

## **A LEADERSHIP STRATEGY TO ENHANCE FACULTY MEMBERS' GLOBAL LEADERSHIP IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA**

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### **Abstract**

The globalization of higher education is an important symbol to measure the quality of a country's higher education system. The implementation of higher education globalization development strategy is an important way to improve a country's higher education quality, national innovation ability and international culture. Researcher analysis the faculty member's personal factors, organizational factors and their global leadership competencies in these universities and proposes a strategy for them. The globalization of higher education system in the 19th century was the pursuit of the idea of global university. The function of universities before the 19th century was mainly to explore universal knowledge and cultivate talents. In the second half of the 19th century, the international migration of university models and the flow of university Faculty members and students were all driven by the pursuit of global university concepts. Due to differences in the system, such as the semester system, students involved in overseas study programs that require the request for postponement of review, credit transfer and other practical issues, and may affect the awarding of awards and awards. The support system for overseas students' education administration is still largely underdeveloped. The cost problem affects most of the fair and reasonable distribution of educational resources. Economic considerations are the main reasons that influence the contact purpose of students and hinder the creation of school communication. The student study abroad system is designed to provide opportunities for overseas exchange to all students. Nevertheless, due to the program's high tuition, living expenses and international travel expenses, students from relatively poor backgrounds are unable to afford the high cost although there is a program for studying abroad. More over several colleges and universities in Germany are paying growing attention to the school's own degree of internationalization. The school leaders, faculty members, and the students are the benefactor of this study.

**Keywords:** *Leadership Strategy, Global Leadership, Enhancing*

### **1. Introduction**

The globalization of higher education in the 19th century was more about the transformation from passive learning to active learning. Scholars learning advanced concepts, excellent management and scientific knowledge from other countries, and emulative transformation of the country's higher education based on the advanced content. This goal of learning for the excellent is particularly prominent in the process of globalization in this period. Globalizing of higher education is not an end, but a necessary means of fostering outstanding talent with global vision and international competitiveness in terms of quality, knowledge and ability. It is characterized by the internationalization of educational goals, educational content and educational cooperation. The internationalization of educational content is aimed at achieving the above objectives by incorporating similar majors to international education or by introducing corresponding material. The internationalization of educational collaboration involves primarily faculty member and student exchanges, degree equivalence, visits to scholars, collaborative education, cooperative study and academic exchanges. The internationalization of higher education would change the composition of students, Faculty members, and funds in Chinese universities. It encouraged the internationalization of sources of students, Faculty members, and teaching and research collaboration in Chinese universities. The internationalization of higher education also brings many new challenges to Chinese universities. Second, opening up distance education in

foreign universities and setting new educational goals will pose new challenges for Faculty members and the management of domestic universities.

## **2. Problem Statement**

Globalization of higher education is an important feature and main trend of education development in today's world. It is not only the objective requirement of economic globalization on education, but also the requirement of the development of higher education itself, as well as the internal requirement of regional economic and social development(Chang, 2006). In china, the reform and opening up have made Guangdong economy and higher education move from relatively closed to open. From the vertical comparison of its own development and the horizontal comparison with other provinces in china, Guangdong has made remarkable achievements in the globalization of higher education(an, 2000). Higher educational institutions in north Guangdong province has consistently adhered to the goal of building a high level application-oriented university with distinctive characteristics and outstanding advantages and the principle of talents cultivation. In order to adapt education globalization, since the year 2006, Higher educational institutions in north Guangdong province had carried out various types of abroad exchange programs for students to provide a better exchange platform for further expanding their knowledge (Jun-Shuan & Zhan-hui, 2011)

### **2.1 Research Question:**

1. What are the required global leadership competencies and factors of faculty members' in higher educational institutions?
2. What are the current global leadership competencies of faculty members' in higher educational institutions in north Guangdong province china?
3. Are there any significant differences of faculty members' global leadership competencies according to their personal and organizational factors in higher education institutions in north Guangdong province china?

