A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS' GLOBAL
LEADERSHIP COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS IN
NORTH GUANGDONG PROVINCE, CHINA

XU ZHENG
ID. No. 6019520

A Dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY
in Educational Leadership
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

2020
A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS’ GLOBAL LEADERSHIP COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA

XU ZHENG
ID. No. 6019520

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of DOCTOR OF PHILOSOPHY in Educational Leadership

Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

2020
Dissertation Title: A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS' GLOBAL LEADERSHIP COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA

By: XU ZHENG

Field of Study: DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

Dissertation Advisor: ASST. PROF. DR. YAN YE

Accepted by the Graduate School of Human Sciences, Assumption University in Partial Fulfillment of the Requirements for the Doctor of Philosophy in Educational Leadership

Dissertation Examination Committee

Chair/External Expert
(Dr. Xiaoxia Wei)

Member/Advisor
(Asst. Prof. Dr. Yan Ye)

Member
(Asst. Prof. Dr. Poonpilas Asavisanu)

Member
(Asst. Prof. Dr. Watana Vinitwatanakhun)

Member
(Dr. Nathara Mhunpiew)
This study's primary purpose was to develop a leadership model for enhancing the faculty members' global leadership competencies in higher education institutions in China's North Guangdong province. The study applied qualitative and quantitative methods, starting with a qualitative literature review and using the literature review analysis results in the quantitative data collection and analysis processes. The qualitative research part findings showed that global leadership competencies focus on improving personal concerns, behavior, and organization development. Organizational factors including inspiration of change and innovation (ICI), the inspiration of change demand (ICD), organizational change team (OCT), construction of share vision (CSV), enhancement of faculty member empowerment (EFE). Personal factors including attitude towards teaching (ATT), demand for professional development (DPD), awareness concerns (AC), consequence concerns (CC), refocusing concerns (RC). Global leadership competencies, including perception management (PM), relationship management (RM), and self-management (SM). The questionnaires were collected from 344 faculty members working in four different universities in North
Guangdong province, China.

The collected data were analyzed by Mean, Standard Deviation, Two-way ANOVA, and Multiple Regressions, based on the objectives. The study's findings included: 1). A high level of current faculty members' global leadership competency. 2) A significant interaction effect of personal factors and organizational factors. 3) A significant overall regression; all the organizational and personal factors significantly impacted faculty members' global leadership competencies in higher education institutions in North Guangdong province, China. The multiple coefficients of determinants showed $r = 0.892$, $p = 0.033$, $R^2$ for this model was 0.795. Which indicated that these organizational and personal factors could predict 79.5% of the faculty members' global leadership competencies. 4) A model was proposed based on the two-way ANOVA and the B scores or rank of a regression model. 5) The model was applied through a short-term training program. The t-test result supported a significant difference between the means of Pre-Test and Post-Test. It confirmed the effectiveness of the short-term faculty members' training. 6) The new model validated by seven experts was approved and recommended to enhance the faculty members' global leadership competencies in other higher educational institutions in North Guangdong, China. Discussion on each finding and recommendations for universities in higher educational institutions, North Guangdong, China, and faculty members and future researchers is provided in the last part of the study.
ACKNOWLEDGEMENTS

I have received strong support, comments, and advice from the present institutions and individuals in writing this dissertation. They generously helped me collect the materials I need and made many invaluable suggestions. I hereby extend my thanks to them for their kind help, without which the dissertation would not have been what it is. I can't mention everyone, but I want to thank all of you. However, some people have made exceptional contributions to this work and need to be acknowledged.

Firstly, I extend my sincere thanks to my supervisor Asst. Prof. Dr. Yan Ye, who has taken her precious time off from her tight schedule, reading my thesis carefully, and offering me constant encouragement, valuable suggestions, and enlightening instructions to the completion of this dissertation.

Secondly, I would like to express my heartfelt gratitude to Assoc. Prof. Dr. Suwattana, who led me into the student Union as a leader and practice my leadership skills by organizing activities such as alumni, field trips, and graduation ceremonies. I am also greatly indebted Asst. Prof. Dr. Poonpilas, Asst. Prof. Dr. Watana, Dr. Nathara, and Dr. John, from the Graduate School of Human Sciences; who have instructed and helped me a lot in the past three years. Also, I would like to thank Mr. Nikom and Ms. Niti, who kindly gave me a hand since I was joining this program.

Thirdly, I sincerely appreciate the contribution to this thesis made in various ways by my friends and classmates.

Lastly, my family took good care of my life and gave me a lot of encouragement while working on this dissertation. They always share my weal and woe. I feel much grateful and heartily owe my achievement to them.
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COPYRIGHT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>vi</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xii</td>
</tr>
<tr>
<td><strong>CHAPTER I  INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>7</td>
</tr>
<tr>
<td>Research Questions</td>
<td>10</td>
</tr>
<tr>
<td>Research Objectives</td>
<td>11</td>
</tr>
<tr>
<td>Research Hypothesis</td>
<td>12</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>12</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>13</td>
</tr>
<tr>
<td>Scope of the Study</td>
<td>15</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>15</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>21</td>
</tr>
<tr>
<td><strong>CHAPTER II  REVIEW OF RELATED LITERATURE</strong></td>
<td>23</td>
</tr>
<tr>
<td>Context of the Study</td>
<td>23</td>
</tr>
<tr>
<td>Globalization Drivers and Challenges</td>
<td>23</td>
</tr>
<tr>
<td>Globalization Challenges Higher Education</td>
<td>27</td>
</tr>
<tr>
<td>Successful Globalization Model in Western Countries</td>
<td>31</td>
</tr>
<tr>
<td>Major Theories for Global Leadership</td>
<td>34</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Major Theories for Global Leadership Competencies</td>
<td>36</td>
</tr>
<tr>
<td>Summary of Global Leadership Theories</td>
<td>46</td>
</tr>
<tr>
<td>Previous Studies on Global Leadership Competencies</td>
<td>49</td>
</tr>
<tr>
<td>Major Theories for Personal and Organizational Factors</td>
<td>53</td>
</tr>
<tr>
<td>Previous Studies on Personal and Organizational Factors</td>
<td>56</td>
</tr>
<tr>
<td>Major Step for Develop Leadership Model</td>
<td>63</td>
</tr>
<tr>
<td>Higher Education Policy in China</td>
<td>65</td>
</tr>
<tr>
<td>A Brief Introduction to Four Universities</td>
<td>72</td>
</tr>
</tbody>
</table>

**CHAPTER III RESEARCH METHODOLOGY**

Research Design | 77
Research Objective One | 77
Research Objective Two | 79
Research Objective Three | 83
Research Objective Four | 83
Research Objective Five | 84
Research Objective Six | 85
Summary of the Research Process | 86

**CHAPTER IV RESEARCH FINDINGS**

Research Objective One | 87
Research Objective Two | 97
Research Objective Three | 99
Research Objective Four | 101
Research Objective Five .......................................................... 104
Research Objective Six .......................................................... 109
The Leadership Model for Enhancing Faculty Members’ Global
Leadership Competencies in Higher Educational Institutions, North
Guangdong, China ................................................................. 116

CHAPTER V CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS 122
Conclusions .............................................................................. 122
Discussion ............................................................................... 126
Recommendations ................................................................. 133

REFERENCES ............................................................................. 140

APPENDICES ........................................................................... 158
Appendix A: Preliminary Interview Questions .................... 160
Appendix B: Demographic Data Interviews ......................... 162
Appendix C: List of Experts for the Instrument Validation .... 163
Appendix D: List of Experts for Model Validation ............... 164
Appendix E: Questionnaire for the Main Study .................. 173
Appendix F: IOC Document for the Questionnaire ............... 178
Appendix G: Global Leadership Training Program Schedule .. 182
Appendix H: Global Leadership Training Materials ............... 183
Appendix I: Global Leadership Training Attendance Sheet .......... 228
Appendix J: Global Leadership Training Related Photos .......... 229

BIOGRAPHY ............................................................................ 236
<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theories of Global Leadership</td>
<td>49</td>
</tr>
<tr>
<td>2</td>
<td>Population and Sample</td>
<td>79</td>
</tr>
<tr>
<td>3</td>
<td>Cronbach's Alpha Value for the Questionnaires</td>
<td>81</td>
</tr>
<tr>
<td>4</td>
<td>Scale and Interpretation for Factors Part -A</td>
<td>82</td>
</tr>
<tr>
<td>5</td>
<td>Scale and Interpretation for Factors Part –B</td>
<td>83</td>
</tr>
<tr>
<td>6</td>
<td>Summary of the Research Process</td>
<td>86</td>
</tr>
<tr>
<td>7</td>
<td>Percentage of Global leadership Competencies</td>
<td>89</td>
</tr>
<tr>
<td>8</td>
<td>Percentage of Personal factors Percentage of Organizational Factors..</td>
<td>91</td>
</tr>
<tr>
<td>9</td>
<td>Percentage of Organizational Factors</td>
<td>94</td>
</tr>
<tr>
<td>10</td>
<td>Interview Questions</td>
<td>95</td>
</tr>
<tr>
<td>11</td>
<td>Means and Standard Deviations of Global Leadership Competencies</td>
<td>98</td>
</tr>
<tr>
<td>12</td>
<td>Means and Standard Deviations of Personal Factors</td>
<td>99</td>
</tr>
<tr>
<td>13</td>
<td>Means and Standard Deviations of Organizational Factors</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>Tests of Between-Subjects Effects</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>Multiple Regression Results for the Organizational Factors' and Personal Factors' Impact on Faculty Members' Global Leadership Competencies</td>
<td>101</td>
</tr>
<tr>
<td>16</td>
<td>ANOVA Results for the Organizational Factors' and Personal Factors’ Impact on Faculty Members' Global Leadership Competencies</td>
<td>102</td>
</tr>
<tr>
<td>17</td>
<td>Multiple Linear Regressions for Factors Predicting Global Leadership Competencies</td>
<td>102</td>
</tr>
<tr>
<td>18</td>
<td>Descriptive Statistical Result for Global Leadership Competencies...</td>
<td>114</td>
</tr>
<tr>
<td>19</td>
<td>Paired Sample Test Result for Global Leadership Competencies......</td>
<td>114</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>1</td>
<td>Conceptual Framework of this Study</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Reviewed Materials on Global Leadership</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>Reviewed Materials on Personal and Organizational Factors</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>A Proposed Leadership model for Enhancing Faculty Members' Global Leadership Competencies in Higher Educational Institutions, North Guangdong, China</td>
<td>106</td>
</tr>
<tr>
<td>5</td>
<td>The Finalized Leadership model for Enhancing Faculty Members' Global Leadership Competencies in Higher Educational Institutions, North Guangdong, China</td>
<td>116</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Globalization is the hottest topic of study by scholars in recent decades. Since the establishment of universities, globalization became a prominent characteristic of higher education development (Keohane & Bates, 1996). It is the constant contact and exchange of higher education between countries that form the modern higher education system worldwide (Philip, 2007). From the practice perspective, the globalization of education started from different nations and expanded to the foundation of education, college education, and professional education.

The globalization of higher education is an important symbol to measure a country's higher education quality. Implementing the higher education globalization development model is a crucial way to improve a country's higher education quality, national innovation ability, and global influence of culture. In this research, faculty members' personal factors, organizational factors, and global leadership competencies will be analyzed and propose a model for them.

Background of the Study

Globalization

The word globalization is not just a concept but also a phenomenal mechanism for advancing human culture. There are many meanings of globalization. In the usual sense, globalization refers to the growing global relation, the growth of human life worldwide, and global consciousness (Philip, 2012). Countries usually rely on each other in politics, economics, and trade. Globalization can also be explained by the compression of the globe and the world's perception as a whole. Since the 1990s, with the expansion of the power of globalization. Globalization is a concept and a phenomenon in various countries; the focus has been increasingly drawn by political, educational, social, cultural, and other fields,
promoting research on a wide scale (Kerr et al., 1991). Globalization is a dual-edged sword for local culture, gradually blurring and loses its connotation and capacity to renew itself.

In the Middle Ages, China had a trading philosophy with the West that obtained vast foreign exchange by exporting silk and tea, leading in the 18th century called the Silk Road by German scholars (Cobban, 1975). Subsequently, trade and trade routes were blocked as the Ottoman Empire expanded. In pursuit of a new silk route, Western Europe explored the sea to prevent Turks' hands. History named this the great geographical discovery that was the start of early globalization (Philip, 2012). The four main aspects of contemporary globalization include internationalization, liberalization, universality, and pulsation.

Internationalization applies specifically to the cross-border definition of the various political, economic, and other disparities between nations and countries.

**Globalization in Higher Education**

Globalization is a blade with two edges. It creates favorable conditions for all countries' growth and makes many threats and uncertainties for their way forward. Higher education globalization also faces opportunities and challenges (Scott, 2005). Higher education globalization has influenced higher education reform in different countries, facilitated the global flow of higher education capital, given higher education resources.

Globalization and the growth of the information economy have set forth higher expectations for citizens' quality (Kerr, 1991). Talent plays a crucial role in the market for comprehensive national strength. A talented individual with high quality and strong qualifications has creative potential and is competitively advantageous. Higher learning institutions must provide the social economy with high-quality human capital directly (Philip, 2001). Globalization allows higher education instructors and students to respond to international economic and cultural change demands and break down the boundaries between concepts and cultural gaps. In the process of globalization, higher education often
experiences a contradiction between possibilities and obstacles.

A significant part of higher education globalization is the international flow of faculty and a shortcut to international collaboration in education (Scott, 2005). Therefore, in recent years, higher education institutions in several countries have introduced different ways to increase the number of faculty studying overseas and doing advanced studies while hiring faculty and academics from overseas (Erbelding, 2019). With international expertise and experience, education specialists will specifically facilitate teaching and learning towards internationalization. On the one hand, it helps to make faculty global; on the other hand, it also pushes the instructional ideas, instruction, and teaching in an internationalization direction.

International students' education symbolizes the country's growth and humanity's development (Oberfichtner & Schnabel, 2017). It provides tremendous political and economic advantages and has considerable importance and far-reaching impact in promoting its culture and values, extending its influence, and enhancing its international status.

Global Exchange of Personal Development

Economic migration creates a diverse international labor market; international requirements are set for human capital availability and enabling potential talent to have a range of talents (Keegan & Mabury, 2011). Such as language skills, communication skills, capacity to gain intelligence, ability to solve challenges and thorough intelligence, ability to use information in creativity and competitiveness, strong ability to use data; higher education has unparalleled significance in the supply of human capital, precisely because of the importance of talents to global economic growth (Yuan et al., 2019). Each country's higher education should serve its economic development and make its surplus human resources secure in the international market.

Course Content, Educational Concepts, Academic Exchange, and Cooperative
Research. Higher education's growth is no longer limited to domestic or local university campuses under globalization's influence. Still, there is a pattern of cooperative education on the road to international development. Such collaboration involves inter-university exchanges and co-operation between higher education institutions in different countries (Aiguo & Zhang, 2014). such as exchanges of workers, student exchanges, etc. In brief, as the globalization of higher education grows, higher education exchanges and collaboration are becoming more vigorous and open in a wide variety of countries. It is unmatched in the past in terms of its scope and depth (Coleman, 2000). Developed countries' specialized higher education expertise can be gained in emerging countries by cross-border collaboration initiatives in higher education.

With the globalization of higher education, the laws implemented by countries under the closed state in the previous period will not respond to the condition of globalization (Xue, 2014). With the global flow of higher education opportunities and the proliferation of international professional services, it is imperative to create a qualification scheme for higher education in line with international standards to facilitate shared education.

The globalization trend presents globalization's evident characteristics in the contemporary world's higher education concept (Enderle, 2018). They all pay attention to discussing the common problems faced by the development of higher education globally and how each country combines with its reality to find an appropriate path for higher education development.

It is prudent to change the management mode of higher education and respond to the growth of globalization in both Western and developing countries in the face of increasing problems related to global higher education (Worthman & Trang, 2018). The reform of higher education in various countries is generally in line with the pattern of globalization and facilitates the development of globalization.
Importance of Faculty's Global Leadership Competencies

The first challenge is that faculty need to have multi-culture awareness and the right approach to multi-culture. Faculty need to have a broader range of cultural knowledge about human beings in the multicultural era and understand the different cultures, customs, and religions of other races, countries, and nations (Xin, 2016). As an ignorant and incompetent teacher, I fear it isn't easy to get a teaching career. The challenge of multicultural faculty lies in the attitude of faculty towards multicultural faculty.

