

COMPREHENSIVE TRAINING REPORT: MANAGEMENT SPARK LEADERSHIP PROGRAM

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ABSTRACT

In order to evaluate the effectiveness of the Management Spark 2025 Leadership Program as an independent leadership training program, this study aims to improve comprehension and essential leadership skills among students. By employing a quantitative method that describes understanding and evaluation forms are employed to measure completion. Data were analyzed methodically using descriptive statistical techniques. The findings are expected to show that the program not only develops participants' conceptual understanding of leadership but also strengthens many pivotal skills such as communication, coordination ability, problem-solving skills, decision making skills, and conflict management. This study is limited by the fact that there was no pre-training assessment, limiting its ability to give a real comparison on skill gains; however, this research can make valuable contributions to literature studying leadership training by emphasizing interactive and experiential learning in student development. In practical terms, the results may act as references for the design of such student leadership programs and soft skills initiatives. The Leadership Program is an effective learning platform that helps prepare students for their leadership positions, academically and in professional life in general.

Keywords: Leadership Training, Leadership Development.

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1. Introduction

Leadership is an important skill for students. Whether through educational programs, self-improvement courses, or organizing experiences, students must gain leadership skills (Hamid, 2022). Leadership skills are essential for future career paths and entering the workforce for students. Good leadership skills will allow students to be able to meet challenges, make wise choices, and develop into successful leaders in groups or communities (Hamid, 2022). Hence, students have to develop leaders, they must learn leadership capabilities in the same way one would expect in schools and therefore, it is important to teach them leadership skills.

Besides the students have to be able to change and adapt, they must be change agents, creating a generation of leaders who seek from generation to generation; students need to adapt to new initiatives that provide original and creative solutions for those current

problems. But being a change agent in the twenty-first century is hardly simple. Globalization, sociocultural changes and the rapid development of digitalization have radically transformed the world (Choirunnisa et al., 2023). Critical thinking, teamwork, creativity, effective communication and digital literacy are just a few of the specific skills and competencies that students need (Choirunnisa et al., 2023). Leadership skills students' abilities are the tools of overcoming barriers and leading change in the future. Leadership ability also guides students in coping with changes that are dynamic and substantial in nature that were unprecedented at high speed, intensity and scale (Choirunnisa et al., 2023).

Leadership is essential for the success of a community or an organization. Leadership abilities include but are not limited to character, experience, continual training and development are essential aspects. To accommodate their leaders to be suitable to adapt in the workplace and technology, the firms need to provide continuing leadership training and development activities (Febriantina et al., 2025). Second, leaders must provide guidance on communication skills so that they are able to engage, motivate and effectively guide staff (Febriantina et al., 2025). Leadership programs and training are ways organizations can increase leadership skill sets that help attain the organization's mission.

With this in mind, in order to face the challenge of leading change, students need an opportunity to prepare for leadership and creativity, problem-solving, and technical skills (Choirunnisa et al., 2023). To nurture leaders as a more targeted approach, a Leadership Program was initiated as a stand-alone learning initiative, especially specific to Management Spark 2025. Through a range of participatory activities, this initiative seeks to offer participants an opportunity to learn principles of leadership and demonstrate practical application of leadership. Training based on practical experiences is expected to help students sharpen a variety of various soft skills that are more relevant to the current moment: communication, teamwork, decision-making, problem-solving and conflict resolution, as part of their preparation to assume leadership positions in organizations within the current day and age. Thus, it can promote their productivity in the workplace in an individual sense and in turn improve company performance using the training (Febriantina et al., 2025).

Conducted by a variety of interactive learning exercises, this program was intended to provide students with foundational knowledge of leadership as well as practical skills. In this program, we aim to develop the basic leadership attributes such as coordination, problem solving, communication and decision making. Leadership capabilities are at the core of meeting corporate goals (Febriantina et al., 2025). This program also includes testing and assessment measures to determine the degree of understanding and performance of activities for the participants. This report was written to demonstrate how the training is implemented and evaluate participants' leadership development.

