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Integrating Interdisciplinary Workshop Design to Advance Life Skills and Leadership Among Graduate Students at Private Universities in Thailand

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Abstract

This research examines the development and impact of a workshop program aimed at enhancing life skills, learning abilities, professional competencies, and leadership within an interdisciplinary framework applicable to social, educational, and business contexts. The study addresses the gap in structured training programs that integrate these essential skills. A workshop-based learning approach was employed, utilizing a detailed lesson plan, pre- and post-workshop assessments, and a satisfaction survey. The sample consisted of 150 participants, selected through cluster sampling, with data analyzed using statistical methods such as percentages, means, standard deviations, t-tests, and dependent samples t-tests. Results showed significant improvements in participants' life skills, professional competencies, and leadership abilities, with performance outcomes demonstrating notable gains at the 0.05 significance level. Participants also expressed high satisfaction with the workshop, rating their overall experience highly. The study further explored techniques for selecting appropriate journals and submitting articles to quality national and international databases, offering practical guidance for academic publication. These findings highlight the workshop's effectiveness in developing essential skills across various contexts and emphasize its innovative approach to interdisciplinary skill development. The research holds significant implications for educational institutions, businesses, and policymakers, providing a scalable model for enhancing workforce readiness and leadership capacity while contributing to academic discourse on effective training methodologies.

Keywords: Workshop program, life skills, professional skills, leadership, interdisciplinary, journal selection, research paper publication

1. INTRODUCTION

The development of life skills, professional competencies, and leadership is crucial for enhancing individuals' capacity to work effectively and adapt to the dynamic demands of contemporary society. Graduate students particularly those enrolled in private universities in Thailand are increasingly expected to excel across diverse contexts, including social, educational, and business environments. Workshop-based learning programs have emerged as a promising strategy for cultivating these essential skills, utilizing interactive and experiential approaches to support holistic personal and

professional growth (Ali, Khan, & Ashraf, 2024; Wurdinger & Qureshi, 2015). These programs often adopt interdisciplinary frameworks that integrate perspectives from education, business, and the social sciences to address complex, multifaceted challenges. Furthermore, the ability to disseminate research through high-quality academic publications has become an indispensable competency for graduate students, requiring familiarity with journal selection criteria and submission protocols (Chukwuedo, 2019; Worapongpat, 2024a). Despite increased attention to skill development, there remains a significant gap in the availability of structured, evidence-based workshop models that concurrently promote life skills, professional competencies, leadership, and academic publishing proficiency within an interdisciplinary learning context (Dongjie & Worapongpat, 2024).

A significant challenge in current skill development programs lies in their lack of structural coherence and limited generalizability across diverse contexts. Many initiatives employ data-driven approaches that target isolated skill sets such as technical proficiency or leadership without integrating these elements into a unified framework that reflects the interconnectedness of real-world challenges (Ali et al., 2024). For example, while some workshops effectively enhance specific professional skills, they often overlook the dynamic interplay between life skills, leadership, and interdisciplinary problem-solving, thereby restricting their applicability in complex environments (Chukwuedo, 2019). Moreover, the absence of standardized evaluation metrics across social, educational, and business domains impedes scalability and reduces the overall impact of such programs. This fragmentation highlights the critical need for a comprehensive, interdisciplinary workshop model that not only facilitates robust skill development but also ensures measurable outcomes and participant satisfaction.

Current literature reveals a critical research gap: the lack of integrated frameworks that simultaneously promote interdisciplinary skill development and provide practical guidance on academic publishing. Although studies such as Dunlap (2005) and Tariq (2024) underscore the value of project-based and transdisciplinary approaches in fostering life skills, they do not incorporate the concurrent development of professional competencies and leadership within a structured workshop environment. Similarly, research addressing journal selection and publication strategies such as that by Worapongpat (2023) remains largely disconnected from skill development initiatives, resulting in limited preparation of graduate students for both practical and academic success. Furthermore, existing frameworks often fail to reconcile competing objectives, such as balancing effective skill acquisition with participant satisfaction or aligning interdisciplinary training with academic publishing outcomes. This study seeks to address these deficiencies by designing and evaluating an innovative workshop model that integrates life skills, professional competencies, leadership development, and academic publishing capabilities within a cohesive interdisciplinary framework.