The second challenge is that faculty should be able to train students using multiculturalism. The faculty cannot avoid teaching multiculturalism in a culturally diverse age, but they can illuminate thought and wisdom (Chen, 2002). The most challenging task for faculty would be how to use multiculturalism to educate students about the complexities of culture.

Therefore, faculty are vital players in educational progress in all schools, classrooms, and across all educational channels (An, 2000). Understanding that faculty can help learners absorb information in rapid change and enable them to realize their characteristics demonstrate responsiveness and openness to others and other cultures.

On the other hand, it conveys community, shapes personal and social relationships, is polite to others, promotes shared life, promotes the sense of distinction and expected values (Law & Carter, 2009). A commitment to cultural growth is the faculty's role in the multicultural period for humanity's sustainable development.

Firstly, the daunting and sacred mission of global moral education for faculty is posed by globalization. Faculty must serve the mission of global ethics education in the age of globalization. The hope of humanity rests in fostering a sense of worldwide symbiosis and a sense of obligation as a global citizen through focusing on education and faculty (Chunhua & Lan, 2001). The teaching of faculty should be concerned with knowledge exchange and
become a position of responsibility. While individual faculty are ordinary, exercising the ethical practice of democracy and justice in teaching sites will serve the mandate of global ethical education.

Secondly, faculty shoulders the mission of global ethics education. They must broaden their moral and cultural knowledge (Jun & Zhan, 2011). As an ordinary teacher, to shoulder the mission of global ethical and moral education, he or she must have global ethical and moral knowledge to be competent to think about social problems and take responsibility from humanity's perspective. Faculty needs to try to broaden their international horizons in their daily teaching, to teach students about the diversity of the human race and the similarity and interdependence of all people. To know others, we must first know ourselves. Only in this way can we put ourselves in a position to understand others. Therefore, we should try our best to create group co-operation teaching methods to teach and develop the habit and co-operation.

**Status Quo of Faculty's Global Leadership Competencies in China and Guangdong**

With the growth of the globalization of research, technology, and education to increase the education standard and internationalization, university teachers' size is growing steadily. The possibilities for international contact and collaboration are also rising gradually (Xinghua, 2007). At present, in developing countries, the level of global leadership competencies expected by teachers in Chinese colleges and universities is not competitive, so it is difficult to recruit and collaborate with high-level foreign talents to teach in colleges and universities (Shengfei, 2007). There is also a lack of foreign teachers in Guangdong's colleges and universities. The proportion of teachers willing to teach in English is comparatively low, substantially different from teachers' international education and leadership in developed countries' colleges and universities.

Colleges and universities have been giving more attention to teachers' preference to
study abroad for a long time and neglect the appraisal of teachers' international leadership (Jun-shuan & Zhan-hui, 2011). Some teachers claim that being appointed to study overseas is only a formality. It is a kind of welfare without studying severe research and study abroad and enhancing international leadership. While it is impossible to determine the advantages of traveling overseas, the institutes should make frequent assessments.

Currently, countries worldwide attach great importance to the cultivation of talents, and the market for global leadership talents is becoming more insatiable (Wong, 2008). Guangdong's related regulations state that the government's students who study abroad must sign relevant agreements to avoid the government's loss of talents to study overseas.

In today's economic globalization, Guangdong wants to improve its international presence and the standard of high-quality talent training. Encouraging the internationalization of higher education in the province of Guangdong and fostering global leadership for teachers in colleges and universities reinforces the building of teaching staff in colleges and universities in the province (Weng, 2008). The international construction of university faculty programs has a long way to go. Internationalization of the structure of teaching staff in colleges and universities, relevant construction staff must not only do scientific preparation for teachers in colleges and universities, fair dispatching of instruction, improving the combination of Chinese and foreign teachers and standardization of the faculty members’ global leadership competencies.

**Statement of the Problem**

Globalization has brought many transitions for higher education in China. Teachers’ views, expectations, beliefs, living circumstances, ideals, and lifestyles are changeable, fluid, and pluralistic, full of inconsistencies and disagreements (Chang, 2006). In such a reality, a student's life becomes an environment that is ambiguous and volatile. Teachers meet students of varied cultures and diverse perspectives, and their cultural backgrounds are also very
Teachers who mediate conflicts between students must have an individual capacity to deal with cultural differences. When teachers meet students of different cultural backgrounds, they must understand and tolerate (An, 2000). Teachers should recognize and understand students' cultures and listen to all cultural groups' needs rather than authoritative (Maringe & Foskett, 2012). Of course, most students with a plurality of teachers live in diverse group communities and family cultures, but the essence of their identity is imprinted profoundly on traditional Chinese culture. As long as teachers can reasonably combine the different and the same, both communities' convergence can give birth to a strange splendor in classroom life.

Some teachers are accustomed to a traditional teaching method, are committed to knowledge, and ignore communication. The evolution of the globalization of higher education has no self-sealing in the predetermined like 'teachers' identity". Still, it must be completely open to others, so teachers should be "open" to others, "communication" to others (Yang, 2008). Regarding globalization, which restricts confinement and disconnection and stresses participation and association, educating and learning take on new significance. The general public's improvement also requires the educator's part to understand a complete change, that is, "the instructor's obligation is presently less and less to move information, yet increasingly more to animate thinking (Chunhua et al, 2001). In option to his proper capacities, he became increasingly more of a specialist, a member in the trading of thoughts. This individual assisted with finding conflicting contentions as opposed to instant truths. He must give additional time and energy to those viable and innovative exercises: impacting, examining, rousing, understanding, and motivating.

Previously, educating has been viewed as a sacred calling, so instructors' information in class is unchallengeable. In the present time of globalization, China has steadily evolved
from a per-allegorical culture to a comparative metaphorical culture, and even to a post-non-literal culture stage. The marvel of social criticism has become evident today (Jun-shuan & Zhan-hui, 2011). The understudies' conduct has caused numerous instructors to feel at a loss. It won't be about what educators can accomplish for kids; it will be about what kids can achieve for their teachers. Teachers are additionally developing individuals; this sort of development likewise goes through discourse and correspondence with students. Education is not an instructor's speech, yet an exchange among instructors and understudies. Instructors ought not to be the representatives of truth and educating should be the profound agreement among educators and understudies to investigate the secret of fact together. Along these lines, open, helpful learning among educators and understudies is especially significant.

In conventional higher education, numerous individuals believe that educating is moderately autonomous work, is human work. Therefore, educators are occupied with a desolate calling, with just companions and no partners (Xing-hua, 2007). This work mode limits instructors to share others' experience and accomplishments in their work and influences the improvement in showing methods. Therefore, under the idea of collaboration and association given by globalization, educators should set up an agreeable culture and build up a relationship standard speaking to mind, trust, and average purpose (Chunhua, 2001). Explicitly, the principal method of educators' practical learning is to develop a learning association in the school. Indeed, instructors' aggregate helpful knowledge is a network, which can elevate every student to build up a positive and agreeable disposition, the truthfulness of joint trust and open learning mindset, to fill together in like manner learning and advance the improvement of instructors' expert level. In the traditional system of higher education, knowledge transfer is the heart of teachers' job, but people's globalization is the heart of globalization (Kreber et al, 2009). Globalization, as a modern state, should pay greater attention to the growth and advancement of people.
In comparison, education should pay greater attention to discovering and caring for people as a particular activity for people's cultivation (Shengfei & Wen, 2007). Caring is an essential ability that teachers should have. The students should be based on the creation of teaching tasks. A compassionate conscience should permeate the educational material, teaching techniques, and interaction between teachers and pupils. Modern science influences education and industrialization. It lacks the dignity of persons and education, ignoring the integrity of education.

China's education system has essentially been a "uniform education." The system negates personality and individual growth and restricts the development of student skills. It is a "product" rather than "education." Teaching should be a career, a call, not just a way to work and earn a living. Teachers should respect student personality and avoid impeding student personality (Jun-shuan & Zhan-hui 2011). Globalization is a double-edged sword, introducing many innovations to contemporary education and has a serious effect on local education. In this open space, teachers need to find their position, carefully evaluate their fundamental position, and be responsible for teaching in the imminent globalization pattern.

**Research Questions**

The following questions were designed as the research questions for this study:

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. What is the impact of personal and organizational factors on faculty members' global leadership competencies in higher education institutions in North Guangdong province, China?

4. To what degree do the faculty members' personal and organizational factors impact their
global leadership competencies in higher education institutions in North Guangdong province, China?

5. What is the model for enhancing faculty members' global leadership competencies in higher educational institutions in North Guangdong province, China?

6. Is there any difference in faculty members' global leadership competencies before and after attending a training program?

**Research Objectives**

Based on the research questions, the study has the following research objectives:

1. To explore the required global leadership competencies and factors of faculty members in higher educational institutions.

2. To determine the current global leadership competencies of faculty members in higher educational institutions in North Guangdong province, China.

3. To impact of personal and organizational factors on faculty members' global leadership competencies in higher education institutions in North Guangdong province, China?

4. To determine the degree that personal and organizational factors impacted faculty members' global leadership competencies in higher education institutions in North Guangdong province, China.

5. To propose the model for enhancing faculty members' global leadership competencies in higher educational institutions in North Guangdong province, China.

6. To verify the training program to enhance the faculty members' global leadership competencies in higher educational institutions in North Guangdong province, China.

**Research Hypothesis**

The research hypothesis is based on the research Objective Four.

H1: The faculty member's personal and organizational factors were significantly impacting
their global leadership competencies in higher education institutions in North Guangdong province, China.

**Theoretical Framework**

Three main theories for supporting the main variables used in this study were:

1. **Personal Behavior Theory (Lewin, 1944)**
   
   A person's action at any moment only expresses within the current coexisting factors. Therefore, a space of existence is the sum of all the factors influencing a person's actions at any moment. Behavior can be interpreted as a part of the space of life - additionally, this living space is created by the interaction of the personal and the organizational factors. The theory of personal behavior was the notion that two people's understanding of a situation can become one when they interact together. It will not happen if there was no contact between the two persons, such as being in the same room but not speaking to each other. It was possible to "construct" this combined space as the two people share more thoughts and together create a more complex organization.

2. **Organizational Behavior Theory (Fuller & Zhan-hui, 1969)**
   
   In the 1960s, Fuller introduced the faculty member concerns term, being the student Faculty members' perceived issues (Fuller, 1969). Two forms of work arose from the concept of general concern. The first form is concerned with identifying the behavioral and learning dimensions of both pre-service and in-service educators, focusing on the concern-based faculty member development model of Fuller and is the core focus of the latest study. Fuller's faculty member development model, based on an analysis of the concerns of educators, provides a three-stage faculty member development model moving from (1) self-concern to (2) task-related concerns to (3) student-related concerns and teaching effects.

3. **Global Leadership Competencies Theory (Birds et al., 2013)**
   
   Bird's (2013) model of clustered global leadership skills combine multifaceted skills
covering disposition, attitudinal, mental, emotional, and information dimensions by filtering and sorting the dynamic original list of over 160 skills down to 3 essential aspects: (a) business and organizational acumen, (b) managing people and relationships, and (c) managing self.

Business acumen often used as descriptors of "business savvy" or "business sense," is an eagerness to learn and deal in a way that can lead to a good result with a "business situation" (risks and opportunities). Business acumen has also appeared as a driver for enhancing financial results and the growth of leadership. As a result, several different approaches are introduced to improve market responsiveness, and they all could be combined as perception management.

Management of relationships is a model in which the company provides the audience with a continuous interaction degree. This may be achieved between a professor and students or between educators and representatives. Partnership management aims to create co-operation between an undertaking and its stakeholders instead of merely contemplating a transnational partnership.

Self-management programs teach students individually to complete tasks and systematically monitor and develop their students' actions. The development of self-confidence and independence is a crucial educational aim. Nevertheless, self-management strategies can be applied before any troublesome patterns emerge. Studies in research show that self-administration techniques can be used to boost university efficiency.

Conceptual Framework

This research mainly planned to develop a model for improving faculty members' global leadership competencies; this study is based on four significant theories. The first theory is the Personal Behavior Theory of Lewin's (1944), which focused on personal factors that influence personal behavior when working in an organization. The second theory is
Organizational Behavior Theory (Fuller et al., 1969), which focused on organizational factors that influence people’s performance during their working in an organization. The third theory is Global Leadership Competencies Theory (Bird, 2013), which belongs to Bird who conclude all competencies may influence peoples’ global leadership.

In this regard, the conceptual framework of this study described in Figure 1 shows the three significant steps based on this study plan:

In step 1, the researcher explored the faculty members' global leadership competencies and faculty members' personal and organizational factors through a systematic literature review method.

In step 2, the researcher made a questionnaire for faculty members based on the literature review results of theories of global leadership competencies and personal and organizational factors.

In step 3, the leadership model was developed based on the quantitative analysis of this research. One of the higher education institutions in Guangdong, China, utilized the model for training the faculty members. The faculty members' global leadership was compared before and after the training and analyzed to determine the proposed model's effectiveness.
Figure 1.

Conceptual Framework of this Study

Scope of the Study

This study focused on the expected faculty members’ personal and organizational factors to improve higher education institutions’ globalization level. A model developed to assist higher education institutions' faculty members’ training program. The four universities' selections for this study were the only four comprehensive higher education institutions in North Guangdong province, China. The study participants were faculty members from these four universities.

Definition of Terms

Global Leadership

Global leadership refers to the key aspect of academic research to gain useful information on the mental, physical, economic, geopolitical, anthropological, and
sociological effects of globalization for future leaders in all personal experience areas.

Global leadership exists when one or more individuals use global thinking to direct various stakeholders' collaborative efforts for a vision through environmental complexity.

**Leadership Model**

Leadership is a flexible concept in terms of the methods and models used for specific applications. Some leaders fit into a single leadership category, while others pull from different leadership models, adapting them for their situation's best fit. Different leadership models are generally used as guides that outline specific leadership behaviors and how they are useful in particular environments and situations.

A leadership model shows examples of how to lead. It differs from a leadership style, which represents how an individual lead based on a combination of their personality, industry, workplace culture, and ideals they pulled from different leadership models. A leadership style is customized to what the atmosphere demands and can be the deciding factor in whether a project or team succeeds.

**Global Leadership Competencies**

Global leadership competencies refer to the knowledge and actions of global leadership to help achieve superior performance. It includes co-operation among individuals and various societies' idea, not merely the adequacy of leadership' particular administration styles in their nations or contrasting distinctive leadership styles in multiple countries. Global authority can reach crosswise over geographic and social limits to rouse shared vision, encourage essential communicant leadership, adjust to the world's changing tides, and spur and enable a diverse workforce. The center of global leadership competencies is an assorted variety, including society, HR, geology, etc. The variety of classifications expands the leadership condition's unpredictability, so adequacy turns into a definitive worldwide administration objective. A study provided that global leadership competencies, including
perception management, relationship management, and self-management.

*Perception Management*

Perception management is characterized by the mechanism whereby individuals pick, arrange, and perceive sensual inputs to give the environment around them sense and order. Perception management in global leadership competencies is the act of transmitting or rejecting selected data. Indicators to a foreign audience to affect their mood, encouragement and objective reasoning, and the act of manipulating official estimates to the intelligence community and members at all levels, ultimately leading to global and official activities in support of the aim of the initiator. This variable was measured in questions from 1-6 in Part B questionnaires.

*Relationship Management*

Relationship management refers to an essential aspect of the relationship management approach. The relationship management system collects data from various communication channels, including defining interpersonal relationships, personal relationship management skills, team management skills, and cross-cultural communication. This variable was measured in questions from 7-12 in Part B questionnaires.

*Self-Management*

Self-management refers to independently perform tasks and continuously track their actions and improve them. Promoting independence and self-confidence is an essential objective of education. Nonetheless, self-management strategies can be applied before any inappropriate activity occurs. Research studies show that self-management strategies can improve academic performance, efficiency, time-to-work, and reduce negative behavior. The ability to use self-management strategies efficiently is a skill that is essential for success as children become adults. Critical components of self-management include selection, monitoring, and progress evaluation. Definitions of self-management include self-
monitoring, self-assessment, versatility, temperament, resilience, and development. These items were measured in questions from 13-19 in Part B questionnaires.