## **3. Review of Related Literature**

It has many parts Context of the study, Major theories for global leadership competencies, Previous studies on global leadership competencies, Major theories for personal and organizational factors, Previous studies on personal and organizational factors, Preliminary study and interview.

### **3.1 Context of the study**

The sections provided the introduction of higher Education in North Guangdong Province China. The objective of building a high level applied university in the North Guangdong Province with distinctive features and outstanding advantages and the concept of talent development, public guidance and local service to nurture top talent with extensive learning power and core skills was consistently met by educational institutes(Yang & Chen, 2008). Audited and approved by the education department of Guangdong province, Higher educational institutions in north Guangdong province has initiated the program of Chinese Foreign Cooperation in Running international college with overseas and universities together(Zhi-sen, 2008).

### **3.2 Major theories for global leadership competencies**

The researcher focused on global leadership and competencies. This start from the globe study to experts' perspectives in global leadership. Find out the development of global leadership competencies would show a growing map for global leadership competencies. Throughout recent decades global leadership has taken on in view of the need for global managers to develop global strategies, take part in global markets and tackle the global business emphasis(Baporikar, 2017). It is odd to increase the capacity and boost ' global leadership practice, ' which is defined as conditions for workers at meetings at national fringe.

### **3.3 Previous studies on global leadership competencies**

Global leadership competencies are a very important part of global leadership development, in this following part study will be focus on three essential part which are Perception management, Relationship management, and self-management. Many researches discussed about literature of global leadership in the global mindset and cultural intelligence direction. This paper is about to using these two similar directions to open a gate and discover the clue. Global mindset is the key for leader to become successful when they dealing with internationally situation (Goldwyn, 2005). Some experts in global leadership field already mentioned that intercultural competencies are the hardest problem for leaders to deal with when they facing internationally problems(Whitaker & Greenleaf, 2017).

### **3.4 Major theories for personal and organizational factors**

“There is nothing so practical as a right theory”(Lewin, Dembo, Festinger, & Sears, 1944). a popular quote by Kurt Lewin (1890-1947) explains one of his basic premises as he talks about human life: It is important to move from observing men and women to generic statements and hypotheses in order to depict life and make strategies recognizable (Marrow, 1977). Lewin's work affected many different areas at first rate and today he is regarded as the father of social psychology and one of the first scientists to think about team dynamics and organization. his discipline theory is central to the ecological problem in psychology. Many researches recommend that instructor evaluation is an necessary method to expand Faculty members’ professional development, and it is also an necessary mechanism to assurance students’ achievement (Olsen, 2008).

### **3.5 Previous studies on personal and organizational factors**

There are many previous studies on personal and organizational factors. The following paragraphs will start from Faculty members demand and attitude into Faculty members’ personal and organizational factors which influence their attitude and achievement. The demand for Faculty member’s professional improvement comes from the perceived function gap between “reality” and “ideality”(Lin, Hsieh, Sun, & Gao, 2016). Beerens (2001) additionally suggests that the great approach for Faculty member’s professional development is the initiative pursuit primarily based on intrinsic motivation and demand (Rueda, 2001).

### **3.6 Preliminary study and interview**

During this study progress, this research firstly has reviewed the outline from Chinese ministry of education and Guangdong ministry of education from year 2010 to 2020. both of them used great length to describe and emphasize globalization of higher education. after that the researcher used some of the information to interview 12people including 4 presidents 4 program directors and 4 new faculty members to test the result and used it to make some of the questionnaire. All colleges and universities in Guangdong should establish the globalized development idea of "going global through Hong Kong and Macao", keep abreast of the latest world information, learn advanced science and technology, school-running mode, management mode and teaching methods, and take Hong Kong and Macao as a bridge to accelerate the globalization of higher education in North Guangdong province(Xiaoyan & Xiaoxia, 2011).