2. Literature Review

A. Human Resource Management

Human resource management (HRM) is a strategic approach to manage one of the most valuable assets in an organization, which is human. HRM is a comprehensive system that was designed to maximize employee performance in order to achieve organizational strategic objectives. Obazuaye (2024) notes that the HRM role has been evolving from traditional administrative role through modern operational function, becoming a strategic role that integrates activities with organizational strategic needs. Another definition of HRM is visualizing human resource management as

policies and practices involved in human resource aspects, including recruitment, screening, training, awarding, and evaluating. This operational point of view, highlighting the multifaceted, covers everything from talent acquisition to performance evaluation of HRM characteristics. The integration of these functions creates a cohesive system that supports organizational effectiveness while fulfilling employee needs and development. Zhang and Chen (2024) further emphasized that in the digital era, HRM has undergone a significant transformation through digital technological transformation, which fundamentally changed the way organizations manage their human resources. This digital transformation enables more data-driven decision making and increases HRM strategic capacity function.

B. Definition of Training

Training is a planned organizational effort to increase employee capability. Training is a planned effort to facilitate competency learning regarding work by employees, including knowledge, skills, and behavior that are important for performance. Vinesh (2024) describes training as activities designed to equip employees with knowledge and skill needed for running their present and future job effectively. Riesner et al. (2025) emphasized that training is very important to develop employee competency and increase organizational performance, especially because organizations face rapid technological progress and disruption.

Yap and Singh (2024) differentiate between training and development, emphasizing that training is focusing on specific skill learning that is needed by employees to thrive in their current roles, while development includes wider career growth initiative. This difference highlights training as a direct performance solution and long-term development capability mechanism that addresses the current skill gap, and also prepares employees to face future challenges all at once.

C. Training Objectives

Training objectives provide evaluation direction and criteria to learning intervention. The main purpose of training is helping organizations achieve their goals and target with providing added values and increasing competency, which will produce higher productivity, higher job-satisfaction, and lower employee turnover rate. Training will increase individual performance with reducing skill gaps and increasing capability. Training also supports organizational adaptation with preparing employees to face technological change and ever-evolving market conditions. Training ensures compliance with regulatory requirements and safety protocols. Training objectives should include both immediate skill acquisition and long-term capability development. Training should also include attitudinal dimension, which aim to improve employee involvement, strengthen organizational commitment, and encourage sustainable learning orientation outside technical skill development.

D. The Importance of Training as an Effort to Develop Human Resources

Training is an important investment in human resources. The training program is designed to produce measurable improvement in work performance, efficiency, and quality output. This performance improvement directly produces competitive excellence. Training becomes a means to assimilate new practices to achieve organizational goals. Training is indicating organizational investment, which encourages loyalty and reduces employee turnover cost because, employee who receives substantial training chance, reporting a higher job-satisfaction and stronger organizational commitment. Training creates human resources that are difficult for competitors to imitate. When human resources are aligned with organizational

objectives, training will produce sustainable competitive advantages. Training provides pathways for career advancement and skills diversification. Training will increase employability and career resilience, aligning organizational needs with individual aspirations. A comprehensive training system will institutionalize learning as a core value of organizations, creating charming skill environments and stimulating innovations.

E. Training Components

To guarantee an effective training outcome, the process necessitates transparency and a clear clarification of job specifications. Drawing from the framework established by A. A. Anwar Prabu Mangkunegara, successful training relies on four critical components:

- 1) **Instructor Expertise:** Trainers must possess high levels of professionalism and skill to ensure the transfer of valuable insights to the workforce.
- 2) **Strategic Alignment:** Training materials must be strictly aligned with specific objectives to maximize efficiency and effectiveness.
- 3) **Adaptive Methodology:** Instructional methods should be tailored to the participants' specific abilities, accounting for individual strengths and areas for improvement.
- 4) **Participant Readiness:** It is imperative that trainees meet established prerequisites; overlooking these requirements can compromise training effectiveness and impede organizational progress.

F. Training Methods

Effective training necessitates the selection of methodologies that ensure content is not only absorbed but practically applicable. For student leaders, particularly Project Managers (PM) and Persons in Charge (PIC), the training must bridge the gap between theoretical leadership concepts and the dynamic reality of event execution. Key training methods that relevant to the Management Spark leadership program include:

- 1) **On-The-Job Training:** In the context of Management Spark Leadership Training, this translates to "learning by leading," where PMs and PICs observe senior members. This method fosters adaptability and practical decision-making skills that cannot be fully replicated in a classroom.
- 2) **Demonstration Methods:** This approach involves illustrating how tasks should be performed, heavily utilizing case studies. For event leaders, this is essential for analyzing past events (both successes and failures). By reviewing case studies of previous year events, participants develop critical problem-solving skills and learn to anticipate logistical bottlenecks before they occur.
- 3) **Simulation Method:** Simulation creates realistic scenarios for practice, such as role-playing. This is highly effective for leadership training conducted in a classroom setting. Participants can role-play specific event crises (e.g., a speaker cancelling or a technical failure) to practice conflict resolution, communication under pressure, and rapid decision-making. It is an essential trait for a "Good Leader in an Event."
- 4) **Classroom Method:** This is the primary format for the Management Spark leadership training. It facilitates the structured transfer of knowledge through lectures, visual aids, and theoretical discussions. This method is vital for establishing the foundational concepts of leadership, such as organizational structure, the specific job descriptions of PMs and PICs, and the theoretical frameworks of team motivation. It ensures that all leaders operate with a shared understanding of their roles and responsibilities.