This research makes several significant contributions to the field. First, it introduces a pioneering workshop program designed to enhance life skills, professional competencies, and leadership among graduate students in private universities in Thailand. The program adopts an interdisciplinary approach that bridges educational, business, and social domains, and is grounded in a robust theoretical foundation integrating project-based learning (Wurdinger, 2016) and transdisciplinary education

(Tariq, 2024). Second, it provides empirical validation of the program's effectiveness by analyzing pre- and post-workshop performance outcomes using rigorous statistical techniques, including t-tests, which demonstrate statistically significant improvements at the 0.05 level. Third, it explores participant satisfaction with the workshop activities, thereby contributing to a deeper understanding of the factors influencing engagement and perceived value in interdisciplinary training (Ali et al., 2024). Lastly, the study offers practical guidelines for journal selection and submission both nationally and internationally addressing a critical skill gap among graduate students seeking to publish their research (Worapongpat, 2023). Collectively, these contributions advance theoretical knowledge, provide actionable insights for educators, and enhance the academic and professional readiness of graduate students in Thailand's private higher education sector.

2. THEORIES AND RELATED LITERATURE

This section reviews key theories and empirical studies on interdisciplinary workshop programs aimed at enhancing life skills, professional competencies, leadership, and academic publishing among graduate students in Thailand's private universities. Drawing from peer-reviewed literature, the review focuses on foundational theories, recent developments, limitations, and trends relevant to program development and evaluation.

2.1 **Foundational Concepts and Methodologies Theoretical Foundations** include Experiential Learning Theory (ELT), which emphasizes learning through experience, reflection, conceptualization, and experimentation (Wurdinger & Rudolph, 2009), and Participatory Learning Theory, which promotes active involvement and collaboration (Worapongpat & Chayboonkrong, 2024). These theories underpin workshop-based and project-based learning approaches that cultivate problem-solving and leadership. Servant Leadership Theory and organizational development principles further support leadership and teamwork development (Suminar et al., 2024; Worapongpat & Phakamach, 2024). Methodologies often combine quantitative (e.g., t-tests) and qualitative (e.g., satisfaction surveys) assessments to evaluate outcomes (Ali et al., 2024).

2.2 Recent Developments (2020–Present) Recent trends highlight the integration of technology and transdisciplinary approaches. Digital tools and AI personalize learning and enhance engagement (Worapongpat, 2025). Transdisciplinary frameworks foster critical thinking and adaptability (Tariq, 2024). Leadership training and academic publishing skills have also gained attention, equipping students for complex professional and academic roles (Worapongpat, 2023, 2024a).

2.3 Gaps and Limitations Challenges include fragmented program designs, lack of standardized evaluation, insufficient focus on publishing training, and limited data on participant satisfaction (Chukwuedo, 2019; Worapongpat & Kumla, 2024). Many programs are resource-intensive and lack scalability, with few studies tracking long-term impacts (Worapongpat & Arunyakanon, 2025).

2.4 Trends Shaping the Field Emerging trends include digital transformation, transdisciplinary learning, emphasis on academic publishing, and learner-centered design. These shifts reflect efforts to enhance program relevance, engagement, and

practical outcomes (Worapongpat et al., 2024; Ali et al., 2024).

2.5 Relevance to the Present Study this study builds on ELT and participatory learning to design an interdisciplinary workshop that integrates academic publishing and leadership training. It addresses identified gaps through evidence-based methods and aligns with current trends to support scalable and impactful graduate education in Thailand.

2.6 Conceptual Framework

This framework aims to holistically develop postgraduate students by strengthening life skills, learning capacity, professional competencies, leadership, and academic publishing in an interdisciplinary setting. Rooted in active learning, it follows a four-stage structure: Issue-Based Initiation and Contextual Learning Trainees engage with real-world issues to foster critical thinking and broaden perspectives by: Asking questions and exploring diverse problem-solving methods.Interacting with relevant challenges in life skills, leadership, and publishing. Self-Directed Skill Development Students independently build key competencies through:Analyzing target journals and writing articles for publication (Worapongpat, 2025; Xunan & Worapongpat, 2023). Applying leadership principles in realistic scenarios. Collaborative and Participatory Engagement Participants co-create knowledge via: Group discussions on case studies and journal strategies. Practicing academic communication and shared leadership tasks. Integrative Reflection and Conceptual Synthesis Learners connect theory to practice by: Reflecting on growth and synthesizing interdisciplinary insights (Worapongpat, 2024b–2024e). Creating actionable strategies for continuous improvement.