## **4. Methodology**

This study used qualitative and quantitative mixed methods in order to develop the leadership strategy to enhance faculty members’ global leadership in higher educational institutions in north Guangdong province china. This research was designed to help universities to develop their faculty members’ global leadership competence by using the following steps.

Firstly, the researcher used content analysis as one way of qualitative research method to review faculty members’ personal and organizational factors, global leadership competencies and

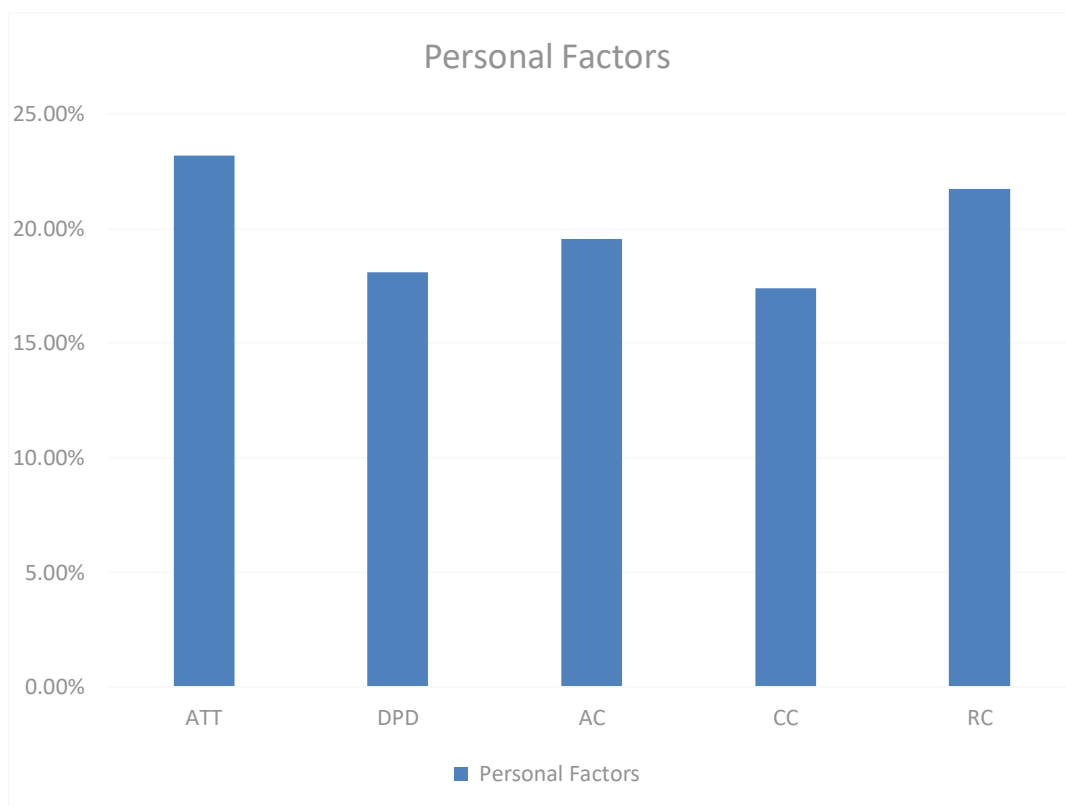
challenges of globalization in higher educational institutions in north Guangdong province. The main source of data will come from the reviewed theories, research and interview.

Secondly, the researcher used two-way ANOVA to analysis the effect of faculty member's personal and organizational factors on their global leadership competencies in higher educational institutions in north Guangdong province.

## 5. Findings

Research objective one: To explore the required global leadership competencies and factors of faculty members' in higher educational institutions.