**Personal Factors**

Personal factors refer to people's behavior, which varies from person to person, leading to different perceptions, attitudes, and behavior of specific goods and services. Personal factors to a faculty member in education mean their attitude towards teaching, demand for professional development, awareness concerns, consequence concerns, and refocusing concerns.

**Attitude towards Teaching**

An attitude refers to the behavior that influences the thought and actions of an individual. Attitude can have a positive or negative impact on a person's results. For example, negative attitudes towards a job contribute to negative performance. Additionally, the way an instructor plans and trains for his lessons could also influence how well he/she conducts his teaching. A Faculty member's attitude affects students' academic performance, consciously, or unconsciously. This variable was measured by questions from 1-4 in Part A questionnaires.

**Demand for Professional Development**

Professional development is characterized as activities that improve a person's skills, experience, abilities, and characteristics as an educator. The concept acknowledges that development can take various forms, from formal to informal. The service is available through external experience in classes, seminars or formal qualifications, co-operation between schools or faculty members in different schools, or inside the schools where faculty members work. The need for professional development can be measured by coaching, mentoring, collaborative preparation and teaching, and the exchange of best practices. This variable was measured in questions from 5-7 in Part A questionnaires.
**Awareness Concerns**

Faculty member awareness concern refers to a faculty member element in which he/she knows essential information in the lives of the class and shows his/her knowledge. Faculty member awareness concern plays a significant role in teaching and developing the brain framework for teaching. Their teaching abilities and their students’ achievements are crucial. This variable was measured in questions from 8-10 in Part A questionnaires.

**Refocusing Concerns**

Refocusing concern refers to how to track students during a course or activity by using a model. It can also mean the complete redirection of the lesson or activity during working time. The faculty member also needs to refocus on team relationships and education academic climate. This variable was measured in questions from 11-13 in Part A questionnaires.

**Consequence Concerns**

Consequence concerns refer to the insubordination effect. Medical disruption infringements are identical, even though insubordination infringements generally give rise to faculty members vs. student conflicts. In contrast, disruptions in schools usually briefly disrupt learning. Furthermore, for both violations, the range of consequences was too extensive, and each interpretation was too subjective. Subjectivity can lead to instructor references incoherently and administrators’ contradictory effects. This variable was measured in questions from 14-17 in Part A questionnaires.

**Organizational Factors**

Organizational factors in the early stages of partnership refer to significance in the partnership cycle’s design phases. Indeed, part of the partner’s behavior depends on the organizational features and may well be influenced by another partners’ behavior. The organizational considerations are commitment, interaction, confidence, conflict, and
leadership. The recognition of how critical organizational factors are suitable for a partnership.

The Inspiration for Change and Innovation

Innovations refer to new ideas, creative thoughts, and new imaginations in devices or methods. Innovation is also frequently regarded as applying a better solution to new demands, articulate needs, or existing requirements in the market. This variable was measured in questions from 18 - 20 in Part A questionnaires.

The Inspiration of Change Demand

The inspiration of change demand refers to universities and colleges facing challenges with changes in the economy, changing values, various demographics, etc. Universities and colleges must focus on the search for opportunities instead of on the challenges. Colleges and universities should imagine a future to attract students and fulfill their challenging needs in their institutions. This variable was measured in questions from 21- 23 in Part A questionnaires.

Organizational Change Team

An organizational Change Team refers to a small group of workers assigned to recognize business process challenges and identify and execute rapid cycles of changes to improve the process. Change teams bring together educators, staff, parents, students, and leaders in the city to speak out openly about real problems and plan a real change. This variable was measured in questions from 24 - 26 in Part A questionnaires.

Construction of Shared Vision

A "vision" is an explicit statement of what the school refers to achieve so that everyone – educators, learners, their families, and members of the community – work together. It's about looking ahead, inspiring, and uniting everyone to do the best for students. Education leaders bring together stakeholders, government, staff, and students to build
insights into education and school organizations' desirability. This variable was measured in questions from 27-30 in Part A questionnaires.

**Enhancement of Faculty Member Empowerment**

Faculty member empowerment refers to faculty members' right to engage, decide what and how to teach, and decide on the school goals and policies. Empowered faculty members displayed higher corporate responsibility levels; they took part in pedagogical reforms and promoted and controlled the reform process themselves. This variable was measured in questions from 31-34 in Part A questionnaires.

**Faculty Members**

A faculty member - an educator who works at a college or university. Academic, academician, educator, pedagogue - someone who educates young people. Prof., professor - someone who is a member of the faculty at a college or university. All faculty members also include teaching and research posts, instructor posts, management posts, teaching assistant posts, and logistics posts.

**Higher Educational Institutions in North Guangdong Province**

Higher educational institutions in the North Guangdong province refer to all universities located in Guangdong Province, Shaoguan City. The city of Shaoguan is a gateway to China's West. It is a modern city with convenient transportation and an excellent Chinese tourist center. There are four higher educational institutions in this city, Shaozhou Normal University, Shaozhou Medical University, Henry Fok Bio-engineering University, and Shaoguan university. There are more than 1,500 faculty members, staff, and leaders who work in these four universities. The total student number is over 30,000 since the new semester from 2019 September.

**Significance of the Study**

This study's desired goal supports students, educators, school leaders, governmental,
and other stakeholders. This study focuses on the faculty members' global leadership competencies of higher education institutions in North Guangdong province, China. To habitually implement global leadership competencies influencing school leaders when facing change and globalization challenges will be determined. The understanding and viewpoints of global leadership competencies will be enhanced and balanced, identifying the change and challenges of globalization in resolving conflicts.

School leaders and faculty members who own suitable global leadership competencies may enhance students' performance and academic ability. They also benefit from the globalization policy change to better achieve their career and future study. The stakeholders may also get a better understanding of the global leadership competencies implemented by the faculty members. The leaders understand the change and challenges of globalization in an educational institution to benefit them in making a better policy and strategic plan. They may use this result to create a better school climate.

Future researchers may acquire special functional background knowledge and information about higher education institutions' global leadership and globalization. Researchers could also find more orientation for education institution development. Through global leadership and review history, they can easily understand the induction and summary of global leadership by various experts. Standing on the shoulders of giants can more clearly clarify the development course of global leadership. This paper also starts with the points and directions that college teachers pay attention to and learn how to improve college teachers' global leadership competencies through these factors, which will provide support and suggestion for the future study of literature.
CHAPTER II
REVIEW OF RELATED LITERATURE

The primary purpose of this chapter is to introduce the educational context to review significant theories. The previous studies are related to the major and sub-variables of this study. This chapter is divided into the following parts:

- Context of the study
- Globalization Drivers and Challenges
- Globalization Challenge Higher Education
- Successful Globalization Model in Western Countries
- Major Theories for Global Leadership
- Major Theories for Global Leadership Competencies
- Summary of Global Leadership Competencies Theories
- Previous Studies on Global Leadership Competencies
- Major Theories for Personal and Organizational Factors
- Previous Studies on Personal and Organizational Factors
- Major Step for Develop Leadership Model
- Globalization Policy for Higher Education in China
- A Brief Introduction for Four Higher Educational Institutions

**Context of the Study**

The following sections provide the introduction of higher education in North Guangdong Province, China. Firstly, the researcher was broadly introducing the higher educational institutions in North Guangdong province. Secondly, the researcher presented the four universities in this particular area.

**Globalization Drivers and Challenges**

The study of this part follows the trend of global leadership and globalization
development. The review started with globalization drivers after understanding how global expansion, especially in the 21st century, focuses on how globalization influences and challenges higher education and includes developing global leadership theories and summary.

Globalization Drivers

There are many reasons for the globalization of organizations. Technology, cost, consumers, and competitors are the main drivers behind organizations' globalization in the 21st century (Mendenhall & Osland, 2018). For the organization's new high-tech products, the research and development costs have grown so much that companies chase global sales to re-acquire their investment (Laureani & Antony, 2018). Prices must be kept as low as possible in the worldwide business world; businesses must continuously seek suppliers to cut costs and find the most cost-effective locations for their manufacturing facilities. Customers worldwide tastes are increasingly similar, creating immense opportunities for companies and pushing them to go global.

An organization sometimes doesn't have any choice but to focus on industrial clients' drafts and go global. Therefore, high pressure from the rivals is needed if they want to remain on the market longer, as they can arise out of any country and any generation, to force organizations to leave. Governments have already produced many globalization opportunities and obstacles (Antony et al., 2018).

Yip (1992) also recognized that the four sets, which calculated the potentials and needs of the globalization industry, are aligned with the latter. The industry drivers rely on consumer behavior, distribution channel structure, and advertising complexity within the sector. The economic condition of the company is dictated by cost drivers (Lasserre et al., 2017). The government drive depends on the national government's laws and rules, while competitors' behavior determines the competition drive. Such drivers can change over time
and rely on the industry's existence. Generally, drivers of globalization are not organizationally regulated. Such converging driver shifts have also increased the globalization ability of many sectors and prompted managers to concentrate more on their global strategies.

Bartlett & Ghoshal (1991) also acknowledged that in the past 20 years, the convergence of customer preferences and needs had been the driving force of organizational globalization. It enables companies to produce and manufacture products worldwide with the aid of technological advances. Besides, in industries that do not have such strong external forces of globalization, the wave of globalization is further driven by internal reorganizations of managers that push these companies into global markets (Iles & Hayers, 2016). Another force of globalization is the competitive model. Organizations, guided by their coordinated global strategies, manage their international operations in interdependent units instead of treating global markets as separate and unique alternative markets.

**Globalization in Higher Education**

Globalizing higher education is the main characteristic of research. More writers and researchers have pointed to the globalization of higher education since the 1980s. Kerr (1991) believed that the further globalization of learning is one of two rules for the further growth of higher education patterns worldwide. Mathews (2016) has called for a new model of higher education, which goes beyond the idea of global colleges and higher education, to globalize in the preface of his book "the great change of higher education." Globalization has been followed by higher education since the founding of medieval universities. The history of globalization in higher education has been divided into three fundamental stages: medieval, first world war in the 19th century, and second world war (Mathews, 2016).

In the process of development, ancient higher education also showed its global characteristics: Greek, Indian, Persian, Jewish, and Egyptian gathered in the universities of
ancient Greece and Rome, and Islamic universities drew cultural knowledge from the higher education of ancient Greece and Rome, which had a profound impact on European universities in the middle ages. Medieval universities were called the flowers of the wisdom of the dark ages. In addition to its irreplaceable socio-political and economic conditions, the emergence of medieval universities derived from the interaction between the necessary impulse to explore truth and people's need to obtain practical training (Finkelstein, 1988).

Although the scope of global exchange of medieval universities was relatively small (mainly European countries) and the form was relatively simple (mainly personnel exchange), but it reflects the global nature of higher education (Alderman, 2001). With the 16th century's reformation, the political world got divided, and the world of education was torn apart. After that, the higher education world steps into what Kerr calls divergence time (Kerr, 1991). During this period, the nationalization feature of higher education was more substantial than that of globalization. This situation did not change until the early 19th century.

From the 19th to 20th, the most prominent global institutions of the century were German and American universities. After the religious reform, German universities were in the same predicament and crisis as those in other European countries (Walker, 2009). In the 19th century, the globalization of higher education was a continuation of the world university theory. The function of universities before the 19th century was mainly to explore universal knowledge and cultivate talents (Vaira, 2004). In the second half of the 19th century, the global migration of university models and the flow of university faculty members and students were all driven by the pursuit of international university concepts.

The globalization of higher education in the 19th century was more about transforming passive learning to active learning. Scholars were learning advanced concepts, excellent management, scientific knowledge from other countries, and their higher
education's emulative transformation based on the developed content (Bloom, 2005). This goal of learning for the excellent is particularly prominent in the process of globalization in this period.

In the 18th century, the industrial revolution shaped higher education globalization. To increase competitiveness, many countries have more expectations from universities. In the 19th century, tens of thousands of students in the United States went to German universities, and then they came back, and they were able to create universities in the German model, which was the support of the state (Eggins, 2003). The two wars in the 20th century blocked regular communication between countries. Countries were busy with the war and the construction of recovery. All countries and the world focused on the battlefield. With the end of the war, higher education communication ushered in a new dawn.

The number of people engaged in global exchanges doubled every ten years (Beck, 2012). The scope of communication has also expanded from regional into global coverage. These factors have developed an increase in the exchange of materials, capital, technology, information, and other elements.

Globalization Challenges Higher Education

A new wave of higher education globalization has emerged worldwide since the 1990s. The mutually beneficial and cross-border exchanges and co-operation have become increasingly close and diversified, giving higher education globalization a more profound and broader meaning and mission. China's higher education is more and more deeply involved in this wave (Mcphee & Nohr, 2000). Many universities regard globalization as their educational philosophy and model of strengthening universities and regard the construction of world-class or world-renowned universities as their development direction and ideal.

All Chinese educational leaders should be aware of the indisputable fact that globalization can take many forms. It is becoming increasingly clear that they will need to
plan their work for the next few years in several ways. Based on several scholars' research, educational leaders should consider some dimensions such as economic, political, and social culture when dealing with higher education globalization in the 21st century (Tikly, 2001).

**Economic Globalization**

Economic globalization is an essential feature for human resources and information globally to help realize the optimal allocation of production factors (Bray, 2007). This flow will inevitably lead to more frequent exchanges and closer co-operation between education in countries worldwide, which will open all nations' education resources to the world. Economic globalization has strongly driven education's globalization process from market demand, making it a trend not subject to people's will.

The number of overseas students in China is multiplying, as can be seen from China's current economic strength, with a growth rate of self-sufficiency students overseas being particularly remarkable, nearly high (Jiani & Haasis, 2016). It shows that foreign higher education institutions are desirable to Chinese students. With the acceleration of economic globalization, overseas colleges and universities will significantly impact students' Chinese college and university sources. Sino-Foreign school co-operation refers to the collaboration between foreign and Chinese schools that keep schools with Chinese citizens as the main subjects for enrollment.

After China enters WTO, overseas higher education institutions can directly enter China and directly compete with Chinese universities. Sino-Foreign co-operation in running schools has brought overseas high-quality education resources and new teaching concepts through global exchanges. So educational leaders should pay attention to the influence caused by economic globalization when designing strategies for higher education institutions (Varghese & Robin, 2001).
Political Globalization

December 11, 2001, China entered WTO. In addition to the government's fully funded education activities, the education activities of the WTO were "education services." The "education services" include four main contents such as remote education, the promotion of overseas schooling, the encouragement of studying abroad, and the global flow of professional talents. In other words, to develop Chinese higher education careers, leaders must be in line with the international higher education of developed countries and participate in the competitive education market (Robertson, 2003). Joining the WTO has put forward new requirements for the globalization of higher education in China and provides a good development opportunity for the globalization of higher education in China.

The current "one belt and one road" leadership model has made remarkable achievements, reflecting its new development direction, joint development, and participation. In world globalization, education has a fundamental and leading role, and educational institutions from China should accelerate the globalization process and follow the development of the modern education concept. They should move forward to realize the trend of the global higher education trend (De, 2017a). On the other hand, educational leaders should adapt to the "one belt and one road" leadership, promote the global output of China's higher education, and cultivate local talents for the interconnection of the "one belt and one road" country region.

Social Culture Globalization

As we step into the 21st century, the distance between different countries has reduced. The internet and new technology frequently share language and information. Global information synchronization breaks the boundaries between national, geographical, and university, resolving the concept of people's ideas and culture and providing favorable conditions for globalization (Robertson, 2003). The more open-world also makes the age of
young people more expansive and academic than their predecessors. Many of them want to see various social, touch the global technology frontier and the dynamics of the mind, become a global competitiveness leader, and the education that is close to a country cannot meet their wishes and lacks the appeal and guidance of them. More and more young students have been studying overseas, and the background of studying abroad is an essential label for "quality talents."

At present, the primary setting of colleges and universities in China is dominated by the administration and based on discipline logic development (Philip, 2012). Although in recent years, colleges and universities set majors to consider the needs of the society for talent training, it is easy to go to the extreme of eagerness for quick results and quick profits, with the past professional curriculum reinvention set on the fashionable name to meet the market. Still, there is no substantive significance for the development and construction of the discipline.