G. Training Materials

The selection of training materials is critical for bridging the gap between theoretical leadership concepts and practical application. For the Management Spark Leadership Training, materials were curated from online resources and adapted to fit the specific needs of student committees. The materials are categorized into three distinct pedagogical groups:

1) *Visual Cognitive Aids (Instructional Slides)*

Visual aids are essential for reducing cognitive load when introducing abstract concepts. The Management Spark Leadership Training utilizes structured presentation slides to visualize key differentiators in leadership styles.

2) *Gamified Assessment Tools (Wayground)*

To ensure active engagement and immediate feedback, the training incorporates gamification through the digital platform Wayground. This tool introduces competitive elements (leaderboards, timers, and memes) which have been proven to increase student motivation and attention span.

3) *Problem-Based Learning (PBL) Scenarios*

Leadership in event management is situational. Therefore, the training materials include specific Case Study Scenarios designed to simulate real-world event crises.

H. Training Stages

The Management Spark Leadership Training implementation involves three main stages:

1) **Pre-Class Activities:** This began with a needs analysis to identify specific leadership gaps within the organization. Based on these requirements, the committee nominated and selected participants, specifically targeting upcoming Project Managers (PM) and Persons in Charge (PIC) who would immediately need to apply these concepts. Simultaneously, the training curriculum was developed by curating and adapting online resources to focus specifically on "Event Leadership."

2) **In-Class Activities:** This stage was conducted through a structured agenda designed to maximize engagement. The session commenced with context setting and the ice-breaking to prime cognitive focus, followed by the delivery of core materials. To verify understanding, the trainer utilized Wayground for a gamified, real-time assessment of the participants' knowledge. The session then transitioned to practical action planning, where participants engaged in a "Crisis Simulation" by completing the prompt "If I'm a leader I will..." to address scenarios like technical failures. The in-class phase concluded with the "*Senam Pinguin*" activity to solidify group cohesion before the awarding of certificates.

3) **Post-Class Activities:** The final stage focused on the immediate retention and practical application of the leadership concepts. Crucially, a specific Leadership Training Observation Checklist was conducted one week after the initial session to monitor the Project Managers and PICs.

I. Management Spark

Management Spark is an event that embodies the spirit and inspiration of the Management Department at President University, aiming to share its energy with the broader academic community and the public. The name "Management" represents the department's identity, while "Spark" symbolizes the ignition of enthusiasm, innovation, and creativity that this event seeks to spread. This event was held by the SNEA division.

J. Leadership Program

A leadership program is a structured learning initiative that helps develop leadership knowledge, skills, and attitudes through training and hands-on activities. In higher education, such programs prepare students for leadership roles by strengthening key competencies such as communication, decision-making, problem-solving, teamwork, and conflict management. They combine theoretical learning with practical experiences so students can practice leadership in reflective and supportive settings. Leadership programs commonly use participatory approaches such as simulations, group discussions, case studies, and collaborative tasks. These activities encourage active involvement, reflection, and continuous improvement of leadership behavior. Overall, leadership programs support students in developing adaptability, responsibility, and ethical awareness, preparing them to face academic and professional challenges and to lead others effectively in the future.

K. The Relationship between Management Spark and Leadership Program

Management Spark functions as a learning platform that develops students managerial and leadership competencies through structured and experiential activities, with the Leadership Program serving as a core component that translates management concepts into practical leadership skills. By emphasizing essential management functions such as planning, organizing, coordinating, and controlling, Management Spark highlights the importance of leadership abilities, particularly communication, decision-making, problem-solving, and conflict management, in effectively managing people and processes. Through interactive training methods, simulations, and group-based activities, the Leadership Program enables students to apply management theories in real leadership situations, reinforcing learning by doing and enhancing adaptive skills. The integration of the Leadership Program within Management Spark bridges the gap between management knowledge and leadership practice and prepares students to become capable and adaptable leaders in academic and professional contexts.