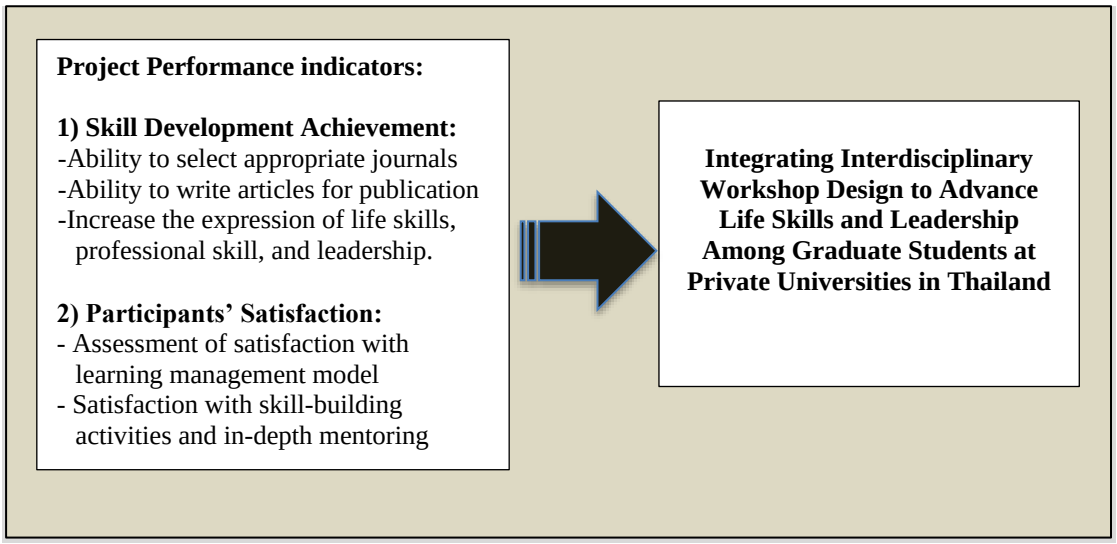

Figure 1: Research Conceptual Framework

This conceptual framework is designed to comprehensively develop postgraduate students by enhancing their life skills, learning capabilities, professional competencies, leadership qualities, and academic publication expertise within an interdisciplinary learning environment. The framework follows an active learning process that emphasizes critical thinking, participation, and individual capacity building, divided into four main stages.

The first stage, Issue-Based Initiation and Contextual Learning, exposes trainees to real-world challenges related to life skills, learning strategies, professional practices, leadership, and academic publishing. This stage encourages trainees to ask questions, expand their perspectives, and explore various problem-solving approaches.

The second stage, Self-Directed Learning, guides trainees to independently cultivate essential skills, such as analyzing target journals for publication, writing academic articles according to journal standards, and applying leadership principles in real-life contexts.

The third stage, Collaborative and Participatory Engagement, fosters an environment for trainees to exchange ideas, analyze case studies, and compare diverse practices, including journal selection analysis, article topic formulation, and effective leadership communication.

Finally, the Integrative Reflection and Conceptual Linkage stage enables trainees to consolidate their learning, connecting theoretical concepts with practical applications from an interdisciplinary perspective. Trainees are encouraged to reflect on their personal development strategies and apply actionable insights for continuous skill enhancement.

3. RESEARCH METHODOLOGY

3.1. Population and Sample Group

The population for this study comprises personnel from private higher education institutions, graduate students enrolled in Educational Administration and Business Administration programs (Master's and Doctoral levels), full-time faculty members, subject matter experts, and personnel from other academic disciplines at the graduate level from the following institutions: Shinawatra University, Rangsit University, Sripatum University, Bangkok University, and Mahanakorn University. The total number of participants includes 50 individuals from the aforementioned universities and 100 academic network partners participating in a professional development workshop aimed at enhancing life skills, learning abilities, professional competencies, and leadership in the fields of social sciences, education, business, and interdisciplinary research. This also includes training on journal selection and data submission systems for publishing academic and research articles in national and international journals.

The sample group was selected using purposive sampling from the identified population. It consists of 50 personnel and graduate students from private universities, 100 academic network partners, and 10 research and academic writing experts. The sample size was determined using the G*Power 3.1.9.4 program, with a significance level (α) of 0.05, statistical power of 0.80, and an effect size of 0.38. Cluster sampling was then applied.

