

Constructing the Talents Training to Improve the Workplace Leadership of College Students

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Keywords: Leadership, College students, Workplace

Abstract: Nowadays college students have generally lacked leadership when they enter the workplace after graduation, thus causing students to work with self-confidence and ability to work after entering the workplace. This paper constructs the way of cultivating the personnel training of college students' workplace leadership from the aspects of task-oriented ability, relationship-oriented ability and transition-oriented ability.

1. Introduction

Leadership is the capacity of a leader to improve team effectiveness by attracting and influencing a leader to make progress toward the team's interests and goals. From this definition, it is easy to see that leadership building is closely related to the development and leadership, the leader, and the team's goals. For a variety of reasons, today's college students enter the workplace after graduation of the general lack of leadership, resulting in students after entering the workplace work self-confidence and ability of the problem. Therefore, how to enhance the leadership of college students and design a talent training program to enhance college students' workplace leadership is an urgent task.

Therefore, through the applied research on how to train college students' leadership, this paper summarizes a set of strategic suggestions to effectively train college students' leadership and designs the training method centered on cultivating college students' leadership ability, to promote the positive perception of leadership ability of college students. Coupled with the characteristics of the school and the characteristics of the student's skill base, the training of college students will become a "skills leader" in various fields.

2. The Implementation Strategy of Talent Development to Enhance Leadership in the Workplace

In terms of the implementation strategy of student workplace leadership training, the following are six aspects of creating an organizational vision, developing the organization's core competencies, shaping the organization's culture and values, innovating and innovating strategies, motivating and caring for members of the organization, and effectively managing the operation of the organization^[1].

(1) Firm organizational vision: emphasize the creation of organizational vision as the core of leadership, and the vision is mostly derived from the teacher's philosophy of running a school, and then implemented in the development of the organization. The whole school teachers and students in the same wish, the cohesion of a force of unity, know the direction of efforts, stimulate the school members' sincere, responsible attitude, love the heart of the school. Students are also aware that schools want to nurture them as "future leaders".

(2) It can develop the core competence of the organization: an organization can live forever. The members of the organization must keep the heart of learning so that the organization keeps up with the pace of the times. Teachers develop students' leadership with a caring, encouraging and leading attitude. Teachers pay attention to the students can clearly express, know what they wish to say,

what to prepare before speaking, not afraid and the courage to try. Train students to provide advice and encouragement to each other in small groups, and learn to communicate and accept. Students' leadership is enhanced through a variety of activities, but each activity does not explicitly tell students that this is leadership training, but rather a genuine integration of the way to allow students to practice and experience, students are less stressed to learn.

(3)It can shape the organizational culture and value: the school group culture created by teachers is from the heart of the members, is a moving atmosphere. The establishment of campus culture and value need time to brew, teachers in a year to create a campus-like family of warm feelings, everywhere with gratitude, grace, humility to treat each other. Everything can be done by example, self-leadership to plan things. This is the element of leadership. Students are raised in the eyes and ears.

(4)Innovation and Innovation Strategy: Under the "Future Leader" vision, the organization has the goal of the effort. School leadership teams to create both inside and outside are in their own team emotions, work together for the school to complete the task^[2].

(5)Can motivate and care for organization members: Motivation and care are mainly to provide feedback to members to show the leader's concern for members, to win the ownership and commitment. Teachers can express encouragement and concern to school members anytime, anywhere, often say "thank you" has become a compulsory language of care for teachers, so that students can feel. Students in all aspects of the performance, good or bad, teachers invite them to win or lose. Prepare for each performance, review the improvement afterward, prepare for the next one, so once again, the degree of leadership in the heart and ability of the increasing formation and prosperity.

(6)Effective and management organization operation: teachers ineffective leadership and management, showing their rich experience and correct ideas. Teachers promote academic leadership with a pragmatic attitude, do not make a superficial, requires that the administrative planning must have practical action so that students have the opportunity to perform. Reviewing student leadership-related activities allow students to experience from experience to experience.

In summary, this paper summarizes a few suggestions on how to train students in workplace leadership training:

(1)The trainer should let the college students understand the importance of maintaining the organization in a hierarchical moderation, drawing clear responsibilities, and implementing specialized division of labor. Training University can maintain the stability of internal operations and regulate the behavior of its members using formal regulations and regulations. So that college students in the immediate post-workplace, can judge their role in the organization, and act according to the rules so that college students enter the workplace can become positive compliance with the organization's operating procedures of a good employee^[3].