3. Research Method

This study used a mixed methods approach to evaluate the implementation and outcomes of a leadership training program conducted on campus. The participants of this study were university students who took part in the leadership training activities.

A sequential exploratory strategy was applied. In the first stage, qualitative data were collected to understand participants' experiences during the training. Data were obtained through direct observation of participants' behavior during leadership activities and group discussions. This stage focused on identifying how participants demonstrated leadership skills such as communication, teamwork, and decision-making throughout the training.

In the second stage, quantitative data were collected to measure participants' perceptions of the training outcomes. Data were gathered using a short questionnaire distributed after the training session. The questionnaire measured perceived improvements in leadership-related skills. The data were analyzed descriptively to support the qualitative findings.

4. Results and Discussion

This study presents the results of participants' performance in leadership assessment activities conducted as part of the Management Spark Leadership Program. The assessment was administered using **Wayground** as a digital evaluation tool, which enabled real-time delivery of questions, time-controlled responses, and systematic data collection. Wayground facilitated the integration of multiple-choice and essay-based questions, allowing both quantitative and qualitative analysis of participants' leadership understanding.

To assess participants' understanding of leadership concepts and situational decision-making, multiple-choice questions were administered focusing on leadership definition, crisis management, and conflict resolution. Table 1 summarizes participants' responses and patterns of correct and incorrect answers.

Table 1. Multiple Choice Responses

Participant	Q1	Q2	Q3
Anindhitodewi Widayadi (MTDD)	B	D	C
Dennoyamar Putra Amazihono (Vice PM)	B	D	C
Keisha Basmalla Surino (PR)	A (x)	D	C
Najla Salsabila Ginting (Sponsorship)	B	C (x)	C
Nathasya Florench Loyang (LO)	B	D	A (x)
Rasya Fadlurahman (Secretary)	B	D	C
Reza Asroni (Treasurer)	C (x)	D	C

The multiple-choice section assessed participants' understanding of leadership concepts, crisis management, and conflict resolution. Most participants demonstrated a solid foundational understanding by correctly identifying leadership as influencing and guiding others and by recognizing appropriate responses in crisis and conflict situations. However, some incorrect responses indicate that a few participants still associate leadership with authority or task execution, suggesting the need for deeper reinforcement of people-centered leadership concepts.

The first essay question assessed participants' ability to distinguish between leadership and bossing using a keyword-based scoring system. Table 2 summarizes participants' responses, identified keywords, and scores.

Table 2. Essay Question 4

The difference between leadership and bossing was assessed using 7 required keywords, namely influence, control or controlling, motivation, authority, communication, collaboration or teamwork, and power or position, with each keyword valued at 5 points and a maximum total score of 35 points.

Participant	Essay Answer (Summary)	Keywords Identified	Score
Anindhitodewi Widayadi (MTDD)	Leadership focuses on influencing and motivating members through communication and collaboration, while bossing relies more on authority and power rather than teamwork.	Influence, Motivation, Communication, Collaboration, Authority, Power	30
Dennoyamar Putra Amazihono (Vice PM)	Leadership is based on influence, motivation, communication, and collaboration, while bossing emphasizes controlling behavior, authority, and positional power.	Influence, Control, Motivation, Authority, Communication, Collaboration, Power	35
Keisha Basmalla Surino (PR)	Leadership encourages communication and responsibility, while bossing uses authority and power to control members.	Control, Authority, Communication, Power	20
Najla Salsabila Ginting (Sponsorship)	Leadership involves motivating members and working collaboratively, while bossing limits discussion and teamwork.	Influence, Motivation, Communication, Collaboration	20
Nathasya Florench Loyang (LO)	Leaders influence members and use authority carefully, while bosses focus on control and power.	Influence, Control, Authority, Power, Communication	25
Rasya Fadlurahman (Secretary)	Leadership is about guiding through communication, while bossing depends on authority and control.	Control, Authority, Communication, Power	20
Reza Asroni (Treasurer)	Leadership motivates and involves collaboration, while bossing focuses more on authority than teamwork.	Influence, Motivation, Collaboration, Communication, Authority	25

The first essay question assessed participants' ability to distinguish between leadership and bossing using a keyword-based scoring system. While most participants highlighted positive leadership traits such as communication, teamwork, and motivation, only a few addressed all required dimensions. Several responses lacked discussion of control, authority, or power, indicating partial understanding and the need for deeper critical comparison between leadership and bossing.