3.2. Research Instruments

Structured Interview and Content Analysis

Structured interviews were developed to gather expert opinions, focusing on

design appropriateness, content, and usability. The interview data were analyzed using content analysis techniques.

Pre- and Post-Training Achievement Test

The tests aimed to assess the effectiveness of the training in enhancing participants' daily life skills, professional and leadership abilities, behavioral and attitudinal changes, long-term application of skills, learner satisfaction, career progression, and teamwork capability. Responses reflect the knowledge and skills gained from the training and their practical application.

Satisfaction Questionnaire

A 5-point Likert scale questionnaire was used to evaluate students' satisfaction with the instructional model aimed at developing core competencies in industrial metrology.

3.3. Research Procedure

The research procedure was divided into four key phases:

Phase 1: Literature Review and Draft Development

A comprehensive study and analysis of instructional plans and relevant research were conducted to design a teaching model aimed at enhancing core competencies in industrial metrology. A draft of the instructional model was developed and reviewed by three experts using structured interviews and content analysis.

Phase 2: Development of the Instructional Model

Using insights from Phase 1 , a full instructional model was developed, comprising nine key components: Learning outcome achievement, Ability to select appropriate journals, Academic writing and publication skills, Enhanced life, professional, and leadership skills, Participant satisfaction, Evaluation of learning design satisfaction, Satisfaction with skills development activities

In-depth consultation services

Supporting documents, including an instructional manual and teaching materials.

The model and its materials were evaluated by ten experts: four specialists in educational media and industrial metrology, three non-sample graduate students, and three representatives from relevant enterprises.

Phase 3: Experimental Implementation and Outcome Comparison

This phase involved the implementation of the workshop-based training model and comparison of pre- and post-training outcomes across various dimensions: life skills, learning ability, professional competencies, leadership, journal selection techniques, and data management systems for academic publishing.

Phase 4: Satisfaction Evaluation

An evaluation was conducted to assess the effectiveness of the instructional model in terms of teacher roles, instructional media, teaching methodology, and

learning environment. The assessment focused on knowledge, skills, and attitudes, using post-implementation data to calculate mean scores and standard deviations.

Achievement Test

The pre- and post-training multiple-choice test (30 items) was validated for content relevance by three experts. Items with an Item-Objective Congruence (IOC) index of ≥0.67 were selected. A try-out was conducted with 39 non-sample students to analyze difficulty index (0.28–0.80), discrimination index (0.20–0.55), and reliability (0.82).

Satisfaction Questionnaire

An open-ended, 5-point Likert scale questionnaire (10 items) was also validated by three experts, selecting items with an IOC of ≥0.67 to ensure alignment with the defined constructs.

Controlled Variables

The study controlled for factors such as data analysis skills, academic technology usage, collaborative leadership, decision-making ability, and communication effectiveness.

4. RESEARCH FINDINGS

The researcher conducted a workshop activity based on a four-step learning management process, using the training plan with a sample group of participants during the second semester of the 2024 academic year. The achievement was assessed before and after the training using a 30-item knowledge and skills test (total score 30 points). Additionally, participants were asked to complete a satisfaction survey regarding the workshop process.

The analysis of the pre- and post-training scores revealed that the average score after training was 24.62 out of 30, which is 82.07%, higher than the standard threshold of 70%, with statistically significant results at the .05 level (t = 11.10, df = 37, p-value = 0.000).

Table 1: Comparison of Achievement in Life Skills, Learning, Professional Skills, and Leadership Development

Test	n	Full Score	70% Threshold	M	S.D.	t	df	p-value
Post-training	150	30	21	24.62	2.98	11.10*	37	0.000

***Note: * Statistically significant at the .05 level.**

From the analysis, it can be concluded that the workshop activity effectively enhanced the participants' achievement in life skills, learning, professional skills, and leadership development at a statistically significant level.

Table 2: Comparison of Achievement of Participants in the Workshop Program to Enhance Life Skills, Learning, Professional Skills, and Leadership Before and After the Training

Test	n	Full Score	M	S.D.	t	df	p-value
Pre-training	150	30	8.37	2.81	27.44*	37	0.000
Post-training	150	30	24.62	2.98			

***Note: * Statistically significant at the .05 level.**

From Table 2, it can be observed that the participants in the workshop program to enhance life skills, learning, professional skills, and leadership in the fields of society, education, and business showed statistically significant improvement after the training at the .05 level. The average score after the training was 24.62, with a standard deviation of 2.98, compared to an average score of 8.37 before the training, with a standard deviation of 2.81. This indicates that the workshop was effective in enhancing the important skills of the participants.