(2)The trainer should let the university students know that the organization must be in a situation full of cooperative atmosphere, the members of the organization have a high sense of trust and security with each other and can share the work and complete the task with a cooperative attitude, and the interpersonal interaction between the members is more frequent and hot, like a big family.

(3)Trainers should make every effort to create an atmosphere of motivation in training, as the emphasis is placed on continuous innovation and the use of incentive systems to improve the efficiency of training and learning. This allows students to get a strong sense of intention and the courage to accept challenges, improve training and learning performance.

(4)Trainers should try their best to create friendship among students in their training to help share relationships and build on interests. Emotions, etc. good assist-sharing behavior enables students to share their training and learning experience and to help solve training and learning difficulties^[4].

(5)Trainers should try their best to let students understand that in the future into the workplace, the common goal of the organization is through the joint planning and communication of the members of the organization, it can convey the value of cooperation and sharing, but also can develop the identity of the organization, become the basis for the behavior of the organization

members, and this concept into the daily training and learning of students.

The following recommendations are given in the administrative planning for developing leadership in the workplace:

(1) Make an implementation plan to promote student leadership: Schools must draw up definite promotion plans, which should specifically set out the leadership training priorities for students at all stages, and set out competency guidelines on a year-by-year manner to make the goals clearer.

(2) Strengthen the function of the development leadership team, suggest that each leadership team should be organized to function according to the expert's suggestion, the teacher team is responsible for discussing how to develop its leadership and then develop the leadership, the student team is responsible for learning how to lead and practice leadership, and the expert team is responsible for providing professional strategic leadership ideas, teaching materials, lectures, Training, and evaluation.

(3) Strengthen the concept of strategic leadership: If the leadership team already has the concept of strategic leadership, in the school leadership, first rally the consensus of cadres at all levels, from a leading team, and co-construct strategic leadership measures. The so-called empowerment, as a leader, must enhance the ability of teachers, learn from each other, change the concept.

In terms of the recommendations of the way to develop leadership in the workplace and the main axis, since leadership should be presented in the group context, through the treatment of “people” and “things” to address the purpose of group tasks, the objectives of this training approach are 1. Understand the various elements of the plan to develop, implement and monitor the task of group 2. Establish skills in problem-solving, organization and innovation of learning groups, and develop leadership attitudes that emphasize cooperation and strive to achieve excellence. This training method competency index applies to college students. This training method should be used by the typical student's tutoring plan, select the appropriate competency indicators, as a basis to assist students to lead the development. As this training method is arranged according to the individual needs of the students, the planning of the time is based on the principle of 2 hours per week, not more than the maximum number of hours, so as not to take up too much time in this training method, affecting the conduct of training methods in other areas^[5]. The recommended training method spindle is divided into three parts:

(1) Task-oriented capabilities: including the ability to set goals, plan processes, adopt strategies, and schedule time frames; define individual responsibilities, assign tasks, and set performance levels to clarify roles and objectives; and determine goal progress, master member performance, manage mission quality and improve the program's success monitoring process capabilities.

(2) Relationship-oriented ability: including the ability to care for and accept the feelings and needs of others, help team members learn and enhance confidence to assist individual development ability, and praise team members' performance, success and important contributions to the recognition of team members' contributions and other behavior.

(3) Transformation-oriented ability: includes the ability to master the environment and lead the team in the pursuit of excellence in the external environment and the ability to influence the development variables of the team^[6].

In the training of teachers training students in the workplace leadership, the teacher's strategic leadership is closely related to the development of the school, involving the orientation of how to position the strategic orientation, how to transform the strategy, how to integrate people and organizations, coupled with the unremitting efforts of individuals, with wisdom to choose the direction, all need to enhance the ability of the leader to be able to turn ideas into action. In the process of teachers' development or on-the-job training, it is advisable to include the training method and implementation of strategic leadership, so that teachers can deeply understand the connotation and concrete actions of strategic leadership, maintain the latest development information of strategic leadership, and then implement the operation of schools.

3. Conclusion

College students are often regarded as the national hope of the department, so strengthening the

leadership of college students to education, planting national strength, to become tomorrow's leaders in all walks of life, all walks of life, is the first thing to conform to the trend of the world. The results of the study show that leadership training should focus on: communication skills, interpersonal and social skills, problem solving and thinking, understanding of themselves and others, adjusting emotions and ideas. Therefore, the training mode design of leadership must understand the leadership characteristics, training mode, according to the real situation of students to design training methods, to enable students in the actual operating situation, learning to take the ability to walk, and applied to daily life. So that college students are everyone from the public, everyone can become leaders.

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