The second essay question assessed participants' reflection on their leadership styles using a keyword-based scoring system. Table 3 summarizes participants' responses, identified leadership concepts, and scores.

Table 3. Essay Question 5

The reflection on personal leadership style was evaluated based on 7 required keywords, including leadership style identification, decision-making, team participation, motivation, responsibility, communication, and self-awareness, with each keyword valued at 5 points and a maximum possible score of 35 points.

Participant	Essay Answer (Summary)	Keywords Identified	Score
Anindhitodewi Widayadi (MTDD)	I apply a democratic leadership style by involving team members in decision-making and maintaining open communication and responsibility.	Democratic, Decision-making, Participation, Communication, Responsibility, Self-awareness	30
Dennoyamar Putra Amazihono (Vice PM)	My leadership style is transformational because I motivate members, communicate goals clearly, and take responsibility as a leader.	Transformational, Motivation, Communication, Responsibility, Decision-making, Self-awareness	30
Keisha Basmalla Surino (PR)	I use a democratic style by listening to ideas and encouraging communication in the team.	Democratic, Communication, Participation, Decision-making	20
Najla Salsabila Ginting (Sponsorship)	I combine democratic and transformational leadership by motivating members and encouraging teamwork.	Democratic, Transformational, Motivation, Participation, Communication	25

Nathasya Florench Loyang (LO)	My leadership approach is democratic because I value collaboration and clear communication within the team.	Democratic, Participation, Communication, Responsibility	20
Rasya Fadlurahman (Secretary)	I apply a transformational style by motivating members and supporting them to improve their performance.	Transformational, Motivation, Responsibility, Communication	20
Reza Asroni (Treasurer)	I use a democratic leadership style by involving members in decisions and maintaining transparent communication.	Democratic, Decision- making, Participation, Communication, Responsibility, Motivation	30

The second essay question evaluated participants' reflection on their leadership styles. Most participants identified with democratic or transformational leadership and emphasized participation, communication, and motivation, while higher scores were achieved by those demonstrating reflection on decision-making and self-awareness. Lower scores indicate varying levels of reflective ability, highlighting the need to strengthen reflective learning in leadership training.

Overall, the findings demonstrate that participants possess a good foundational understanding of leadership concepts and practical leadership situations. The use of Wayground as an assessment tool proved effective in capturing both objective responses and reflective written answers in a structured and efficient manner. Differences in scores across participants reveal varying levels of conceptual depth and self-awareness, particularly in understanding power dynamics and reflective leadership practice.

These results suggest that the Management Spark Leadership Program has been successful in introducing key leadership concepts and encouraging reflective thinking. However, the findings also indicate the importance of continued emphasis on critical reflection, authority dynamics, and self-awareness to further enhance participants' leadership development.

Management Spark Leadership Training designed to strengthen the communication skills, teamwork, leadership skills, and self-management ability among PICs. Two weeks after the training was conducted, the facilitator asked a supervisor to fill in the *Management Spark Observation Checklist*, to maintain whether there is change in PICs performance after getting the training, and the result is stated in the Table 4, below:

Table 4. Two-Weeks Post-Training Performance Impact Report

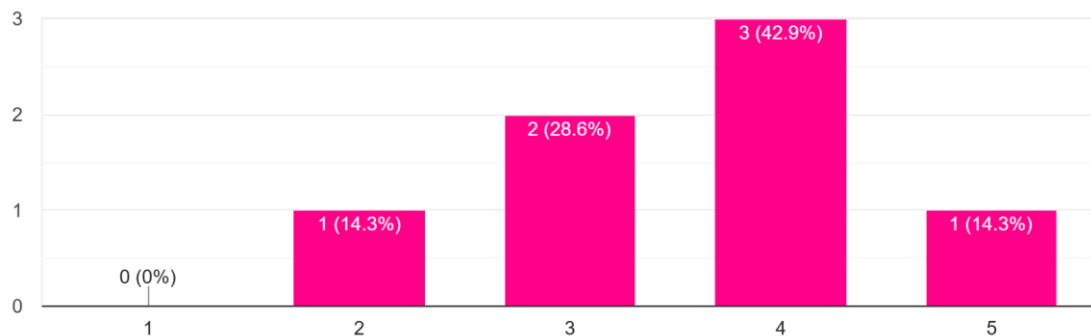
PIC's Name	Overall Strength Observed	Areas for Improvement	Recommended Follow-Up Actions
Anindhitodewi Widayadi (MTDD)	Speaks clearly and politely; strong communication	Needs to be more open to teamwork; prefers working alone	Bonding session
Dennoyamar Putra Amazihono (Vice Project Manager)	Confident, expresses opinions clearly	Poor time management; often late for meetings	Additional training
Keisha Basmalla Surino (PR)	Strong leadership & teamwork; manages time effectively	Needs more time to think when facing problems	Coaching
Najla Salsabila Ginting (Sponsorship)	Strong leadership; accepts feedback well; motivates team	Needs more confidence in speaking in big meetings; tends to solve problems alone	Additional training
Nathasya Florench Loyang (LO)	Clear communication, creative problem solver	Poor time management between academic, event, and family	Additional training
Rasya Fadlurahman (Secretary)	Calm under pressure; thinks before reacting	Individualistic; rarely talks with members which affects communication	Bonding session
Reza Asroni (Treasurer)	Excellent in all leadership aspects	Needs to share energy and support less social members	Bonding session