With globalization development, educational leaders need to act in line with global standards. They consider it as an actual situation and market demand of specialty and curriculum. Upgrading the teaching material requires further study of subject development and students' needs, from foreign excellent teaching material, teaching material construction with a global vision and the spirit of the time. A leader may find it is challenging to adapt to the new policy and environment.

In terms of personnel, faculty members, students, and researchers, it is hard to satisfy the desire to expand external exchanges with the rapid increase of study abroad returnees in recent years. With the global academic background of faculty members in colleges and universities, China has increased, but the proportion of faculty members is still low. Faculty members' team is complicated and hard to adapt to globalization requirements (Goonawardana, 2007). The majority of foreign faculty members are low-level language
faculty members. Most of them are hired once a year, which cannot meet global professors' needs at universities and colleges.

The foreign language level of college students in China improved considerably, but many issues still exist, such as weak listening and speaking ability. Students may be good in language study for English majors but lack professional knowledge and research ability (Bhandari & Blumenthal, 2010). Non-English major students cannot use a foreign language directly to learn professional courses. Especially in rural areas, foreign language teaching in universities mainly emphasizes exam-taking and grading and has low application ability, which is out of line with students' professional courses.

Many researchers' foreign language ability is still lacking, and their professional knowledge is not updated timely (Mok, 2005). The scientific research environment is not open enough, and the phenomenon of building vehicles behind closed doors still exists in large quantities. Many colleges and universities lack the mechanism to train researchers' ability for academic communication with other countries. Even if researchers' research ability is improved, if they lack the corresponding foreign language level, communication, and promotion ability with other countries, it will eventually hinder the tracking of the latest foreign research trends and improvement of academic influence (Yang, 2018). Besides, some faculty members and researchers still pay little attention to global communication, believing that external communication is only related to high foreign language proficiency rather than actively participating in and creating opportunities for themselves.

**Successful Globalization Model in Western Countries**

World economic integration has fostered the rapid development of global higher education globalization. As the leader in higher education globalization, the western countries have experienced a hundred years of development, a wealth of experience, and fruitful results (Yemini, 2018).
Western countries have been profoundly branded with globalization's logo since their founding as a nation of immigrants (Kenney, 2018). With the emergence of globalization since World War II, western countries' globalization is booming. Four essential strategies promote the global development of western countries' higher education.

1. Student Mobility Globally Model

   Student Mobility Globally model is to let exchange students choose their own country, at a local high school or university for a year, the exchange students can choose any country, either the United States, Canada, France, Germany, Britain, the Netherlands, Italy, Poland, Portugal, Spain, Switzerland, the Czech Republic, Slovakia, Mexico, Japan, Thailand, Taiwan, China, Brazil, New Zealand, Australia, etc. Mobility students attend local schools, make new friends, study the required subjects, and participate in school club activities. Get unusual experience in the best education system.

   There is no better way for a student to master a foreign language in such a short time. What is more valuable is that the one-year overseas exchange life has honed the students' abilities in all aspects and enriched their life experience (Ortiga, 2017). These practical experiences gained by participating in international exchange programs are valued by first-class universities and enterprises worldwide. Because these experiences will bring up students' sound personality and mature thoughts and bring up the excellent talents that can integrate through practical experience rather than book knowledge.

2. Globalization of Faculty Members’ Model

   Faculty members are instrumental in teaching and a leading role in the global stage of higher education. Colleges and universities in western countries attach great importance to the construction of worldwide faculty, the professional globalization of faculty members, for which they provide adequate financial support (Lassegard, 2016). To encourage them to conduct distance learning or paid off-job education to improve their professional level.
Faculty members are recruited to emphasize their global mindset and experience, including a "must-have global skills" clause in the job advertisement.

Faculty members must learn foreign languages and use their knowledge, skills, and desire to facilitate modifying curricula and teaching. They need to adapt their curriculum and instruction according to global standards. By reading and reviewing international publications and undertaking academic collaboration and rehabilitation, they must impart worldwide information and ideas to pupils (Ramakrishna & Balmakund, 2016).

Simultaneously, the university provides opportunities for faculty members to travel and study abroad and attend global conferences to promote contact and interaction among foreign faculty members and increase awareness of other countries' knowledge and culture and expand faculty members' worldwide experience and experience.

3. Globalization of Teaching System Model

The teaching system is the primary position and stage for the globalization of higher education. The teaching orientation in western countries aims at cultivating students' innovative spirit and critical thinking ability. Textbook arrangement closely follows the cutting-edge knowledge and technology, curriculum design and skills, teaching theory, and practice. The curriculum emphasizes general education, interdisciplinary, and compatibility with arts and sciences (Zheng, 2009). Even teaching management requires teams with global experience. The teaching system's globalized elements are all-encompassing and all-inclusive, reflecting the high standards and strict requirements of western countries' higher education.

4. Globalization of Social Services Model

Teaching, scientific research, and social service are the three functions of western countries' higher education. Learning from the people, using the people, and serving society are the driving forces for the globalization of higher education (Noe, 2017). Western
countries' universities pay more attention to students' social responsibility in terms of global education, rise into social credit consciousness, and the development of globalization of eyesight (Bidyuk, 2017). According to the global market, it was a development trend, using existing resources, relying on its scientific research advantage, for the community, the enterprise education training, science, and technology popularization, as people continue to provide knowledge service such as education. Social services promote the development of education and scientific research and foster the globalization of higher education.

**Major Theories for Global Leadership**

In recent years, the benchmark for assessing the quality of education of a nation has surpassed the distinction between regions in the country and risen to the world ranking, with the introduction of PISA, TIMSS, and other world level testing. Governments worldwide support and encourage the educational process’s improvement as an essential step towards better quality education (Jensen, 2016). Global leadership skills play an essential role in leading school growth and creating different conditions for building schools in globalization, as the critical element to drive the school Reform.

The leaders' skills cannot be differentiated from the influence of a specific social structure, community, regional economic development, and school organization (May, 1997). West scientists note that China's Leadership Research is based primarily on experience. Leaders' skills in different social contexts, organizations, and national cultures cannot be differentiated from the influence of a particular social structure, cultural background, regional economic trends, and school culture (Cederholm, 2017). The Chinese leadership research is mainly based on experience and has limited studies on managers' leadership skills in various social environments, organizations, and cultural backgrounds.

The links between the functional departments and the teaching units are not close enough, the working efficiency is not high, and the flexibility is not enough (Osland, 2017).
The global communication of many colleges and universities mainly stays at the transactional and passive level and is tired of dealing with daily trifles. International exchanges are guided by administrative orders and lack of overall model and independent research capacity. In the global area, educators realized that educational leadership plays a dominant role in educational institutions' policy programs. All shareholders' outcomes, motivation, and performance are influenced by leadership (Beaudoin, 2002). Beaudoin describes educational leaders play an essential role in cultivating the right, efficiency, and pertinence of school culture. Education leadership's responsibility should be defined by understanding the practices required to improve teaching and learning.

Before the 1980s, management circles paid attention to management issues. Since the 1980s, education leadership has gradually separated from its former subordinate status due to the successful development of foreign leadership disciplines, leadership sciences, and other disciplines.

After more than 20 years of development, the semantics of education management and education leadership has significantly changed (Murphy, 1992). Murphy adds that education leadership training and research institutions have mushroomed. The leadership theory knowledge system has been vibrant, including education leadership, basic concepts, effective leadership, essential content, education leadership theory, etc. Education leadership has become a relatively independent discipline that is interrelated with education management.

In countries like Britain, the United States, and Australia, experts remark that education management and education leadership are two controversial fields. Education leadership was once a research field belonging to education management; education leadership is considered a branch of education management. This is a traditional view of education's western management field and still has a specific market (Dimmock & Mair,
However, with the rapid development of leading science and other disciplines, education leadership gradually moves towards separation from its previous subordinate status. In the opinion of some scholars, education leadership in the practice field of education has become a new discipline relatively independent from education management.

Demirtas (2015) has stated that the 20th century was the century of management. Before the 1980s, management circles paid attention to management issues, and management science was one of the significant scientific achievements in the 20th century (Demirtas & Akdogan, 2015). The primary function of management is to optimize the allocation of various resources.

Before the 1980s, the essential resources were land, mines and forests, factories, machinery, equipment, and human currency. The distribution of these resources to their activities has become a significant management issue. They are optimizing the educational resource design to improve the quality of learning and maximize education efficiency (Othman, 2009). Meyer mentioned that since the 1980s, in the knowledge economy function, principals and faculty members' role in the play of the part of the education function has attracted widespread attention. Their position and utility mentioned the influential agenda.

Naturally, the problem of education leadership is apparent and separated from daily education management. Practice also promotes the development of leadership and education leadership theory.

Maccoby was considered the new understanding of management and leadership starts from American management scientists and leaders (Marshall & Jared, 2006). It is the significant changes in practice that promote their cognitive development. The changes promote the re-recognition of the two concepts in management theory and leadership theory. Whitaker (2015) mentioned that in the 70s, American companies and enterprise managers used 75-80% of the time to manage due to science, technology, and competition. After 1985,
managers used 30-50% of the time to manage and spend more time on leadership, led by function enhanced obviously.

The voice for improving the efficiency and reliability of running schools is becoming vital in education, and the function of education leadership is valued. Taking the United States as an example, in the 1980s, American society developed from an industrialized society to an information society. Industrial production gradually shifted from labor-intensive to knowledge-intensive (Moe, 2016). These require workers to be exposed to above the high school education, with a high literacy and science level, to meet the technological revolution's new challenge (Goryunova & Jenkins, 2017). Simultaneously, in the global competition, the United States faces challenges from Japan, federal Germany, and other Allies. America's opponents argue that competition comes from technology, which depends on education. As the business community realizes the importance of leadership, this orientation also makes the education field in the United States pay attention to education leadership, emphasizing the responsibility, performance, and direction of leadership, and paying attention to schools' improvement.

There are five school improvement factors proposed from the study of effective schools: strong teaching leadership of principals; extensive and thorough understanding of the teaching center; safe and organized school learning; high-performance standards for all students; using student performance assessments to measure school progress (Malakyan, 2014). This research has strongly promoted the development of teaching leadership research. The study of educational leadership encourages the development of educational leadership theory.

In the 1990s, education management scholars found they were focusing on school improvement, embodied in the leadership role of school management, teaching leadership, school improvement, and school effectiveness; changing leadership topics on the significance
of education management has even been emphasized a bit over the top (Kerr, 1991). Since
the 1990s, education practice has promoted the vigorous development of education
leadership theory.

The concept of education management is inevitably associated with the idea of
management. Management means jurisdiction and governance; in essence, it means the
rational allocation of various resources to achieve expected results. Management is an
activity process composed of planning, organization, command, coordination, and control
functions. In the definition, "command" and "coordination" are closer to "leadership"(Grace
& Ocass, 2005). Management activities can be viewed as planning, organizing, and
personnel, leading and controlling five activities. Leadership is all about influencing the
leader to contribute to the organization's goals.

With the change and development of the meaning of management and leadership, it
brings new words to education management and education leadership, and the definition of
education management and leadership is also changing accordingly. Many scholars have
made a distinction between two words (Tuyon & Ahmand, 2016). Leadership is associated
with change, while management is an activity that keeps things running. Leadership is the
ability to influence others to achieve desired goals. Leaders are usually people who share
goals, motivations, and actions with others. Leadership requires creativity, energy, and skill
(Kharrazi, 2018).

Management is to maintain the effective operation of the organization. Good
governance can reflect leadership skills, and the function of management is to support rather
than change. Leadership should include the following meanings: identifying the
organization's vision and goal and developing the change model (Perruci & Hall, 2018).
Unite the masses, form alliances, reach consensus on long-term goals, and commit to and
achieve them; Motivate and inspire, motivate followers to work and create, overcome
obstacles.

In the 1980s, the definition of educational leadership and management changed a lot and proved that leadership and management start to separate. Educational leadership already forms into a brand-new area among educational administration. In academic institutions, leaders use management tools and techniques to lead their stakeholders. (Howell, 2007) Faculty members and leaders were guided by educational leadership theory to share their academic goals and culture. Educational management and leadership had different functions in the process. To make sure everything is in the right order and procedure needs educational management. To make revolution and invention usually based on educational leadership.

From the 1990s to the 21st century, education leadership's main theories came from general management and leadership (Angelle & Dehart., 2011). Research on school leaders, most of focus on the position of formal leadership activities, mainly is the chief executive officer of the school, the school's principal position, such as the beginning of the 20th century's "leader quality theory" (leaders' traits), in the late 1940s to 1960s, leadership behavior theory (behavioral theories of leadership), in the 1960s of the leading study of contingency theory (contingency found).

Cognitive Resources Education Theory (Cognitive Resources Theory) in the 1960s and 1970s studied the relationship between leaders and followers on their environment, work, and cognitive processes and behaviors (Schmidt, 2012). It is precise because these theories directly come from general management and leadership. Due to school organization's particularity, they have limited influence on school management, so it is difficult to break through theoretically.

Diffused leadership is a new leadership paradigm in education management following teaching leadership at the end of the 20th century and the start of this century (Day, 2017). Distributed leadership is "the alternative to the thought and research focus of" orthodox
Follow the leaders in the field of teaching research and direct cause of the emergence of fractured leadership (Wilson, 2011). Learning organization theory" and "leadership of leaders" are the most obvious for the emergence of empowering leadership (Philip, 2012) noticed the rising direction is a significant shift in leadership science, where leadership is no longer the only catalyst of change and the organization's ideal designer. Up to now, education leadership has a mature professional with six standards.

Generally speaking, a fully developed major must: (1) be a full-time professional; (2) professional organization and ethical regulations; (3) have a scientific knowledge system containing profound knowledge and skills, as well as a complete education and training mechanism for imparting or acquiring such knowledge and skills; (4) it has great social and economic benefits (because of the high concern and efforts to achieve customer benefits and social benefits; (5) market protection granted by the state (given the high degree of social recognition); (6) highly autonomous.

As a discipline develops, it is necessary to determine its research objects, define its research methods, and have a specific knowledge system (Chow & Loo, 2017). Education leadership is a discipline in the field of education. The establishment and development of any subject are due to the research and solution of problems (Perruci & Hall, 2018). The specific research object of education leadership is the education leadership phenomenon in education leadership or becoming a problem. Its research methods are diverse and can use in all areas of education or leadership.

After more than 20 years of development, its knowledge system has been prosperous, including the basic concept of education leadership, influential leaders’ primary content, education leadership ability, various theories of educational leadership, etc. Educational leadership has become a relatively independent discipline that is interrelated with education management.
Major Theories for Global Leadership Competencies

After reviewing the trend of globalization drivers and challenges, this research focused on global leadership and competencies. The following chapters will start from the globe study to experts’ perspectives in global leadership. Finding out the development of global leadership competencies showed a growing map for global leadership competencies. In the end, this researcher summarized all global leadership competencies reviewed in this chapter.

Perspectives in Global Leadership

Throughout recent decades global leadership viewed the need for international 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,’ defined as conditions for workers at national fringe meetings. Experts developed models that could help improve organizations' leadership and authority worldwide. Simultaneously, the efforts have added to an unrivaled comprehension of the abilities and aptitudes leaders must have the world over and how these can provide successful models and definitions (Garcia, 2018). This central surge of research usually is interested in nature, isn't clarified unequivocally, and significantly deficient in the following area, we survey and assess the newest conception of global leadership.

The interpretation of global leadership or model is one calculation in which current meanings change. There isn't much leadership across the world as an unequivocal articulation reflected through a portion of world leaders ’ undertakings, initiatives, and tasks. The proof of these characteristics is beneficial. The manual allows identifying and improving the skills and capabilities necessary to fulfill the parts and functions and distinguish features of test results (Yukl, 1981). There are few interpretations and reports, for example, indicate that anyone with the title of a global boss is world-leading; others believe that world leaders must
switch masters regarding Kotter's (1999) progress among these leaders.

This difference between the part and capacities calls for an alternate definitions class that characterizes the driving sector worldwide (Mendenhall, 2012). These meanings of initiative around the globe don't include just growing the nearby leader's attributions and drills to a progressively far-reaching circumstance (Malakyan, 2014). Instead, consider initiative around the world as an endeavor that represents a person's interest in and obligations worldwide and involves developing a meaning, culture, and nature. A leader interacts with the all-inclusive community worldwide and the tool by which the leader exerts its power. This approach has also been considered when reading about the exchange of members and the concept of social leadership.