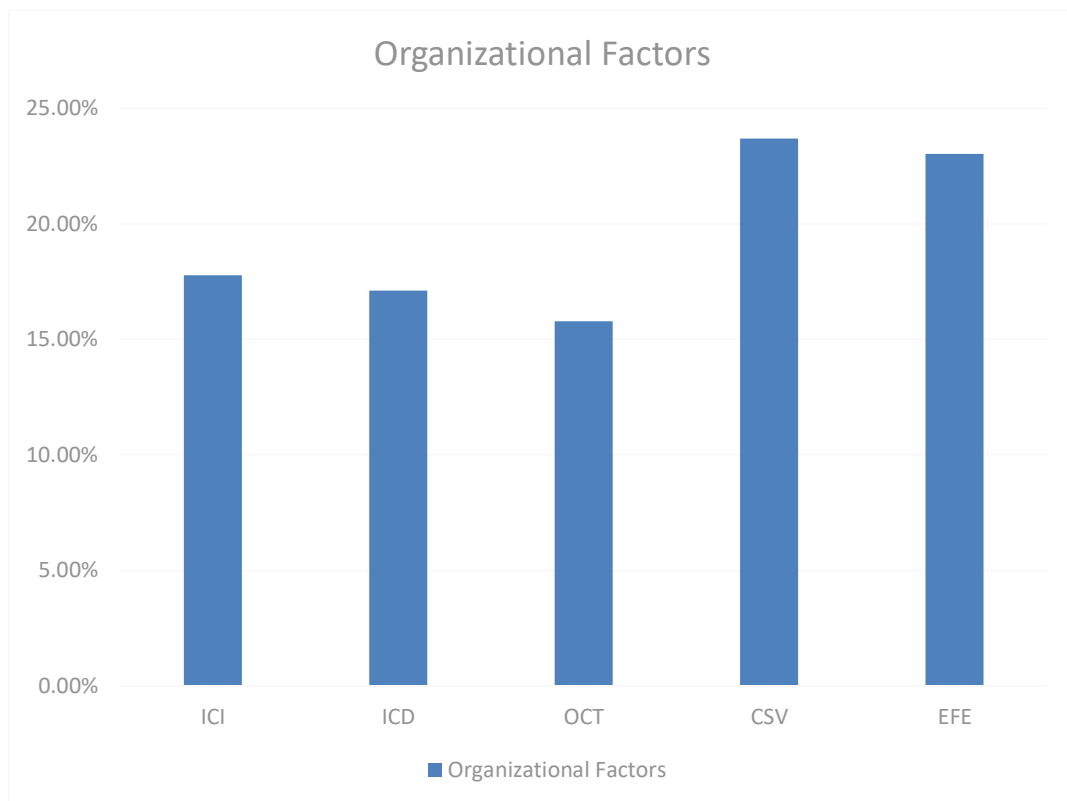
The researcher has searched from over 380 books, journals, articles, reports from the internet website. The findings showed that global leadership competencies including perception-management(PM), relationship-management (RM) and self-management (SM). These three dimensions were the most important which announced by many scholars and researchers.



For research factors which faculty members in higher education institutions really matters were selected from 290 books, journals, articles, reports and internet website. The finding showed that there are two aspects personal and organizational factors usually decided faculty member's attitude and perspective. Personal factors include the attitude towards teaching(ATT), demand for professional development (DPD), awareness concerns (AC), refocusing concerns (RC) and consequence concerns (CC).

Table 1 Global Leadership

Options	Number	Percentage
Perception-management	4	33%
Relationship-management	2	17%
Self – management	6	50%



Research objective two: To determine the current global leadership competencies of faculty members' in higher educational institutions in north Guangdong province china.

The results for objective two shows that different variables current level of global leadership competencies. With a mean of 3.737, personal management is performing to a very good level in applying the ideal global leadership competencies in higher educational institutions in north Guangdong province china. However, if we consider mean of 5.000 as the “best” model, still the gap between them is 1.262 to be covered. With regard to variables self-management, overall mean was 3.733. This number interpreted as “good” in this study. The mean varies 1.267 from the maximum score of 5.000. This also indicates that there is a gap to be covered. The means of relationship management is the lowest which reached 3.700. The gap between highest score level is 1.3, so that the faculty members' can be more competent.