Source: Leadership Training Observation Checklist G-form, 2025

<https://bit.ly/MGTSparkTraining>

This table illustrates the evaluation of training sessions across different departments and highlights the key summary about the training impact on communication, collaboration, and PICs carrying out their responsibilities.

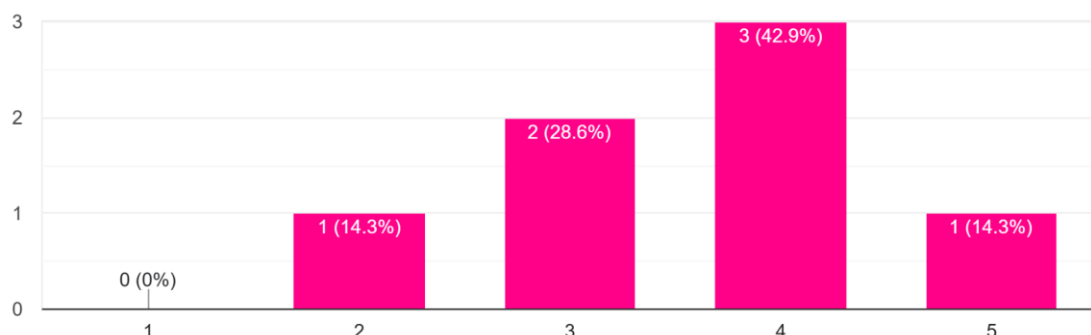
Communication
7 responses



Graphic 1: Communication Overall Result

A lot of participants start to show their better communication skills, clearer voice, more confidence, and respect during the observation time period. Here, an individual like Anindhitudewi and Keisha begin to show clearer expression of ideas, make sync a great improvement, remembering that they used to be someone who keeps their opinions to themselves. While others, like Najla, slowly start to get out of her comfort zone by starting to talk and discuss more in groups. Even though some of the training participants, like Rasya, still tend to be more quiet, the overall communication dynamic of PICs become more open and constructive.

Teamwork
7 responses



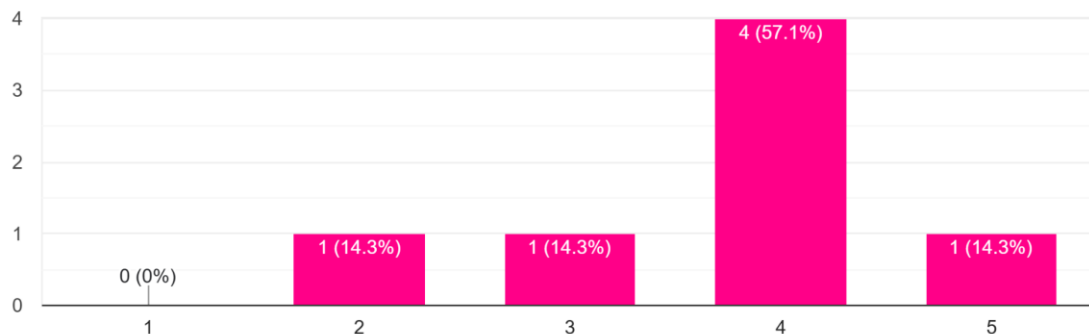
Graphic 2: Teamwork Overall Result

Teamwork also shows significant development. Participants tend to be more open to collaborate, more willing to support each other, and more involved in team activities. Those who previously preferred to work alone, like Anin, start to show a tiny but significant

improvement in their willingness to work together with others, as a team. Leadership-oriented participants, like Reza and Keisha, show their improvement by strengthening their ability to delegate tasks equally, motivating team members, and maintaining structure within their group. Meanwhile, Najla and Nathasya show their improvement in the way they listen to input or feedback and manage their team needs, although they still need guidance regarding confidentiality and shared decision-making.