Finally, some meanings promote the understanding of global leadership as a state and as a process, including a few main priorities. The state and process classes are, of course, not of concern. The past shows people should fulfill the responsibilities, sections, and duties that reflect the role of authority around the world. For example, the use of obligations throughout the world does not occur in a vacuum and requires different individuals to be considered and assisted, ultimately involving procedural elements (House, 2001). It means that the whole world's management cannot be investigated without understanding each project's needs and characteristics to initiate this model.

Northouse appears to recognize it by calling for world leaders to have a substantial impact on global government activities. Secondly, the refining of state-procedure is usually an analysis unit: The overall initiative systems go to the person’s past that includes portions of the world, deals with obligations worldwide, and perceives how they are embedded in a more extensive group where it works. Leaders around the world to accomplish their objectives (Northouse, 2018). The integration of state and institutional structures enhances the link between the two from this perspective, which involves creating global management
and the global initiative.

The Globe Study

The Globe Study, the broadest to date on administration's social possibility, presumes that each overall population has socially grasped leader practices checked authority conviction systems. The analysis (House, 2004) established an interpretation of commonly understood authority theory (CLT) to control the inquiry (Steven & Rosenbusch, 2013). The GLOBE study evaluated nine different social orders: the initiation of execution, potential adoption, gender libertarian-ism, self-assurance, interpersonal collaboration, family, the loss of power, other conscientious introductions, and avoidance of vulnerability (Ryan, 2016). In his book, he uses America as a part of the Anglo Pack, which fuses Australia, Canada, Britain, Ireland, New Zealand, and the white samples of South Africa. Awareness of their feelings of initiative within social orders is generous to such an extent that the fundamental complexities around social demand. The GLOBE studies investigate the social distinction in administration under research.

The Development of Global Leadership Competencies

In the writing of the global leader, there was an extensive discussion on change for global leaders. A concept for constructing a global leader is easily discovered than the exact definition of a worldwide initiative (Shetty, 2017). Global leaders' advancement is comprehensively observed as a procedure of four elements: training, experience, personal competencies, and experiences.

Globalization has changed the workforce and created new problems for the administration. We need to stay ahead to do it globally (Kiessling & Harvey, 2005). The essential things associations have, are information and abilities (Stroh & Caligiuri, 1998). Globalization has made new issues, such as exile, in propitiation, and a multi-user workforce both locally and universally, which organizations need to consider as a requirement for
global leaders.

This contributed to the planned improvements to modern human resources management (HRM): staffing, examination, rewards, and development, which pointed towards finding, making, continuing, moving, and using competence (Torbiorn, 1997). The increased volatile working conditions demonstrated the contrasts between residential and global HRM under various social circumstances in which the cognitive frame of a diverse workforce and managers are affected (Kiessling & Harvey, 2005). Associations need members to be able to lead various workers to succeed in the global business sector.

For world leaders to advance, the global system must be organized, and HRM approaches built to build and maintain future capacity for the initiative. An organization has two ways to establish global leaders by appointing the correct leaders or consolidating its present leaders in those capacities (Alon & Higgins, 2005). When global leaders are developed, the administration must assess the abilities needed to meet its main expectations (Suutari, 2002). The stronger governments’ ability to recognize critical goals and requirements of global leaders’ capability, the better the alignment between world leaders and the authoritative technology.

Recognizing the requirement for global leaders, the HRM office is in charge of preparing and enrolling exercises. Rhinesmith (2002) mentioned the need to locate an efficient route towards global initiative improvement to guarantee that the association catches the privilege of global administration abilities (Suutari, 2002). He recommends that learning and preparing projects will help understand social viewpoints and essential capabilities; however, just through experience can the global leader build up these abilities. Gregersen, Morrison, and Black (2006) pursue a similar general idea of accepting that the capabilities required to be an effective global leader can be scholarly (Oleksiyenko, 2018). Flight, coordination, preparation, and international transfers were their four procedures to boost
global authority.

In their experiments, Terrell and Rosenbusch (2013) mentioned a similar improvement process: first-hand experience, cultural sensitivity education, global leadership skills development, new learning strategies, and learning skills. Preparing will take international authority fitness advancement up until this point. It can get ready for movements or global assignments; however, through direct involvement, global exchanges can lead individuals better to understand the world (Steven & Rosenbusch, 2013). Human cooperation is essential to the success of global leaders. The vital difference between Terrell and Rosenbusch (2013) center and Rhinesmith (1989) focused on the work culture and the need for individual interest and motivation in social cooperation (Alastruey & Figueroa, 2016). Two of them recognize the requirement for associations to pick the correct administration ability. Yet, just Terrell and Rosenbusch (2013) express the need to consider the significance of initial inspiration and eagerness to participate in intercultural connections and encourage learning.

Preparing can give 'culture compositions' for the person. Another such solution to shortsightedness is research on global leadership and organizational behavior efficiency (GLOBE) how culture affects worldwide (House, 2001). Through distinguishing nine social measurements – Quality path, potential guidance, assertiveness, avoidance of ambiguity, the gap to control, collectivism, family collectivism, and gender distinction. The GLOBE study intends to be a training method for global leaders to improve social comprehension, make advanced stereotyping, and apply crucial social affect ability.

Experience is the shared factor for fruitful global initiative advancement. Increasing hypothetical learning won't improve passion and social insight and set up the leader for social conundrums (Kuada & Sorensen, 2010). Social improvement is an on-going, ceaseless procedure, and just through connections, individuals can have the option to 'completely'
comprehend that particular hierarchical or gathering society.

Gregersen, Morrison, and Black (1998) contend that global leaders, like great musicians or athletes, need superior talent, abundant opportunity, and excellent education and training to succeed. Simpson (2017) also supported that global leaders expect associations to choose the proper international administration qualities. A person's character cannot be instructed; it very well may be improved, yet not without individual exertion. Thus, global leaders require the right perspective to end up as influential leaders.

The program for global authority improvement must incorporate attention close to home capabilities. The variable deciding the quality of training and experience will be each person's skill. International associations with structured training, collaboration, and everyday tasks can still not render productive world leaders through a strong global management development program (Steven & Rosenbusch, 2013). The achievement of preparing and experience relies on the initiative up-and-come close to home capabilities, regardless of whether he is encouraged and willing to partake in intercultural preparing projects or connections. Subsequently, firms disregarding abilities required to satisfy employment positions just as existing individual capabilities will do as such at their hazard.

Global Leadership Theories

Summary of Global Leadership Competencies Theories

The key elements that future leaders in every field of individual skill need to ensure must be sufficiently adjusted to globalization's physical, topographical, economic, anthropological, and social impacts. That is multidisciplinary leadership (Antony, 2018). Global management occurs when an entity or individual examines a multi-user physical exercise with different accomplices towards a fantasy, taking advantage of a worldwide position.

On account of the examples, running from expansionism and further development of
wide correspondences, progress accomplished by the Internet and different sorts of helpful participation in the Based on the pace of Bessie's mediation, a wide range of important new human issues, which include caring and unified undertakings, and critical geopolitical benchmarks (Singh, 2019). The limit and understanding the leaders must take to investigate humanity effectively through these changes was the wonder of globalization and a definite goal: correctly perceiving and tracking human progress and financial and social structures.

The phrase global leadership theories have been described in many different ways by many experts and scientists. Made by Giddens (2003), Hofstede and Hofstede (2005), and the GLOBE research gave standard views on globalization issues (Okamoto, 2015). Giddens’ (2013) brief work on the transformational implications of globalization provided a concise definition and appeared to address national integration issues. Although Hofstede and Hofstede opposed Giddens’ dispute that there is no question about a different universe demand, they agreed to his view on integration, underlining that the national characters are critical of diverse communications.

There were a few speculations regarding global leadership; this assessment will comprise the absolute most significant theories, which belongs to the GLOBE leadership model Research hypothesis by Wren-Swartz.

1. Wren-Swatez theory

A graphical model defining and developing a partnership provided by Wren and Swartez (1995) demonstrates how leading supporters are associated with three different yet authentic environments (Wren, 1995). In the contemporary environment, the fast setting is located. This structure reinforces current cultural influences, such as social aspects, social mores, and subculture rules, shaping norms and traditions. It's the contemporary environment in which individual specifications of leading practice and styles are created. The floating fringe deals with the vast factors or chronicles, the entire political, informative, budgetary,
and social power, these driving forward effects shape the standards supporters use to evaluate leader accomplishment (Wren, 1995).

Viable administration methodologies identify with the solicitations of the brief climate and the desires of the current world. At the same time seeing such demands, they want their secret structures in the population’s history. The present condition of authority, the ornamentation and confining of management decisions, and potential game plans require history and culture.

2. Conner’s theory

They suggest that the psychological profile of stable personality characteristics, containing four qualities, is the "determinant of global skills": intellectual capability, self-confidence, tolerance to knowledge, and emotional maturity. Relational skills, cultural awareness, verbal abilities, and coping with stress are management competencies. Conner (2000) also identifies several skills and capabilities needed by leaders working in a global company, organizing them under six headings: business savvy, ability to use personal influence, global perspective, strong character, ability to motivate people entrepreneurial behavior. He has defined five categories of “leadership skills for the changing world.” Leaders require four forms of expertise: in addition to social judgment ability, social skills, and creative problem-solving skills: task-related knowledge, business, organization, and people. The willingness to exercise these abilities is the fifth item.

3. Hofstede’s theory

According to Hofstede and Hofstede (2005), a man's heritage is the social place from which the person looks through a window to the rest of the world (Hofstede, 2005). The lack of programming or trim of the national culture creates social benchmarks for thinking, feeling, and acting. Social learning begins in the home during college and continues in school and work.
Throughout their features lies the fundamental social distinction between nations. Five areas in which disparities in quality exist represent Hofstede and Hofstede, which introduce a five-dimensional complexity system between national societies. Such distinction projections include the elimination of command, autonomy versus partnership, manner versus gentility, avoidance of vulnerability, and long-term exposure versus appearance at present (Hofstede, 2005). All theories mentioned in this chapter will be concluding in following Table 1

**Table 1**

*Theories of Global Leadership*

<table>
<thead>
<tr>
<th>Researchers</th>
<th>Development of Global leaders</th>
<th>Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wren-Swatez theory</td>
<td>Global leadership development: 1) Work experience, 2) Global leadership competence</td>
<td>Personal and Organizational</td>
</tr>
<tr>
<td>Conner theory</td>
<td>Global leaders need: 1) Formal training, 2) Experience</td>
<td>Organizational</td>
</tr>
<tr>
<td>Hofstede's theory</td>
<td>1) the First-hand experience, 2) Cultural sensitivity training, 3) Acquire global leadership competencies, 4) Ability and motivation to learn new things, 5) Ability to learn and develop on a basis.</td>
<td>Personal</td>
</tr>
</tbody>
</table>

**Previous Studies on Global Leadership Competencies**

Global leadership competencies are an essential part of international leadership development. The following part study will focus on three essential parts: Perception management, Relationship management, and self-management. A global mindset is critical for leaders to become successful when dealing with international situations (Goldwyn, 2005). Openness is needed for a human to become global. When people are dealing with different cultures and conditions, they needed to think both globally and locally at the same time. The school leaders should think of the differences and motivation of people who are teaching at school. A global mindset is always better than knowledge of only one or two cultures when
leaders try to solve global problems.

Some global leadership field experts already mentioned that intercultural competencies are the most challenging problem for leaders to deal with when facing global problems (Greenleaf, 2017). What competencies are exactly including in interring culture had seriously discussed by many experts. Birds states that global leadership competencies can be distinguished by perception management, relationship management, and self-management. Part of self-management involves the strength of people's identity and their ability to regulate their emotions and stress. For a manager to honestly play a role in the global environment, he must be able to resonate with different cross-cultural settings, make appropriate changes and adapt to them, and at the same time maintain a sound understanding of himself and maintain psychological and emotional health.

Distefano argued that global leaders must have solid technical, interpersonal, and conceptual skills while focusing more on psychological skills (Bird & Mendenhall, 2010). A thorough understanding of business and markets is a key factor in the success of global leaders. Learning, adapting, and managing interpersonal skills are the interpersonal and psychological skills leaders need to cope with the global market (Distefano & Maznevski, 2000). Technical skills and knowledge of global markets are learned in a leader's career, so they are capabilities rather than abilities.

**Perception Management**

Non-judgmental, a kind of ability belonging to the category of perceptual management, refers to a person's tendency not to judge others, behaviors, situations, or cultures that are new or unknown to them (Ambrosio, 2016). The idea of a person's culture being superior to that of other cultures is intricately connected with established ethnocentrism. Several researchers have shown a positive connection between low
ethnocentrism rates and global governance efficiency in past studies. While not judging and ethnocentrism are not the same, they are in practice closely linked.

Both intellectual curiosity and cosmopolitanism fall under perceived management and are described as personal traits that help global managers succeed by understanding global markets (Kisch & Ryan, 2013). Mennella describes cosmopolitanism as a natural desire for exposure and attraction to global affairs and activities in various cultures and countries. On the other hand, curiosity is a positive exploration of the new environment and culture. Excessive intelligence hunger helps global leaders access global playground data and a more concise image of their complex network.

Under perceptual management, ambiguity tolerance (ambiguity management) refers to a person’s ability to deal with uncertainty in complex new situations where there may be no right way to act (Kisch & Ryan, 2013).

Tolerance to uncertainty and cultural diversity are two key competencies contributing to the success of global leadership. The company’s intercultural experience has resulted in a broader cultural versatility, and cross-cultural understanding has affected the tolerance for uncertainty, ethnocentrism, and cultural flexibility (Caligiuri & Tarique, 2012).

Previous studies on ambiguity tolerance by foreign scholars have shown that more tolerant people can adapt to ambiguity.

**Relationship Management**

The concept of relationship management by academics usually refers to an individual's involvement in relationships and empathy and sensitivity by a person. The degree is to decide which one understands one's own and others' values, motivations, and ways of interacting. Interpersonal skills include social skills, interpersonal communication, and self-awareness. Self-awareness is an essential skill for successful global leadership (Jokinen, 2003). This aspect applies to people's knowledge of their strengths and
shortcomings in interpersonal skills, beliefs, and principles, affecting relationships of their values and actions and the form of their past experiences today. A better understanding of oneself helps one to develop new skills and success.

Global leadership theory is closely connected with relationship management, which suggests that creating emotional connections and honesty are two main pillars of successful global leadership practices (Deb, 2015). Emotional relationships involve genuine interest for others, an attempt to listen and to consider their views truly. In other words, emotional relations can lead to real empathy.

**Self-Management**

Bird (2010) described self-management as seven competency scales, three are related to self-care, and the other four are related to emotion and stress management. The seven scales are optimism, confidence, self-identification, emotional resilience, stress-free tendency, stress management, and interest flexibility. The positive attitude of an individual towards others, conditions, events, and outcomes is Optimism. Trust represents the degree and ability of people to act to address barriers (Wilski & Tasiemski, 2016). The third dimension, self-identification, refers to individuals' propensity to differentiate themselves and integrate new information into existing models. Emotional endurance, emotional sensitivity, and stress management are related to people's mental ability and ability to cope with stress and challenges.

The researcher searched books and articles from Assumption University’s online resources such as browsing sites, ProQuest, etc. In the following Table 2, the details of selected materials used in this study about global leadership competencies are shown.

The researcher studied 33 books and 350 articles concerning global leadership competencies. The researcher separated all these materials into three different groups by their main description, including 11 books and 112 articles focusing on perception management, 15 books, and 103 articles focusing on relationship management. Seven books and 135 articles
focus on self-management. Because the materials are still too much for this study, the researcher finally narrowed it down and selected 12 books and 69 articles used as the final selected sample. Figure 2 below shows the percentage reviewed materials on global leadership variable in the comparative view. In conclusion, during the materials, there are 35% belongs to perception management, 32% belongs to relationship management, and 33% belongs to self-management.

