Bartlett's test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.863
Bartlett's Test	Approx. Chi-Square	19141.7
	df	465
	Sig.	.000

From table 2, it was evident that The KMO test results of the data collected from the research were .863.

2.2) Test for Exploratory factors analysis

On data from the questionnaire, result on exploratory analysis as table 3

Table 3: Components of college students' leadership training in medical vocational colleges in Henan Province

Order	Components	Number of Variables	Factor Loading

1	Component 1	6	0.741-0.949
2	Component 2	9	0.749-0.989
3	Component 3	9	0.829-0.915
4	Component 4	4	0.736-0.895
5	Component 5	3	0.79-0.862
	Total	31	0.736-0.989

From Table 3, it was summarized that these five components encompassed 31 variables, with factor loading spanning from 0.736 to 0.989. and each component there were indicators analyzed as follow table 5.

Table 4: Rotated Component Matrix

variable	Component					Reliability
	1	2	3	4	5	
LM5	0.915					
LM6	0.829					
LM7	0.836					0.953
LM8	0.888					
LM9	0.880					
LM10	0.915					
LC1		0.749				
LC2		0.771				
LC3		0.776				
LC4		0.765				0.966
LC5		0.789				
LC6		0.986				
LC9		0.984				
LC10		0.987				
LC11		0.989				
LD2			0.878			
LD3			0.896			
LD4			0.901			
LD6			0.741			
LD10			0.936			0.976
LD11			0.949			

variable	Component					Reliability
	1	2	3	4	5	
LD12			0.945			
LD13			0.945			
LD14			0.942			
LE5				0.82		
LE6				0.736		0.900
LE12				0.895		
LE13				0.87		
LI6					0.852	
LI7					0.862	0.874
LI8					0.790	

The rotated component matrix provides the standardized factor loading (after rotation). Composite Reliability (CR)>0.70 (Hair,1998)

Following the recommendations of Hair and Fornell, each construct demonstrates convergent validity.

Table 5 Discriminant and Convergent Validity Analysis Table:

Dimensional	Reliability	Inter-Item Correlation Matrix					Descriptive Statistics		
		LM	LC	LD	LE	LI	Mean	SD	n
LM	0.95	1					2.28	0.94	300
LC	0.96	0.45	1				3.17	1.01	300
LD	0.98	0.39	0.37	1			2.90	0.69	300
LE	0.87	0.34	0.41	0.30	1		1.50	0.26	300
LI	0.87	0.34	0.43	0.39	0.42	1	3.28	0.94	300

Explanation: lower triangle values represent the Pearson correlations between constructs.

On the Table 5, there are a total of 300 samples for descriptive statistics. The means and standard deviations are shown in the table. The Cronbach's alpha values are all greater than 0.70. This conforms to the recommended criteria of Cronbach's alpha greater than 0.70, as suggested by Heir in 2010. This indicates good reliability and convergent validity.

Based on the results of the analysis of components of the college students' leadership training using Exploratory Factor Analysis. There were 5 components and total 31 indicators construction namely; Students' Leadership Magnetism (LM) on 4 indicators, College Students'

Leadership Envision (LE) on 9 indicators, College Students' Leadership Decision-Making Ability (LD) on 3 indicators, College Students' Leadership Influence (LI0 on 9 indicators and College Students' Leadership Control

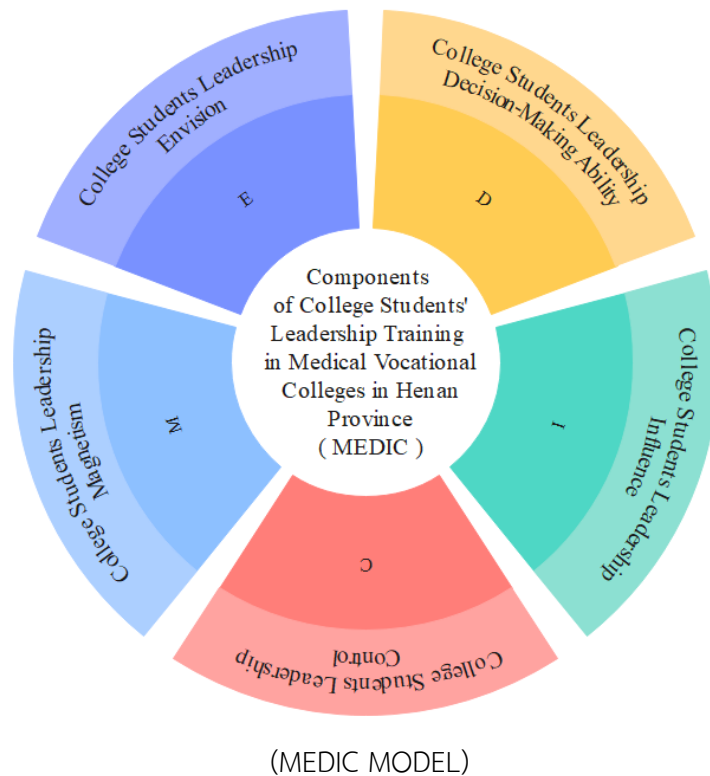(LC) on 6 indicators. It can be summarized as shown in Figure 2.