Problem Solving

7 responses

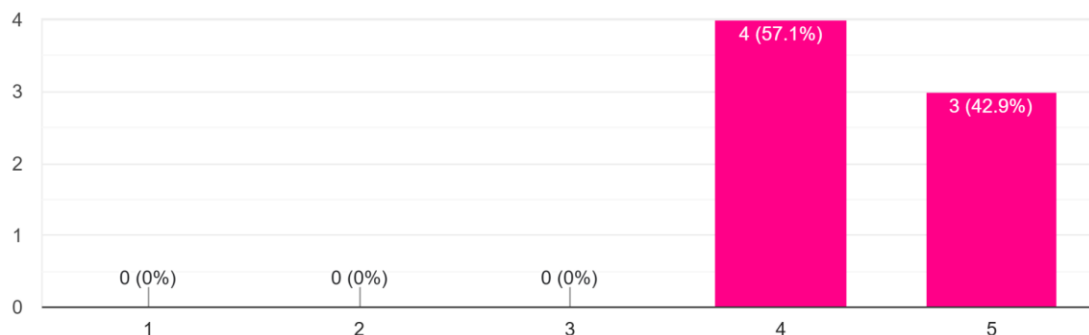


Graphic 3: Problem Solving Overall Result

In terms of problem solving, some of the PICs show their improvement in calmness and analytical thinking when they face challenges. Keisha and Nathasya improve a more structured approach and creative ideas, while Rasya still maintains his calm behaviour in order to face a problem. However, some individuals still need to practice to make a quicker decision or to involve their team actively in the problem solving process.

Leadership

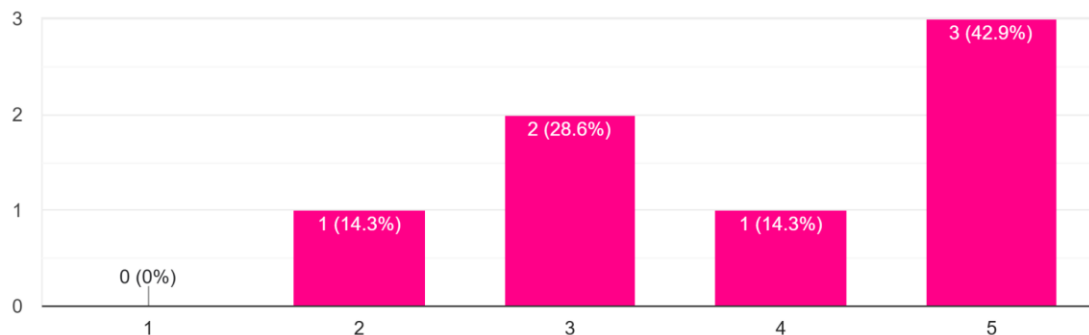
7 responses



Graphic 4: Leadership Solving Overall Result

Leadership growth is one of the strongest impacts that can be observed from this training. Many participants show their improvement in initiative, accountability, and self-confidence to lead their team. In this situation, Najla becomes more open to feedback and better in motivating her members, while Reza strengthens her already strong leadership quality, by showing her consistency in managing responsibilities. But afterall, some challenges still exist, especially regarding self-confidence in big group communications and professional discipline, especially in punctuality, which still become a problem for some PICs.

Self-management
7 responses



Graphic 5: Self-Management Overall Result

Self-management also increases moderately, with all the PICs showing their better emotion regulation and tasks discipline. Nevertheless, time-management still needs to be further enhanced for individuals like Dennoyamar and Nathasya, who still have difficulties in balancing various responsibilities.

Overall, Management Spark Leadership Training, successfully produces positive behavioral changes for all PICs. Participants show their improvement is self-confidence, team-work performance, leadership ability, and wiser decision making. Even though some of the areas still need continuous coaching/ mentoring, especially in time management, collaborative decision making, and self-confidence improvement, performance trends generally show that this training has successfully strengthened the leadership capacity and interpersonal team effectiveness.