Table 3: Satisfaction of Participants in the Workshop Program to Enhance Life Skills, Learning, Professional Skills, and Leadership

Evaluation of Satisfaction on the Learning Management Model	M	S.D.	Satisfaction Level
Satisfaction of Participants			
The training activities are interesting and encourage participation	4.35	0.50	Very High
The training process helps participants understand the content better	4.30	0.51	High
The trainer provides opportunities for participants to express their opinions freely	4.53	0.44	Very High
Average for Section	4.40	0.48	Very High

From Table 3, it can be seen that the participants expressed a high level of satisfaction with the training workshop. Specifically, the activities were considered most interesting and motivating, with an average score of 4.35, and the trainer's approach to allowing open expression was rated very highly at 4.53. The overall average for this section was 4.40, indicating very high satisfaction with the training program.

Table 4: Satisfaction with the Achievement Development of the Workshop Program to Enhance Life Skills, Learning, Professional Skills, and Leadership in Social, Educational, and Business Fields; Interdisciplinary Techniques for Journal Selection, Data Entry System for Publishing Research and Academic Articles in National and International Journals (Selecting Journals for Publication)

Success Indicators of the Program	M	S.D.	Satisfaction Level
1. Achievement in Skill Development			
1.1 The learning activities are interesting and motivate a desire to learn	4.46	0.40	Very High
1.2 The Open Approach learning process improves understanding of the content	4.41	0.40	High
1.3 Opportunities are provided to express opinions freely	4.64	0.33	Very High
Average for Section 1	4.51	0.37	Very High

Table 4: (Continuing)

Success Indicators of the Program	M	S.D.	Satisfaction Level
2. Ability to Select Appropriate Journals			
2.1 Enthusiasm for organizing learning activities	4.75	0.25	Very High
2.2 Uses stimulating questions to encourage students to think and express opinions	4.57	0.37	Very High
2.3 Provides clear advice and answers to questions	4.60	0.35	Very High
Average for Section 2	4.70	0.32	Very High
3. Ability to Write Articles for Publication			
3.1 Classroom space arrangement supports activity	4.46	0.40	Very High
3.2 The environment promotes participation in learning activities	4.57	0.37	Very High
Average for Section 3	4.52	0.63	Very High
4. Learning Outcomes: Demonstrating Increased Life Skills, Professional Skills, and Leadership			
4.1 Opportunities to fully express abilities and opinions	4.43	0.40	Very High
4.2 The Open Approach learning method increases enjoyment and motivation to learn	4.57	0.37	Very High
Average for Section 4	4.50	0.40	Very High
Overall Average	4.54	0.27	Very High

From Table 4, it can be seen that the participants expressed very high levels of satisfaction with all aspects of the program. The achievements in skill development, journal selection, article writing, and learning outcomes were all rated very highly. The overall average satisfaction score was 4.54, which indicates exceptional satisfaction with the program.

5. DISCUSSION

5.1 Research Objective 1: To develop life skills, learning skills, professional skills, and leadership in social, educational, and business contexts for the workshop participants within an interdisciplinary framework. The findings from the workshop training indicate that it played a crucial role in enhancing participants' life skills, learning abilities, and professional competencies. Specifically, skills related to time management, teamwork, and decision-making in real-life situations showed significant improvement. Furthermore, the program fostered leadership skills in social and educational contexts, enabling participants to adapt and excel as leaders in various social, educational, and business settings. The training, therefore, proved effective in enhancing skills applicable across multiple aspects of life and work (Worapongpat & Xiaoling, 2024; Worapongpat, Khamcharoen, & Cong, 2024).

5.2 Research Objective 2: To compare the development outcomes of life skills, learning skills, professional skills, and leadership of participants before and after participating in the workshop. Comparing the pre- and post-workshop outcomes revealed significant improvements in various skills, particularly in learning and professional areas. The results demonstrated marked advancements in leadership and professional management skills, with participants showing enhanced analytical abilities and decision-making after the training. These findings suggest that the workshop effectively contributed to the development of essential professional skills and leadership, which are crucial for professional growth in interdisciplinary contexts (Worapongpat et al., 2024; Worapongpat, Thavisin, & Viphoouparakhot, 2024).