(MEDIC MODEL)

Figure 2 Components of College Students' Leadership Training in Medical

3) On the step 3; From the MEDIC Model (Figure 2), it should be use for The Improvement of Students' Leadership Training guild line in Medical Colleges and Universities in Henan Province under the background of the new era. After use Delphi applied technique 2 rounds with consensuses on 17 experts opinion (medium > 3.5, and IR < 1.00). there were consisted of five components as follows.

There were 5 components and total 31 indicators construction namely;

1) Students Leadership Magnetism (LM) on 6 indicators,

1.1) believe in their own potential and strive for excellence in their studies and future careers

1.2) Responsible leaders should be mindful of the well-being and needs of their fellow students.

1.3) Honesty and integrity are crucial qualities that leaders of college students in medical vocational colleges

1.4) Proactiveness is another essential quality that leaders of college students,

1.5) adaptive, resourceful, and forward-thinking professionals in the medical field.

1.6) positive and optimistic attitude, leaders can inspire, motivate, and create a supportive environment.

2) College Students Leadership Envision (LE) on 4 indicators,

2.1) Vision and future orientation enable leaders to navigate uncertainties and challenges

2.2) Systems thinking promotes a proactive and anticipatory approach to problem-solving, helping leaders navigate complexities and achieve

2.3) Goal setting promotes accountability, teamwork, and a shared commitment to the college's mission, leading to improved performance and overall success

2.4) Market and competitive analysis foster strategic decision-making, innovation, and responsiveness

3) College Students Leadership Decision-Making Ability (LD) on 9 indicators,

3.1) Time management enhances productivity, reduces stress, and creates a structured and efficient work environment

3.2) Creative thinking is essential for addressing complex issues, seizing opportunities, and driving positive change

3.3) Identifying assumptions, considering multiple viewpoints, and using logical reasoning, critical thinkers

3.4) Logical thinking enhances problem-solving capabilities, promotes rational decision-making

3.5) Quick decision-making complements other leadership skills, such as critical thinking and adaptability

3.6) Building trust, promoting effective communication, and recognizing individual strengths,

3.7) Information gathering and analysis empower leaders to address challenges and seize opportunities with confidence

3.8) Synthesis ability empowers leaders to navigate complexities, make well-informed decisions

3.9) Effective communication enhances problem-solving, decision-making, and coordination

4) College Students Leadership Influence (LI) on 3 indicators

4.1) Effective goal setting and clarity create a positive impact on the college's

performance, culture, and overall success

4.2) Positive motivation fosters a positive work culture, enhances job satisfaction

4.3) Inspiring individual motivation leads to a positive and energized team, driving enhanced performance

5) College Students Leadership Control (LC) on 9 indicators.

5.1) Effective communication and coordination ability

5.2) Trusting relationships and collaborative efforts.

5.3) Awareness and responsibility are vital for effective teamwork and leadership.

5.4) Goal consensus ensures that team members are aligned with the college's vision and work together

5.5) Problem-solving and decision-making skills are crucial for effective leadership and teamwork

5.6) Effective division of labor and collaboration are essential for successful teamwork and leadership

5.7) Supervision and feedback are essential for fostering growth, productivity, and a positive team dynamic

5.8) Effective conflict management fosters a positive team dynamic, enhances productivity,

5.9) Time management enhances productivity, reduces stress, and creates a structured and efficient work environment.

7. Conclusion

1. There were five components of the improvement of college students' leadership training in medical vocational colleges in Henan Province under the background of the new era which consisted of College Students Leadership Magnetism， College Students Leadership Envision， College Students Leadership Decision-Making Ability, College Students Leadership Influence and College Students Leadership Control.