**Figure 2**

*Reviewed Materials on Global Leadership*

---

**Major Theories for Personal and Organizational Factors**

It is necessary to understand that each individual is different because human behavior is considered the most complex. An effective organization has various challenges that could directly or indirectly affect employee behavior. The organization's director must first evaluate the particular task in some instances, assess the skills required, and assemble a group that
could complement each other’s expertise and balances them. Health environments, individual capacities, and shortcomings have to be first evaluated to address various factors. It has worked for companies and higher education institutions in the same way.

A famous quote by Lewin (1890-1947) explains one of his basic premises as he talks about human life: it is essential to move from observing men and women to generic statements and hypotheses to depict life and make strategies recognizable (Marrow, 1977). Lewin’s work affected many different areas at a first-rate. Today, he is regarded as the father of social psychology and one of the early scientists to think about team dynamics and organization. His discipline theory is central to the ecological problem in psychology.

It is fantastic to describe the field idea in his words: “Field theory is possibly best characterized as a method: namely, a method of examining causal relations and of building scientific constructs” (Marrow, 1977, p12). Burns and Cooke (2013) concluded that “Lewin saw area concept as a way of combining scientific rigor and practical relevance by presenting a rigorous (Burnes, 2013). A theory-based technique for analyzing behavior and a practical approach to changing behavior by permitting folks to understand their actions better”.

Burnes and Cooke (2013) concluded that Lewin observed a discipline concept. A way of combining scientific rigor and practical relevance to provide a rigorous, theory-based technique for analyzing behavior and a realistic approach to altering behavior via allowing persons to understand their actions better (Frenn, 2009). This rigor has been wondered by many critics, even among Lewin’s supporters. An inflexible mathematical gadget leads to difficulties in understanding and a lack of usability (Triana, 2017). Nevertheless, Lewin’s construct of living space and the underlying Gestalt principles offer a treasured foundation for researchers and practitioners (Green, 2009).

A framework that advances Lewin’s method towards an extra within your budget and a comprehensible tool is the person-environment analysis (Schultz, 2003). the person-
environment study presents a frame for qualitative research, which combines the holistic, subjective, and dynamic processes of Lewin and makes the complete scenario on hand and comprehensible for researchers, practitioners, and two in the participatory look up contributors as well.

Lewin defined his thematic framework as a relational paradigm for studying personal and social actions and a holistic personality that incorporates complex relationships between perception, experience, and behavior (Schulze, 2003). The holistic method is visible in the explanation of behavior: Behavior (B) is “a characteristic (F) of the person (P) and his environment (E) (Burnes, 2004). A Faculty member performs an essential function in ensuring the education satisfactory and students’ getting to know effectiveness in school (Tucker, 2005).

Nowadays, each country dedicates to improving faculty members’ exceptional and merchandising faculty members’ professional understanding and education skills. Their principal practice is to follow faculty member evaluation, which can decorate faculty members’ professional literacy and promote Faculty members’ professional career improvement to enhance educational achievements. Therefore, the institution of fantastic Faculty member evaluation gadgets can improve Faculty members’ ability and overall performance and highlight Faculty members’ professionalization. It is also a solely positive technique to make individual faculty members’ dignity and social popularity.

Many kinds of research recommend that instructor evaluation is necessary to expand faculty members’ professional development, and it is also an essential mechanism for assurance of students’ achievement (Olsen, 2008). To respond to the great expectation from all works of lifestyles to schooling quality, the Ministry of Education listed “establishment of trainer evaluation mechanism and improvement of Faculty members’ instructing performance (Goryunova, 2017). To improve the current performance appraisal system of
basic and secondary faculty members, the Ministry of Education also published the enhancement of faculty members’ expert performance” into the discussion outline in the education reform overview and development in 2001.

This chapter's primary reason is to use Lewin’s theory to understand the impact of faculty member’s factors and organizational factors on implementing faculty member assessment for professional development (Kayuni & Tambulasi, 2007). With the technology of Structural Equation Modeling as a theoretical verification tool, the goodness of suit for the format “influence of faculty member’s factors and organizational factors model on implementation effectiveness of instructor assessment for expert development “is examined similarly apprehend its direct and mediating effect.

Faculty member contrast for professional development is the coverage scheme promoted strongly through the Ministry of Education in recent ten years and will deliver vast organizational change in schools (Gonzalez, 1995). This chapter will confirm the effect of Faculty member’s factors and organizational change methods on the implementation effectiveness of Faculty member evaluation for professional development. The relevant literature assessment is as follows.

**Previous Studies on Personal and Organizational Factors**

There were many previous studies on personal and organizational factors. The following paragraphs will start from Faculty members demand and attitude into Faculty members’ personal and corporate factors which influence their attitude and achievement.

The demand for a faculty member’s professional improvement comes from the perceived function gap between “reality” and “ideality” (Lin, 2016). Experts pointed out that to reply to implementing the new curriculum and teaching and evaluation policies, faculty members want expert improvement to expand self-assurance and self-efficacy. To understand the weak spot in their occupation and demand and connotation for expert increase via Faculty
member contrast for expert development, to enhance Faculty member’s expert status (Roblin, 2012). Castle and Aichele (1994) thought intrinsic motivation is the necessary kinetic strength to promote faculty members' continuous professional growth. The faculty member consciously needs improvement in training concepts and professional attention to pursue professional development (Castle & Aichele, 1994).

Beerens (2001) also suggested an excellent approach for faculty members' professional development is the initiative pursuit primarily based on intrinsic motivation and demand (Rueda, 2001). For instance, a faculty member can systematically sort out instructing files and data systems because the countrywide education guidance crew members understand his career degree or strengths and weaknesses in educating through sharing and counseling the faculty member’s instructing plan.

**Personal Factors**

Discussion on faculty member’s concerns originates from the “concerns theory” of Fuller (1969). “Concerns” suggest that one man or woman tries to do something under the expected scenario or has the tendency of attempting to do something below different distinct situations. Concerns can be said to be the motive power of action, while the action results from worries (Fuller, 1969). Fuller divides faculty member’s concerns into three phases: 1. Self-concerns phase: Faculty member concerns whether his overall teaching capability and position play are in a position and affirmed. 2. Task-concerns phase: trainer worries the environmental elements of educating and how to achieve instructing task, such as movements of school-room, educating material resources, working atmosphere, etc. 3. Impact-concerns phase: Faculty member issues students’ gaining knowledge of the process, emotional demand, social development, etc. In her opinion, the faculty member’s teaching issue is a sort of demand and the studying motive. Following the lookup into faculty member’s issues for teaching, Hall and Hord (1987, 2001) advocate “Concerns-Based Adoption Model” (CBAM)
to divide Faculty member’s concerns into seven development phases: awareness, information, personal, management, consequence, collaboration and refocusing (Hall & Hord, 2001).

Hall and Hord (2001) think that despite individual traits in each improvement phase, they are now not together, unique with each difference, and have a dynamic changing relationship. In other words, a faculty member may also have worried about particular improvement phases concurrently in a specific time, where the most significant worries will exchange due to the implementation of change (Hall & Hord, 2001). With the time going, the trade participants’ trade issues will trade for being affected through personal experience, knowledge, impressions, and the attitudes in the direction of participation degree in change. Faculty members' opinions suggest the issues dealing with them, the assistance required, and psychological resistance to innovation (Hord, 1987); it also shows that organizational individuals' input and commitment need the trade agent to grant high-quality assist and intervention. Thus, this research discusses the seven kinds, as mentioned earlier, of faculty member’s concerns.

Organizational Factors

From the viewpoint of the organizational change principle of Kurt Lewin, trainer evaluation for professional improvement carried out in elementary colleges can be divided into 3 phases of model dimensions of unfreezing, action, and freezing, and the discussions are as follows:

Inspiration of Change Demand

Jackson (2000) and Kotter (2007) think that if organizational contributors have a high diploma of self-satisfaction, they will have decrease pastime in taking part in change; in the case of lacking incentive factors, the exchange work will turn out to be extra difficult (Jackson & Andrews, 2000). In most cases, successful modifications originate from that
person or group starts evolved to significantly think about the organizational opposition state of affairs and pay interest to the attainable crisis. Therefore, Kotter (2007) places ahead of the pinnacle precedence to set up crisis consciousness among the eight steps of alternative leadership.

The promoting of organizational change requires the high cooperation of corporate members, and the concept of exchange demand via disaster cognizance is associated with the cooperation diploma of exchange action, so how to advance members’ needs for organizational alternate and domesticate crisis focus are the quintessential methods (Kotter, 1999). By the potential of crisis awareness, the workable disaster and opportunity acting in organizations are determined with the perception of market competition state of affairs and organizational status. Organizational members are promoted to mirror on their very own scenario to amplify their dedication to organizational change.

**Organizational Change Team**

Keyton (2005) suggests that the alternative for the school's promotion is that it should formulate an exchange scheme according to organizational characteristics. Students' expectations, faculty members, administrative staff, community, and parents truly lift out the action approach of change (Keyton, 2005). Yukl (2002) similarly shows that organizational working schemes and advertising process want powerful force, and, indeed, the work will be unfinished with solely a one-person force (Gordon, 2002). Establishing a powerful change crew is the imperative aspect of organizational trade and transformation for the exchange team. Its crew members need to have mutual beliefs and a common goal; solely if the team individuals aspire to pursue a frequent superb dream, the real collaboration will occur.

**Construction of Shared Vision**

The shared organizational vision is one of the critical elements for the success of the organizational exchange. The organizational vision has three roles: clarifying the path of
organizational change, inspiring organizational participants to adopt ideal action closer to the right course, and swiftly and effectively organizing participants to coordinate each other’s activity (Hall & Hord, 2001). Vision is just like a picture presenting the future and gives an open or implicit clarification for future partners’ attempts to create (Keyton, 2005). Keyton further mentioned that factors that form a vision rely on adequate communication and coordination between leaders to attain a consensus. The team’s exchange cognition increased, and faculty member’s non-public aim and organizational goal are integrated via the entire staff’s participation system to improve faculty organizational change efficiency.

**Inspiration for Alternate and Innovation**

For individuals, groups, or organizations, change frequently accompanies pains and difficulties, which may also cause an individual’s sense of anxiousness for the uncertainty of future or the resistance to organizational shape inertia or team inertia to threaten the existing power relation (Torres & Preskill, 2001). Therefore, the approach of inspiring trade and innovation or lowering the trade resistance can be adopted, such as growing staff’s participation and verbal exchange for beautifying identity and support, intensifying staff’s academic training, adopting material and non-secular reward and counseling, and step by way of step approach (Randel, 1999). Besides, applicable researchers point out that the external incentives and motivations are also essential factors; in particular, the peer impact and invitation of directors hold a majority.

**Enhancement of Faculty Member’s Empowerment**

With faculty members' professional improvement as primary guidance, instructor assessment for professional improvement goals helps faculty members in a professional boom, increases faculty members' professional literacy, and improves teaching quality (Kuzmic, 1994). Suppose college operators can assemble on a platform, where faculty members can provide their understanding and viability and are willing to share, applying the
concepts of teaching leadership, instructional leadership, and other allotted management for complete empowerment and hierarchical responsibility (Banker, 2017). The participants can be stimulated to implement alternate and innovation to reap organizational goals and effectively recognize instructor empowerment features.

Chen (2003) and Hsieh (2004) point out that the resistance of faculty organizational individuals to promoting of trainer evaluation trade for expert improvement needs to be eradicated in the unfreezing phase to shape the organizational lifestyle in favor of change (Hsieh & Chin, 2004). During the promotion of the change scheme, tremendous pressure is used in exchange and terrible driving pressure going towards change is sure to appear. Fidler (1996) thinks that faculty organization has three important jobs in this phase: presenting the evidence of organizational problems, linking organizational issues and faculty dreams to set off faculty members and administrative staff’s anxiety and motivation, and supplying the viable solving strategies (Ellis & Fidler, 1996). In other words, to dispose of the adverse factors for the promoting of faculty member contrast for professional improvement in unfreezing phase, colleges need to analyze the detrimental environment elements and make college students understand about them to formulate solving techniques in mixture with school goal.

According to Lewin (1991), the organizational exchange concept potential that a positive application institution can make the new action and operation procedures, and the unique kingdom will no longer recover. The effectiveness acquired in the advertising section is steady and retained (Kotter, 1999). Only when the trade is modified into organizational tradition and integrated into organizations' blood can it be used for a long time.

Timely evaluation and improvement: after the assessment for the effectiveness of change, the evaluation results need to be returned to organizational individuals for the revision of change strategies; with the method of a reward system, resource support,
advantageous reinforcement, etc., the trading scheme will grow to be formal.

Organizational planning to continue the change effects for the long term (Hord, 2001). As the changes' impact lasts over time, it can attain school organizations' exchange intention; these changes should be institutionalized and formalized to preserve long-term trading effectiveness. Companies will return to a steady and balanced state, i.e., the organizational institutionalization and permanence of corporate participants' new action.

Organizational culture's shape: organizational tradition is the code of behavior and shared fee of corporate members. The trade culture structure duration is critical to let participants know about the new exercise and motion to improve performance and assurance of the supervisor’s phrases with his action (Kotter, 2000). If individuals can virtually see and verify the effectiveness of change, they will vigorously advocate change effectiveness (Kotter, 1999). In the case of the mixture between organizational change and organizational culture, organizational individuals can no longer only look at the device of organizational change. Additionally, they can accept the thinking of organizational alternate heartily.

Therefore, the effectiveness of trainer assessment for expert development depends on the organizational contributors, if they can make a timely evaluation and improvement, the trading scheme will become a common regulation of organizational contributors. It will then be formed into an organizational exchange culture to preserve administrative effectiveness alternate for an extended period.

After reviewing many books and articles, the researcher searched from Assumption University’s library online resources such as how, ProQuest, etc. The researcher started with 48 books and 242 articles which concern the personal and organizational factors. The researcher separated all these materials into two different groups by their main description, including 21 books and 117 articles focusing on individual aspects, 27 books, and 125 articles focusing on organizational factors. Because the materials are still too much for this
study, the researcher narrows it down and finally selected 17 books and 72 articles used as the final selected sample.

Figure 3 shows the percentage of materials selected and used in this study about faculty members' personal and organizational factors. 48% of the materials belong to personal factors, and 48% of materials belonging to organizational factors.

**Figure 3**

*Reviewed Materials on Personal and Organizational Factors*

---

**Major Step for Develop Leadership Model**

The approach to developing an efficient leadership growth method maintains consistency with the community, strategic strategy, leadership model of the enterprise, and company strategies deemed most important to future success (Peus, 2013). A paradigm emphasizes that the development of leadership skills is learning how to master acquiring skills. We need the right balance of feedback, inspiration, experience, and philosophy.

Results-based approach, the first important factor required in an enterprise is to have
a clear vision. This vision acts as the compelling factor that produces momentum and reflects on the organization's path and potential (Sharma, 2002). It shows the organization's driving light or guide. The senior management team should not establish the vision and then pass it down to the organization's rest from above. Via the presence of the other workers, the buy-in and dedication from the company are allowed. This vision and policy growth experience is also a development tool for leaders, and it is a necessary experience for prospective leaders to have.

For further leadership growth, prospective leaders should engage themselves in this process. A lot more involved and measured method is absolute alignment than merely placing a plaque on the wall or transmitting a vision to the entire company (Larsson, 2017). When integration is complete, everybody's priorities and actions are consistent with the set vision, and each one knows their job assignments. Therefore, taking the "What results" issue out of the picture, making it clear that we are focusing on doing as an entity.

This method of setting goals, and the follow-on process of meeting goals, encourage existing and prospective leaders to prepare the actions and gather the tools to make the vision possible. It helps to change all negative emotions into positive ones in the organization. The goal-achievement process is essential (Wright & Erik, 2017). When they complete a mission and reach a goal, people feel good. In individuals, it creates trust. Leadership development needs to include a series of goal-setting and goal-achievement for leaders' growth in their decision-making, confidence, and attitudes.

To resolve the actions of the ABC, the organization has to have procedures in place. The antecedents represented by the vision, expectations, and planned ethical activities are represented by the A's. The C's reflect the implications of not meeting the objectives. Either one action or a combination of both may be positive or negative (Hunter, 2011). To produce the beneficial outcomes consistent with the targets, the B's reflect the behaviors predicted.
This ABC infrastructure has to be in place and even with the mission and targets to grow leaders.