Table 2 shows that the current global leadership competencies of perception management Mean (M=3.74) which was strong. The current global leadership competencies of self-managing Mean

was strong (M=3.73). The current global leadership competencies of lowest Mean showed in (M=3.70) relationship management. So based on the mean score (M= 3.74) perception management variable was the strongest current global leadership competencies.

*Table 2 Mean of Perception Management*

<b>Descriptive Statistics</b>			
	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
PM	319	3.7378	1.11592
RM	319	3.7006	1.13972
SM	319	3.7334	1.14121
Valid N (list wise)	319		

Research objective three: To determine the differences of faculty members' global leadership competencies according their personal and organizational factors in higher education institutions in north Guangdong province china.

The result of this objective is showed that both personal and organizational factors are all statistically significant to faculty members' global leadership competencies.

*Table 3 Mean of Global Leadership Competencies*

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
ATT	319	3.7218	1.16991
DPD	319	3.7219	1.16577
AC	319	3.7034	1.19073
RC	319	3.7136	1.18328
CC	319	3.7461	1.16004
VALID N (LIST WISE)	319		

ATT (Attitude Towards Teaching); DPD (Demand for Professional Development); AC (Awareness Concerns); RC (Refocusing Concerns); and CC (Consequence Concerns).

Table 3 shows that the differences of faculty members' global leadership competencies according their personal and organizational factor of consequence concerns (m= 3.74) which was higher value. The factors attitude towards teaching (m=3.72) and demand for professional development (m=3.72) were moderate. The factors awareness concerns (m=3.70) and refocusing concerns (m=3.71) were the least.

For organizational factors, with the means of enhancement of faculty member empowerment is the highest level which is 3.74. The following three different variables have the same means level which is 3.73. It is lower than 3.74 including inspiration of change and innovation, organizational change team and construction of share vision. The lowest means variables are inspiration of changes demand which is 3.72. But this one still higher than refocusing and awareness concern.

## **6. Discussion**

Global leadership should focus not only on specific capacities, but also on the extent to which those capacities develop. In line with this, focus will attempt to move from identifying specific competency lists to defining and evaluating the individual's degree of idealization, and an aim may also be to define "best practices" for developing different competencies. More empirical and comparative research are required to understand the inter-linkages and causal relationships between different capacities, paths and modes of development.

The problem of learning new things, new skills and knowledge. Motivation is considered the foundation and precondition for any learning. The role of motivation in the development of global leadership has not received sufficient attention compared to the importance of motivation in the learning process. Therefore, when evaluating from different perspectives, more research needs to be focused on the positive relationship between motivation and performance, success and satisfaction behind accepting international or global responsibility.

Today's world has undergone tremendous changes, from the political system, market structure, means of competition, technological innovation, to cultural ideas, customer needs, employees' interests, corporate goals and other aspects of fundamental, structural, all-round adjustment and change. Reflecting on the construction of leadership, it also presents various new trends and development directions of internationalization and globalization. In short, to keep abreast of the times, we must transcend ourselves, engage in change, embrace an international vision, a global mind, and cultivate the qualities and cultivation of international leaders.

## **7. Conclusion**

This chapter provides the final reflections on this study's key finding and applies the findings to the theories and comments made in chapters i and ii. The chapter is divided into three main sections, namely conclusions, discussion, recommendations and further study suggestions. The first section, the conclusion which will sum up the main findings for each of the objectives of the analysis. The second part addresses the study's main results by referring to the ideas, hypotheses and observations discussed or made while setting out the context of this research in chapter I or reviewing literature in chapter II. The third part offers suggestions for action based on the findings and discussion. It also gives the further research suggestions and addresses some of the weaknesses that were found during this analysis.

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