5.3Research Objective 3: To investigate the participants' satisfaction with the workshop activities focused on developing life skills, learning skills, professional skills, and leadership. The satisfaction survey results revealed that participants were highly satisfied with all aspects of the training. In particular, the learning activities, which stimulated interest and encouraged critical thinking (M = 4.50, S.D. = 0.59), the role of instructors (M = 4.70, S.D. = 0.54), and the learning environment (M = 4.52, S.D. = 0.85), were areas of high satisfaction (Worapongpat, N., 2025; Worapongpat, N., Deepimay, C., & Kangpheng, S., 2025). These findings suggest that participants had a positive experience and were able to fully develop various skills through the well-designed and engaging activities.

5.4 Research Objective 4: To explore techniques for selecting appropriate journals for publishing research and academic articles at the national and international levels, as well as how to submit articles to journal databases. Regarding the selection of journals for publishing research and academic articles, participants learned key techniques for choosing suitable journals that align with their research content. Additionally, they gained an understanding of the steps involved in submitting articles to high-quality journal databases, as well as the factors to consider when publishing research in national and international journals (Worapongpat, N., & Petnacon, C., 2025; Worapongpat, N., & Song, M., 2025). This knowledge significantly enhanced their ability to communicate academic knowledge and engage in effective scholarly dissemination.

6. SUMMARY OF DISCUSSION

Overall, this study highlights the significant role that the workshop played in developing life skills, learning skills, professional skills, and leadership in social, educational, and business contexts for the participants. The training program not only fostered professional and leadership skills but also equipped participants with the necessary knowledge and skills to select appropriate journals for publishing research and to effectively disseminate their academic work.

Furthermore, the study found that participants were highly satisfied with the workshop's design, which emphasized skill development in various areas essential for both professional and personal life. The findings also suggest that the workshop successfully met the participants' expectations and provided them with valuable experiences and knowledge that can be applied in their future professional endeavors.

6.1 New Knowledge from the Research

From the study of Integrating Interdisciplinary Workshop Design to Advance Life Skills and Leadership Among Graduate Students at Private Universities in Thailand found knowledge that can be summarized into a diagram.

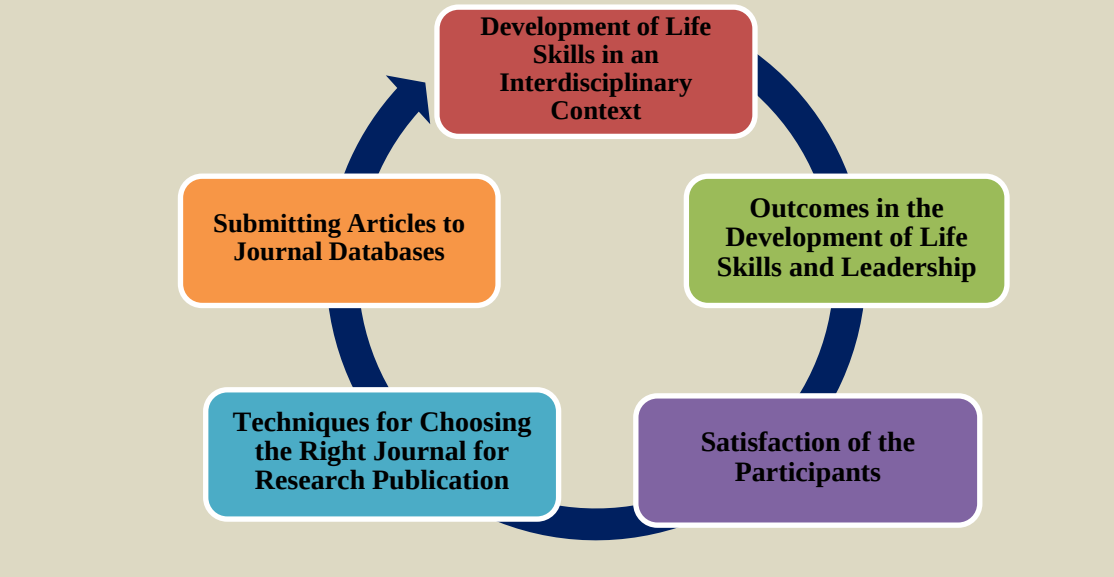

Figure 2: The Model Results
"Integrating Interdisciplinary Workshop Design to Advance Life Skills and Leadership Among Graduate Students at Private Universities in THAILAND"