The leadership driver used in the framework of leadership growth becomes the mechanism and infrastructure. The vision, priorities, measures of action, obligations, acceptability, effects, and time milestones for accomplishing the objectives all contribute to what is necessary for all leaders: the achievement of outcomes. "Leadership is all about outcomes, as Peter Drucker stated." In recent years, concerted efforts made to integrate leadership development into human capital systems and develop methods for measuring processes' impact at various business levels (Paskewich, 2013). Of course, for most organizations, the effect's measurement remains a widely sought, complex, and somewhat elusive target. Some, if not many, of the following elements are used in most leadership development programs: mentoring, counseling, evaluation, action preparation, teaching, and the use of internal leaders as mentors.

**Higher Education Policy China**

The objective of building a high-level applied university in the North Guangdong Province with distinctive features. Such as outstanding advantages, the concept of talent development, public guidance, and local service to nurture top talent, extensive learning power, and core skills were consistently met by educational institutes (Yang & Chen, 2008).

To adapt to 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. The universities have built a relationship with more than 50 colleges and universities from the UK, USA, Australia, New Zealand, Japan, and South Korea (Chen, 2002). They have signed over 20 exchange programs with these universities. Until April 2014, there were more than 1,000 students have participated in programs and went abroad.
Audited and approved by the education department of Guangdong province, Higher educational institutions in North Guangdong province have initiated Chinese Foreign Cooperation in Running global college with overseas and universities together (Zhi-sen, 2008). The cooperation enhances higher educational institutions in the North Guangdong province by cultivating students from both Chinese and foreign faculty members.

Higher educational institutions in North Guangdong province qualified to enroll overseas students since the year 1999. The university had already recruited more than 2000 students from countries including Indonesia, Korea, Pakistan, Saudi Arabia, Cambodia, Panama, England, and Australia. These students and Faculty members bring different education concept to Higher educational institutions in North Guangdong province and gradually change the culture (Chen, 2002).

After the years of development, leaders and Faculty members of Higher educational institutions in North Guangdong province started to reconsider how they used to educate students. Some of them become confused about education input and output. Faculty members distinguished themselves by age, working experience, and educational background with different opinions about their leadership styles and models (Chen & Qun, 2018). After three times undergraduate course assessment by the Ministry of Education of the People’s Republic of China and Guangdong provincial department of education. Reports from review for higher educational institutions in North Guangdong province enlarge discussion about this conflict.

In recent years, Guangdong's rapid economic development, to adapt to education and economic development, accelerated economic growth in November 1994. Guangdong province work conference formally put forward the construction of Guangdong province into an influential region of "education" goal. It began to increase education investment, especially for local colleges and universities, provides powerful support for Guangdong
higher education development (Li & Shi-wen, 2008). Colleges and universities affiliated with Guangdong province have made full use of the state and the government's particular policies and the geographical position adjacent to Hong Kong and Macao to make them advance rapidly on the road of global development.

In terms of global exchanges, universities affiliated with Guangdong are more active than those affiliated to other provinces and cities (except Hong Kong, Macao, and Taiwan), no matter in humanities, social sciences, science and technology exchanges, foreign exchanges or exchanges with Hong Kong, Macao, and Taiwan. Since the reform and opening up, Guangdong enjoys geographical and popular advantages such as being adjacent to Hong Kong and Macao and being a famous overseas Chinese hometown. As a result, its economic cooperation with Hong Kong and Macao has become increasingly close (Jun-jie, 2006). Due to its geographical advantage, location in the coastal area developed transportation, convenient to go abroad, and considerable economic strength, Guangdong has many faculty members who go to various parts of the country for short-term exchange with foreign countries.

In July 2016, the Ministry of Education issued a notice on promoting the co-construction of "One Belt and One Road" education action, "expand cultural exchanges, strengthen talent training, and jointly create a better tomorrow for education" (Zhi-sen, 2008). In this context, Guangdong should actively promote bilateral and multilateral cooperation in higher education. Focus on developing educational cooperation and exchanges with Hong Kong, Macao, Asian countries, South Pacific island countries, and Europe. It should implement the memorandum of understanding of academic trade and cooperation signed by Guangdong with other countries. Shaoguan university actively participates in global higher education governance and encourages Guangdong universities to establish international educational organizations in globally competitive disciplines (Fuli, 2007).
They are encouraging academic leaders of competitive disciplines to compete for senior positions in global educational organizations. Also, providing essential support in various talent programs. Leaders want to strengthen international cooperation in higher education with Asian countries and countries along the maritime silk road. This promotes higher education assessment and certification standards in China and enhances the voice in the formulation of global higher education rules and standards (Guo-wu, 1998). According to the countries' educational cooperation needs, along with the "One Belt and One Road," support institutions of higher learning to research key infrastructure connectivity, industrial investment, maritime fields, energy, financial business, tourism, and other related fields and run schools overseas. Actively strive to support "silk road" Chinese government scholarship and further increase students' training from countries along the One Belt and One Road. “Yuebei” refers to the northern part of Guangdong Province, including eight districts and ten other cities.

**Encourage Globalization Cooperation Policy for China**

On 5 May 2010, the Chair of China's Prime Minister Wen Jiabeo chaired an Executive Council meeting, which revised and endorsed the "Middle-and-Long-Term National Education Reform to Development Program (2010-2020)" (Alduais, 2019). The education plan outline was drawn to promote education's scientific development, increase people's quality, and speed up democratic modernization.

This outline used a whole fifteenth chapter to emphasize the strengthening of globalization exchanges and cooperation. After Opening Gate Policy, China's educational system will continue to advance reform and growth. The Education Ministry will share and collaborate on a multilevel and wide-ranging basis to boost China's global education.

Universities must learn from their worldwide advanced educational ideas and experiences, support China's education reform and growth, and improve Chinese education's
globalization status, influence, and competitiveness (Deng, 2016). A growing number of global talents with global aspirations and international rules are developed and able to participate in Global Affairs and global competition to adapt their efforts to economic and social opportunities in the country to the foreign world.

More globally recognized experts and academics are attracted to China for teaching, study, and domestic university management. High-end talent and academic teams are employed in ordinary ways in other countries.

Universities in China will have the confidence to provide adequate education material from abroad, increasing the number of foreign faculty members employed by higher education institutions, which attract excellent students from abroad to serve in China (Postiglione & Ming, 2017). Higher education institutions will innovate and improve the mechanism for sending students to study abroad by the government and select outstanding students from all over the state to study at universities and global research institutions.

Ministry of education will strengthen policy guidance for self-funded overseas study and increase subsidies and rewards for outstanding self-funded overseas students (Edwards, 1994). Adhere to the policy of "supporting global research, encouraging return, coming and going" and enhancing student service and management standards abroad (Deb, 2015). The educational and cooperation exchanges between Guangdong, Hong Kong, Macao, and Taiwan will improve. Expand exchange content, innovate collaboration methods, and foster increasing academic growth.

**Encourage Globalization Cooperation Policy for Guangdong Province**

The spirit of the national education work conference and the outline of the national education policy were carefully studied and adopted by the Provincial education conference. (Mok, 2001). The Guangdong provincial medium and long-term education reform and development plan are learned and implemented (2010-2020) and deployed education reform
and development in the whole province. The meeting proposed actively promoting science education in the province. Building a strong province with human resources and provide a more powerful talent guarantee and academic support for Guangdong province to accelerate economic development transition and create a prosperous society and promote socialist modernization.

The outline mentions that higher education institutions should strengthen education cooperation between Guangdong, Hong Kong, and Macao and actively promote the globalization of education (Yang & Chen, 2008). Guangdong province will introduce 2 to 3 institutions of higher institutions from Hong Kong and Macao to cooperate in running schools in the Pearl River Delta region and build an exploration zone for cooperation in running schools in Guangdong, Hong Kong, and Macao.

The government should innovate the educational exchange, cooperation mechanism, communication channels, and steadily promotes educational and academic exchanges between Guangdong and Taiwan (Mok, 2005). The efforts to encourage Chinese-foreign cooperation in higher education. By regulating schools to improve and extend globalization, exchanges, and collaboration in education, focusing on introducing 3 to 5 well-known foreign universities to the Pearl River Delta region to establish higher education institutions and encourage qualified universities to run schools overseas.

The prominently leading problem is the globalization of education in Guangdong province lies in the uneven development. The globalization of education in Guangzhou, Shenzhen, Zhuhai, and other coastal cities develops rapidly, while higher education in Northern Guangdong is relatively backward (Junre, 2001). The main reasons are the geographical disadvantage of northern Guangdong and the lack of attention to higher education's global exchange for a long time. Vigorously promoting the globalization of higher education in Northern Guangdong part will become the development focus and goal
of the globalization of education in Guangdong province in the next ten years.

North Guangdong Province Education Reform and Development Outline (2011-2020). In 2011, the North Guangdong province higher education union published an outline to adapt to the Chinese government's policy. In the system, the union mentioned the level of education services in Northern Guangdong needs to be further improved (Zhou & Cai, 2013). The promotion of education globalization of higher education development in the North Guangdong area has not yet entered a substantive stage. The excellent principals and faculty members' as the backbone trained abroad continue to strengthen the level and promote cultural understanding, communication, and the understanding of Chinese and foreign students’ mechanism. The carrier has not yet formed, advancing the education of open communication to strengthen global cooperation further.

Local financial investment in vocational education is insufficient. The system of modern vocational schools has not formed; the governance structure needs to be improved, governance ability needs to be improved (Lai & Lo, 2006); the collectivization of vocational education is low. There is still a big gap between the scale and quality of higher education and developed areas. The guarantee mechanism of community education center construction is not perfect. The system and mechanism of education input are not perfect enough.

Although Guangdong province is in the coastal area, there are geographical and popularity advantages, but this advantage does not appear in international students' recruitment. Hong Kong's return has promoted all-round contact and communication between Hong Kong, Macao, and Guangdong, and announced mutual understanding and understanding (Zheng, 2009). Apart from inter-university academic discussions, cooperative research, and exchange visits, the three places also train undergraduate and postgraduate students and cooperate in developing adult higher education. However, the three places' current exchanges are primarily carried out through universities or non-governmental
education organizations, and there is no formal relationship and cooperation between the educational administrative departments (Lai & Lo, 2006). The three places have close collaboration in adult education, but high-level subjects still need to be strengthened.

Therefore, the exchanges and cooperation among the three places should develop to a full range of collaboration, including the government, departments, industries, schools, and non-governmental organizations. Instead of focusing on applied subjects, they should develop them into a multi-disciplinary and high-level cooperation (Xiao & Lo, 2011). All colleges and universities in Guangdong should establish the globalized development idea of "going global through Hong Kong and Macao." Keeping 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.

A Brief Introduction for Four Universities

There are four higher educational institutions in the Yuebei area: Shaozhou Normal University, Shaozhou Medical University, Henry Fok Bioengineering University, and Shaoguan University. The following parts will introduce these four universities.

Shaozhou Normal University

Shaozhou Normal University was founded in 1903, is one of the earliest normal education schools in Guangdong province. In 1984, it was designated as a provincial key normal school by the Guangdong province government (Wenxia & Yifan, 2010). Later, in 1999, it merged with Shaoguan faculty member’s training school. In 2001, approved by the people's Guangdong province government, it got upgraded to an ordinary higher school. It became a second-level college of Shaoguan college and was renamed Shaoguan college Shaozhou Normal University (Jun-qing, 2005).

Shaozhou Normal University has six functional management departments, nine
academic departments, and another secondary vocational department. It is offering undergraduate preschool education specialty, secondary vocational preschool education and Chinese teaching education, mathematics education, English education, preschool education, computer application technology, accounting, music education, music performances, art education, art design, e-commerce, secretarial and other 12 colleges, formed the undergraduate course, colleges, the integration of secondary vocational education mode (Jiang & Wu, 2004).

The university also runs preschool education undergraduate, junior college correspondence courses, and education undergraduate correspondence courses, with nearly 3,500 full-time students and 334 teachers.

Shaozhou Medical University

Shaozhou Medical University, formerly known as the national key secondary school - Shaoguan Health School of Guangdong Province, was founded in 1914 as a Methodist nurse school founded by the British Methodist Christian association. 1952 the Methodist nursing school, the third medical doctor's school, and the sixth health school were merged into the "Shaoguan Health School of Guangdong Province" (Chunhua, & Lan 2001). In 1994, it rated as one of the first national key health schools. Later, in 1995, it merged with "Shaoguan Nursing School" and changed its name to "Guangdong Shaoguan Health School." Then, in 1997, it restored its name to "Guangdong Shaoguan Health School.” In 2002, it was renamed by the provincial people's government to Shaozhou Medical University.

The college currently has eight teaching departments, including social science, basic medicine, clinical medicine, medical technology, nursing, pharmacy, Chinese medicine, and the department. There are three undergraduate programs: clinical medicine, nursing, medical laboratory technology; 10 specialties: clinical medicine, traditional Chinese medicine and bone injury of traditional Chinese medicine, medical examination technology, pharmacy,
nursing, midwifery, rehabilitation treatment technology, and medical imaging technology; 6 technical secondary schools: rural medicine, nursing, midwifery, pharmacy, medical examination technology, medical imaging technology. There are 105 full-time faculty members, 76 professors, associate professors, and other senior titles (7 senior titles, 69 senior deputy titles), three doctors, and 26 masters (Feng-mu, 2010).

Shaozhou Medical University is the only higher medical college in Northern Guangdong with a bachelor's degree in medical science. The training unit of rural Ord-oriented talents of Guangdong medical higher education and attached to the college of Guangdong rural health talents training center, which is the training and further training base for grassroots medical and health professional technical teams Shaoguan city (Chunhua, & Lan 2001). Since its establishment, the school has trained more than 70,000 medical professionals of all kinds and provided more than 20,000 person-times of medical professional knowledge learning and professional skills training for medical workers at all levels.

**Henry Fok Bioengineering University**

Henry Fok Bioengineering University was founded in June 2000. The university's construction cost was more than 50 million yuan and 30 million yuan donated by Mr. Huo Yingdong and Mr. He Mingsi, vice-chairmen of the CPPCC national committee. At present, Henry Fok Bioengineering University has three departments: department of biological engineering, department of agricultural engineering, food engineering, and experimental center. There are 113 faculty members, including 19 professors, 23 sub-senior titles, 11 faculty members with doctor's degrees and master's degrees, and 41 Faculty members with master's degrees (Yue-lin, 2006).

It has already built eight professional laboratories. The Animal Epidemic Disease Research Institute, Biochemical Nutrition Engineering Research Institute, and Shaoguan Agricultural Products Quality and Safety Supervision and Testing Institute; teaching,
research, and office space of nearly 20,000 square meters; It has more than 15 million yuan of instruments and equipment, more than 10,000 volumes of books, and is studying 16 majors including the Foundation for National Natural Sciences, National Minister of Science and Technology, key projects of provincial natural science foundation, scientific and technological plan of the provincial education department, and provincial natural science research, 27 municipal and horizontal cooperation projects (Miao, 2008).

The university has 1,226 students and offers five undergraduate majors, including biotechnology, biological science, horticulture, animal science, and food science and engineering (food logistics management) (Tao, 2008). Science education and landscape architecture have obtained many patents in developing biotechnology products, food, and vegetables, and some achievements have been applied in production (Liseng, 1998). Henry Fok Bioengineering University is becoming more advantageous in teaching, scientific research, applied technology, and senior applied talents cultivation.

**Shaoguan University**

Shaoguan University in Shaoguan City. Shaoguan University is a provincial full-time comprehensive general undergraduate university approved by the Ministry of Education of China. The predecessor of the school was the Shaoguan Faculty Members College, founded in 1958. It is a comprehensive university with complete disciplines and a member of the CDIO Engineering Education Alliance.

As of March 2017, the school has 67 undergraduate majors and 53 specialist majors. The school has four campuses, the Datang Campus (the school headquarters), the Huangtianba Campus, the Zhangzhou Teachers College, and the Medical College District. It covers an area of 2,694 acres and has a total school building area of 786,600 square meters.
CHAPTER III

RESEARCH METHODOLOGY

This chapter entails the process of data collection for the study. Detailed information about the research design, research procedures, population and the sample of the study, validity, and reliability of the research instrument, collection of data and its analysis, and the table of summary of the research process are presented in this chapter.