Following the implementation of the Management Spark Training, a summative evaluation was conducted to assess the efficacy of the program across five key dimensions: training contents, activities, visual aids, trainer performance, and the training environment. Participants were asked to rate various specific criteria on a Likert Scale, ranging from 'Strongly Disagree' (1) to 'Strongly Agree' (%). The quantitative data collected provides insight into participant satisfaction and the overall impact of the training modules. Table 1 below presents the consolidated mean scored for each evaluated category

Table 5. Management Spark Training Summative Evaluation Results

Category	Evaluation Criteria	Mean Score (Max 5.0)
Training Contents	The training content clearly explained what leadership means and why it matters in committees.	4.7
	The materials on leadership skills (communication, teamwork, decision-making, etc.) were useful and easy to understand.	4.7
Training Activities	The study case (role playing) and quiz helped me understand how to apply leadership skills in real event situations.	4.8
	The activities were interactive and made the learning experience more engaging.	4.8
Visual Aid	The PowerPoint slides and visuals helped me understand key leadership concepts.	4.8
	The presentation materials were well-organized and visually appealing.	4.8
Trainer Evaluation	The trainer delivered the session clearly and provided helpful guidance during discussions.	4.9
	The trainer encouraged participation and gave constructive feedback.	4.9
Training Room	The room setup (space, sound, visuals) made it easy to focus and collaborate.	4.8
	The training environment was comfortable and supported active participation.	4.8

This table indicates an exceptionally high level of participant satisfaction across all measured variables. The mean scores ranged from 4.7 to 4.9 out of 5.0, suggesting that the “Management Spark” training was not only well-received but highly effective in meeting its educational objectives.

Trainer Performance (Highest Impact)

The highest-rated category was the Trainer Evaluation, with a near-perfect score of **4.9**. Participants strongly agreed that the trainer delivered sessions clearly, provided helpful guidance, and actively encouraged participation. This suggests that the facilitator's pedagogical approach, specifically their ability to give constructive feedback and foster an inclusive environment was the strongest asset of the training program.

Engagement and Methodology

Training Activities and Visual Aids both received consistent scores of 4.8. The high rating for activities (role-playing, quizzes) confirms that the interactive elements successfully bridged the gap between theory and practice, helping participants apply leadership skills to real-world situations. Similarly, the visual aids were effective in scaffolding learning, with participants noting that the materials were well-organized and visually appealing.

Environment and Logistics

The Training Room setup also scored 4.8, indicating that the logistical arrangements (space, sound, and comfort) effectively minimized distractions and supported a collaborative atmosphere. This validates the choice of venue and setup as conducive to active learning.

Content Relevance

While Training Contents received the “lowest” score of the group at 4.7, this is still an exceptionally positive result. It indicates that the core curriculum covering leadership definitions, communication, and decision-making was considered useful and easy to understand. The slight difference (0.1-0.2 points) between content and delivery suggests that while the material was solid, the *experience* of the training (facilitated by the trainer and activities) was what truly resonated with the participants.

5. Conclusion and Implications

5.1 Conclusion

In conclusion, the Management Spark 2025 Leadership Training successfully enhanced participants' comprehension of leadership concepts and strengthened core leadership competencies. Throughout the program, students actively engaged in communication exercises, coordination tasks, problem-solving simulations, and decision-making challenges that enabled them to apply leadership theories to real practice. The training demonstrated that leadership development is not only theoretical, but must be practiced through interactive and experiential activities to increase confidence, collaboration, and adaptability. Although the program lacked a pre-training assessment for measuring progress quantitatively, student responses and performance during activities indicate meaningful development in leadership awareness, teamwork, and readiness for future leadership roles.

5.2 Implications

The findings from the Leadership Training Program indicate that structured and continuous leadership development significantly enhances student readiness to take on formal and informal leadership roles, emphasizing the need for sustained implementation of leadership initiatives in academic environments. The results highlight that leadership competence cannot be achieved through theoretical instruction alone, therefore, experiential and hands-on learning methods must be prioritized to support students' soft skills growth, including communication, collaboration, decision-making, adaptability, and conflict management. The training experience further reinforces that a standardized or one-time leadership approach is insufficient, as students benefit more from tailored activities addressing their development needs, team dynamics, and problem-solving capacity. Moreover, the interactive sessions demonstrate that leadership is not only a personal ability but a collective organizational skill that prepares students to manage group responsibilities, cope with rapid change, and exercise ethical judgment in complex situations. Consequently, continuous leadership programs must be integrated into institutional practice to ensure long-term growth in students' professionalism, confidence, and work effectiveness, ultimately supporting their academic performance and future employability in diverse professional settings.

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