From diagram 2 , it is shown that ***Integrating Interdisciplinary Workshop Design to Advance Life Skills and Leadership among the Graduate Students at Private Universities in Thailand***, the implementation of the workshop program focused on the development of life skills, learning skills, professional skills, and leadership in social, educational, and business contexts within an interdisciplinary framework revealed new knowledge that can be applied to the development of education and training across various contexts. The key findings are summarized as follows: 1) Development of Life Skills in an Interdisciplinary Context *2)* Outcomes in the Development of Life Skills and Leadership 3) Satisfaction of the Participants 4) Techniques for Choosing the Right Journal for Research Publication 5) Submitting Articles to Journal Databases.

The new knowledge gained from this research can be applied to improve education and training in various fields, both academically and in life skills development. It ensures that participants are well-prepared to become effective leaders with a comprehensive set of skills, enabling them to work efficiently in complex and dynamic environments, both in their learning and in their everyday lives.

6.2 Suggestions

6.2.1 Suggestions for Applying Research Results

Results from Research Objective 1

To develop life skills, learning skills, professional skills, and leadership in social, educational, and business contexts for the workshop participants in an interdisciplinary framework. The research results indicate that the workshop successfully enhanced participants' life skills, learning skills, professional skills, and leadership. Specifically, participants showed marked improvement in time management, teamwork, and decision-making under real-world scenarios. Therefore, relevant agencies should take action as follows: Diversify and Expand Learning Activities: Develop a wider range of

learning activities to further support skill development in varied contexts, ensuring that participants can practice these skills in different environments. Emphasize Experiential Learning: Prioritize real-world, hands-on learning experiences that foster practical life skills and can be immediately applied in professional and social settings. Ongoing Assessment: Implement continuous assessment mechanisms to monitor and evaluate participants' progress in these areas to ensure that the training remains effective in achieving the desired outcomes.

Results from Research Objective 2

To compare the development outcomes of life skills, learning skills, professional skills, and leadership of participants before and after participating in the workshop. The findings revealed that participants exhibited significant improvement in key skills, especially in learning and professional competencies. Additionally, leadership and professional work management skills showed noticeable enhancement. Therefore, relevant agencies should take action as follows: Comprehensive Pre- and Post-Training Data Collection: Ensure detailed, systematic collection of pre- and post-training data from participants to assess the direct impact of the workshop on skill development. Investigate Influential Factors: Examine the external factors influencing skill development, such as organizational support, collaboration with peers, and mentorship, to better understand the conditions under which participants thrive. Long-Term Support and Follow-Up: Organize follow-up activities and continued learning opportunities to maintain and reinforce the skills developed during the workshop, encouraging lifelong learning.

Results from Research Objective 3

To investigate the participants' satisfaction with the workshop activities focused on developing life skills, learning skills, professional skills, and leadership. The results showed that participants were highly satisfied with the workshop activities, especially in terms of the learning activities, instructor roles, and learning environment. Therefore, relevant agencies should take action as follows: Regular Feedback Collection: Establish structured mechanisms for continuous feedback from participants to identify areas for improvement and to fine-tune the learning experience in future training sessions. Enhance Engagement in Learning Activities: Integrate more interactive and reflective activities that stimulate critical thinking and active participation, ensuring that the training remains engaging and beneficial. Focus on the Learning Environment: Improve the learning environment to make it more conducive to collaboration and skill development, considering factors such as space, resources, and technology.

6.2.2 Suggestions for Future Research

This research has contributed to understanding the impact of workshop-based training on the development of life skills, learning skills, professional skills, and leadership. The important takeaway is the effectiveness of interdisciplinary approaches in enhancing skills across different domains. These findings can be applied to similar programs in various contexts, particularly those aiming to foster professional development and leadership. For future research, attention should be given to: Longitudinal Studies: Conduct studies to explore the long-term effects of workshop training on participants' skill development and career advancement. Incorporate a Broader Range of Contexts: Research should investigate how such training programs can be tailored for different sectors, including education, business, and public service,

to address unique needs in each field.

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