2. There were total 31 indicators for managerial guidelines of the improvement of college students' leadership training in medical vocational colleges in Henan Province. As the MEDIC model

8. Discussion

In the context of developing college students' leadership training in medical vocational colleges in Henan Province during the new era, on study identified five essential components: College Students Leadership Magnetism, College Students Leadership Envision, College Students Leadership Decision-Making Ability, College Students Leadership Influence, and College Students Leadership Control. These components collectively form a comprehensive framework for leadership training, the organization in the new era, the leaders must act like a magnet, attracting talented people to work with them as multiplier leader that will always be open to ideas from subordinates and would never belittle them its' was influence and control leadership   (Pruettikul, 2017) and charismatic leaders capable of team management, informed visionary leadership with according learning organization should be shared vision (Senge,1990) and decision-making that very important of the leader in new era for skill on solve problems and decision making (Devies,2004). These findings align with the evolving needs of modern medical vocational colleges, driving progress in both the institutions and the broader healthcare field. As the MEDIC model. Moreover, All of 31 managerial guidelines for improving college students' leadership training in medical vocational colleges in Henan Province. These guidelines encompass various dimensions of leadership, including communication, problem-solving, ethics, innovation, and more. By addressing these aspects, the training seeks to cultivate well-rounded leaders who can guide their peers, make responsible decisions, foster positive environments, and drive progress in both the college community and the healthcare sector. These guidelines also emphasize attributes such as creativity, collaboration, trust-building, and effective information analysis, aiming to empower students to become influential leaders who can inspire their teams and positively impact the healthcare education and practice landscape. In summary, our findings highlight the comprehensive nature of these guidelines and their potential to produce skilled, influential, and visionary leaders capable of navigating the complexities of medical vocational colleges in Henan Province in the new era and advancing healthcare education and practice.

9. Recommendation

Recommendation for Policies Formulation

Developing college students' leadership training in medical vocational colleges is a crucial aspect of their overall education and future success in the healthcare field. In order to better develop the college students' leadership training in medical vocational colleges, policies should focus on creating a comprehensive curriculum covering communication,

teamwork, problem-solving, decision-making, emotional intelligence, and ethical leadership. Encourage real-world application through student organizations, community service, and internships. Mentorship by experienced professionals, workshops with industry leaders, and interdisciplinary collaboration will foster well-rounded leaders. Regular assessments, faculty training, and recognition programs are vital for students' growth. Emphasize ethics and inclusivity, collaborate with healthcare organizations, and continuously review and improve the training. Successful leadership development is a continuous journey that demands dedication from the institution, faculty, students, and healthcare partners. By adopting these policies and suggestions, medical vocational colleges can take a central role in fostering the future generation of healthcare leaders.

Recommendation for Practical Application

To develop college students' leadership training in medical vocational colleges, it is essential to implement practical strategies. This involves crafting a comprehensive leadership curriculum that blends theoretical knowledge with hands-on experiences through experiential learning projects. Additionally, establishing student leadership programs and clubs creates a supportive environment for students to explore and enhance their leadership abilities. Collaboration with healthcare institutions for leadership internships enables students to gain real-world insights and refine their leadership skills under professional guidance. Regularly organizing leadership conferences and team-building activities offers valuable exposure to successful healthcare leaders and fosters effective teamwork and communication. Personalized leadership coaching and ongoing feedback play a pivotal role in helping students identify their strengths and areas for improvement, thereby promoting continuous growth. Continuous evaluation of the training program ensures its relevance and effectiveness, enabling adjustments to meet the evolving needs of the healthcare sector. By embracing these practical application recommendations, medical vocational colleges can empower students to become exceptional healthcare leaders, well-equipped to drive positive change and innovation in the healthcare industry.

Recommendation for Further Research

The recommendations for further research on the improvement of college students' leadership training in medical vocational colleges include the following four aspects:

(1) Establish long-term impact assessment and cultural influence research on college students' leadership improvement in medical vocational colleges.

(2) Develop inclusive leadership practices and faculty improvement programs in medical vocational colleges.

(3) Enhance college students' leadership training in medical vocational colleges by integrating leadership technology.

(4) Implement peer-to-peer leadership mentoring programs and specialized leadership training for specific healthcare disciplines in medical vocational colleges.

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