Research Design

The researcher utilized qualitative and quantitative methods design for conducting this study. Firstly, collecting qualitative data and reviewing literature analysis to explore the categories. The qualitative data results through literature review and interview are utilized to develop a questionnaire for collecting quantitative data concerning the research objective two, three, and four. Mean, standard deviation, two-way ANOVA, and Multiple Regression were used to analyze the collected quantitative data. The following was a detailed description of the research methodology based on each objective.

Research Objective One

To explore the required global leadership competencies and factors of faculty members’ in higher educational institutions.

Source of Data

The researcher collected the various literature reviews from books, articles, online and offline sources that provide information on faculty members’ global leadership competencies in higher education institutions. As a result, materials from 12 books and 69 articles were reviewed and used for faculty members’ global leadership competencies. Another 17 books and 72 articles were selected and used in this study as the reviewed materials for faculty members’ personal and organizational factors. All these are explained and included in the review of the literature.
Meanwhile, the interviews with related educational leaders were also conducted to support the objective one.

**Research Instrument**

The researcher reviewed the theories and literature review on global leadership competencies for enhancing the faculty members’ in higher educational institutions to find out the key terms that answered this study’s objective.

**Data Analysis**

The researcher used a synthesis of review literature as the data analysis method for this research objective.

Step 1: Theory and Rationales. At this step, the key variables are determined for examination.

Step 2: Conceptualizations. The study's key variables were defined conceptually based on the document’s reviews (books and articles).

Step 3: Operationalization (measures). The data collection was basically from the review of the literature. The key variables needed to be well-measured.

**Sources Selection criteria**

The researcher used the following criteria to select the books and articles for the content analysis.

1. Year of publication. The books and articles were published between the years 2000 and 2018. They were considered more up-to-date for the present study.

2. Publishers. They were published by recognized publishers (SAGE, Emerald Insight, ERIC, and others) and well-known academic journals.

3. Language. The sources must be written in English.

4. Emphasis. They were related to education and focus more on leadership styles.
Validity

Validating is the step that results of the synthesis of review literature: At this stage, the researcher produced a summary of the process, including the presentation of the findings from the synthesis of review of literature, elaborating in charts with percentages of occurrences by categories.

Research Objective Two

To determine the current global leadership competencies of faculty members’ in higher educational institutions in North Guangdong province, China.

Source of Data / Sample

This research used 344 Faculty members as the sample from 1144 Faculty member populations from higher educational institutions in North Guangdong province, China. The researcher got permission from the district education officer to collect the data, and the data was collected ethically.

According to the Abbreviated Table of Sample Sizes (S) Required for Selected Population Size (Morgan, 1970), the samples in the Higher educational institutions four different universities were chosen in the following way and shown in Table 4. All the above information and figures came from the latest statistics of The Ministry of Education of Shaoguan city in 2019 and confirmed with every university's personnel departments.

Table 2

Population and Sample

<table>
<thead>
<tr>
<th>No.</th>
<th>Universities</th>
<th>Faculty Members</th>
<th>Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shaoguan University</td>
<td>398</td>
<td>196</td>
</tr>
<tr>
<td>2</td>
<td>Shaozhou Normal University</td>
<td>65</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>Shaozhou Medical University</td>
<td>51</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>Henry Fok Bioengineering University</td>
<td>49</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>563</td>
<td>344</td>
</tr>
</tbody>
</table>
Research Instrument

To collect the data for research objective two, the researcher used a questionnaire. The questionnaire was designed based on the synthesis literature review results from research objective one (Creswell, 2013). The researcher selected the cross-sectional type of survey design to construct the instrument. It is a type of survey that examines the respondents' attitudes, beliefs, opinions, or practices on specific issues.

Issues about the survey that the researcher needed to consider: choice of population, the survey design, logistics of data collection, and how to obtain a high response rate. Higher intuition faculty members were the target population. They were expected to provide their opinions about global leadership competencies.

The researcher used this questionnaire to collect quantitative data on leadership style practices. According to Creswell (2013), a survey is a type of instrument design that allows each participant to complete a questionnaire and return it to the researcher. In designing the study, the researcher carefully considered whether it measured the variables; it consisted of different types of questions, personal factors, organizational factors, and global leadership factors were included. Strategies for good question construction were employed to ensure that the questions were clear, not repetitive, not wordy, not negatively worded, not overlapping, and balanced in response options.

Validity of the Survey

After the survey was developed, five experts were invited to check and validate it to establish Item Objective Congruence (IOC). To validate the survey was to check whether it measured what it was supposed to measure - the degree of global leadership competencies implemented in the higher institution being studied. The researcher revised the survey based on the comments and suggestions from the experts. More details about the experts were shown in Appendix C. Criteria for the expert valuations were those who hold Ph.D.,
particularly in Education, at least ten years of teaching experience and research, particularly in higher education.

**Reliability of the Survey**

The validated and revised survey was pilot-tested with 30 faculty members in higher educational institutions in North Guangdong province, China. Cronbach’s alpha was employed to analyze the reliability of the questionnaire. Before using the survey, it was important for the researcher to make sure that it was always consistent and reliable in measuring what it should. Cronbach’s alpha originated from Lee Cronbach's work in 1951 and measured the internal consistency test or scale. The internal consistency determined before a test can be used for a research purpose. Thus, it was a common practice in educational research today to measure the reliability of an instrument.

After the pilot study, the instrument was modified based on the results. The overall result of the study was 0.91. The range of Cronbach’s Alpha according to George and Mallery (2003) was defined as follows: ≥ 0.9 = Excellent, ≥ 0.8 Good, ≥ 0.7 = Acceptable, ≥ 0.6 = Questionable, ≥ 0.5 = Poor, and ≤ 0.5 Unacceptable. The overall results of this pilot study revealed an excellent rating with an alpha coefficient of .91. Each construct scored a good showing an overall steady internal consistency Table 5 Shows the result of each construct and overall scored from the pilot study.

**Table 3**

*Cronbach’s Alpha Values for the Questionnaires*

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Domains</th>
<th>Cronbach’s Alpha Coefficient based on each variable</th>
<th>Cronbach’s Alpha Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards Teaching</td>
<td></td>
<td>.89</td>
<td></td>
</tr>
<tr>
<td>Demand for Professional</td>
<td></td>
<td>.87</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td>.90</td>
<td></td>
</tr>
<tr>
<td>Awareness Concerns</td>
<td></td>
<td>.89</td>
<td>.88</td>
</tr>
<tr>
<td>Personal Factors</td>
<td>Refocusing Concerns</td>
<td>.89</td>
<td>.88</td>
</tr>
</tbody>
</table>
The survey used in this study employed a five-point Likert-type scale. According to Joshi, Kale, Chandel, and Pal (2015), the Likert-type scale was a set of items designed for the participants to show their level of agreement on a metric scale. The tendency of choosing this Likert-type scale depends on the construct of the item response using the interval scale. Moreover, the measures for an interval scale are mean and standard deviation. Beyond this data set, regression analysis could be employed. The tables below show the corresponding values and interpretation for the Likert-type scale. It had two types of questionnaires and the scale and interpolation. The corresponding values for the 5-point level questionnaires are given in both Part A and B. Details of the breakdown of the draft survey, scale, and interpretation for factor A are shown in Tables 6 and 7.

**Table 4**

*Scale and Interpretation for Factors Part-A*

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement</th>
<th>Range</th>
<th>Interpretation for the factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Never</td>
<td>1.00 – 1.50</td>
<td>Very Low</td>
</tr>
<tr>
<td>2</td>
<td>Rarely</td>
<td>1.50 – 2.50</td>
<td>Low</td>
</tr>
<tr>
<td>3</td>
<td>Occasionally</td>
<td>2.50 – 3.50</td>
<td>Medium</td>
</tr>
<tr>
<td>4</td>
<td>Frequently</td>
<td>3.50 – 4.50</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>Usually</td>
<td>4.50 – 5.00</td>
<td>Very High</td>
</tr>
</tbody>
</table>
Table 5

*Scale and Interpretation for Global Leadership Part-B*

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement</th>
<th>Scale</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>1.00 – 1.50</td>
<td>Very Low</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>1.50 – 2.50</td>
<td>Low</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>2.50 – 3.50</td>
<td>Medium</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>3.50 – 4.50</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td>4.50 – 5.00</td>
<td>Very High</td>
</tr>
</tbody>
</table>


**Data Analysis**

The data analysis is done by using Means and Standard Deviation.

**Research Objective Three**

To determine the differences between faculty members’ global leadership competencies according to their personal and organizational factors in higher education institutions in North Guangdong province, China.

**Source of Data / Sample**

The sample and sampling technique was the same as objective two.

**Research Instrument**

The research instrument was the same as objective two.

**Validity of the Survey**

Validation of the survey was the same as objective two.

**Reliability of the Survey**

Checking the reliability of the survey was the same as objective two.

**Data Analysis**

Two-way ANOVA was used to analyze the data.
Research Objective Four

To determine the degree that personal and organizational factors impacted faculty members’ global leadership competencies in higher education institutions in North Guangdong province, China.

Source of Data/Sample

The sample and sampling technique was the same as objective two.

Research Instrument

The research instrument was the same as objective two.

Validity of the Survey

Validation of the survey was the same as objective two.

Reliability of the Survey

Checking the reliability of the survey was the same as objective two.

Data Analysis

Multiple Regressions were used to analyze the data.

Research Objective Five

To propose a model for enhancing faculty members’ global leadership competencies in higher educational institutions in North Guangdong province, China.

Source of Data

The results from all the research objectives were used to develop a new model to enhance faculty members’ global leadership in higher education institutions in North Guangdong Province, China.

Proposed Leadership Model

Through all objectives, the researcher proposed a leadership model to enhance faculty members’ global leadership in higher education institutions in North Guangdong Province, China.
Model Validation

To prove whether the new leadership model was valid for the faculty members’ global leadership in higher education institutions in North Guangdong Province, China. The researcher used the validation method.

Seven experts validated the proposed leadership model with diverse educational background experts’ details shown in Appendices. The validation was implemented through a survey. Suggestions and comments from the experts are incorporated into the final leadership model.

Research Objective Six

To determine the difference in leadership model to improve the faculty members’ global leadership competencies in higher education institutions.

Source of Data / Sample

Thirty participants selected from one of the higher education institutions in Guangdong province were provided with training using the possible leadership model that this study found after analyzing the qualitative and quantitative data.

Data Analysis

A paired samples t-test to check the pre-test and post-test results used; the Means and SDs scores were calculated and compared. The primary purpose of using t-Test to analyze the data was because this analytical method was to find if there was a significant difference between the means of pre-test and post-test. It was to check the leadership model's effectiveness and the faculty members’ global leadership in higher education institutions in North Guangdong Province, China.
## Summary of the Research Process

### Table 6

<table>
<thead>
<tr>
<th>Research objective</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method</th>
<th>Method of Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To explore the required global leadership competencies and factors of faculty members’ in higher educational institutions.</td>
<td>Literature Review, Journals and online articles published in journals</td>
<td>Literature Review</td>
<td>Systematic Review of Literature review</td>
</tr>
<tr>
<td>2. To determine the current global leadership competencies of faculty members’ in higher educational institutions in North Guangdong</td>
<td>344 faculty members from higher educational institutions in North Guangdong</td>
<td>Questionnaire Part B</td>
<td>Mean, Standard Deviation Quantitative</td>
</tr>
<tr>
<td>3. To determine the differences between faculty members’ global leadership competencies according to their personal and organizational factors in higher education institutions in North Guangdong province, China.</td>
<td>344 faculty members from higher educational institutions in North Guangdong province of China.</td>
<td>Questionnaire Part A-B</td>
<td>Two-way ANOVA Quantitative</td>
</tr>
<tr>
<td>4. To determine the degree that personal and organizational factors impacted faculty members’ global leadership competencies in higher education institutions in North Guangdong</td>
<td>344 faculty members from higher educational institutions in North Guangdong</td>
<td>Questionnaire Part A-B</td>
<td>Multiple regression Quantitative</td>
</tr>
<tr>
<td>5. To propose the model for enhancing faculty members’ global leadership competencies in higher</td>
<td>Result from research objectives 1-5 model development and validation from Experts validation Qualitative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To verify the model enhanced the faculty members’ global leadership competencies in higher educational institutions in North Guangdong province, China.</td>
<td>30 faculty members</td>
<td>Training Questionnaire</td>
<td>Paired samples t-Test Quantitative</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter explains the results of the data analysis according to the research objectives. Both qualitative and quantitative data were collected and analyzed in this section. A synthesis of review literature analyzed the qualitative data, and quantitative data were analyzed by statistical methods, including Mean, Standard Deviation, Two-way ANOVA, and Multiple-regression and pair samples t-test.

The following reports are the findings from the investigation in the sixth objective.

Research Objective One

To explore the required global leadership competencies and faculty members’ factors in higher educational institutions.

The following sections summarize the literature review findings for enhancing the faculty members’ global leadership in higher education institutions in North Guangdong Province, China. The qualitative review mainly focused on three parts: Personal factors, organizational factors, and global leadership competencies.

Global Leadership Competencies

Three significant elements emerged from the systematic review: perception management, relationship management, and self-management. The findings were consistent with the overall framework of the theory. The only difference between the findings that would explain the degree of importance of performing practices of the faculty member’s factors

Perception Management

The most significant factor for global leadership competencies found in the literature was perception management. The sources indicated that perception management was vitally crucial in school management. From a management point of view, faculty members’
perception management mainly refers to colleges and universities' power. Faculty members’
style of leadership mainly displays in the process of managing. It depends entirely on a
person's thoughts and emotions as a starting point. Cultivating faculty members' correct view
as the center of the management. To continuously be active and positive in self-management
work, play has a vast potential in the job. The concept of faculty members’ management
system in the university is based not only on the perspective of care but also on stimulating
faculty members' potential by caring, dedication for colleges and universities.

Relationship Management

Several sources indicated relationship management. Relationship management is the
management of people, and people are the most active and only dominant elements of
management. The main body of school management is faculty members and students. The
school's various management activities must be close to the faculty members and students to
carry out. The school of all kinds of management activities to carry out the important premise
is the school's harmonious interpersonal relationship.

The so-called interpersonal relationship refers to the psychological connection formed
and established between people in social interaction and society's relationship. When it
comes to interpersonal relationships in schools, the first thing that comes to mind is the
faculty member-student relationship. For a long time, the field of education focuses on
studying faculty member-student relationships and ignoring the exploration of the
interpersonal relationship between faculty members.

Self-Management

Many sources mentioned that self-management is one of the most critical
competencies to build global leadership. It refers to the propensity of individuals to
differentiate themselves and to integrate new information into existing models.
Emotional endurance, emotional sensitivity, and stress management are related to people's
mental ability and ability to cope with stress and challenges. Faculty member's self-
management is a multi-dimensional and multifaceted concept. In terms of cognition, it
reflects that faculty members should learn self-knowledge, including self-analysis and self-
evaluation. In the emotional faculty, members are encouraged themselves, mainly in the
spiritual level of internal motivation.

In the behavior training to self-cultivation, self-planning; in the quality of faculty
members' will to self-supervision, self-control, and regulation. In short, faculty members' self-management should be a process that, based on a correct understanding of themselves, takes the initiative to propose development goals to themselves through self-motivation and consciously plan, implement, control, and adjust themselves to achieve the ideal development goals.

Table 11 explains three elements for global leadership competency with their percentage level reflected by the reviewed literature.

Table 7

<table>
<thead>
<tr>
<th>No.</th>
<th>Global Leadership Competencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Perception Management (keywords: Habit, Motivation, Learning, specialization, Social background)</td>
<td>41.05</td>
</tr>
<tr>
<td>2.</td>
<td>Relationship Management (Keywords: Leadership, Project Management, Business Development, Communication, Time Management)</td>
<td>30.89</td>
</tr>
<tr>
<td>3.</td>
<td>Self-Management (keywords: Goal setting, Mission setting, Self-motivation, Stress management Accountability)</td>
<td>37.17</td>
</tr>
</tbody>
</table>

**Personal Factors**

Five major dimensions emerged from the systematic review: attitude towards teaching, demand for professional development, awareness concerns, consequence concerns, and refocusing concerns. The findings were consistent with the overall framework of the theory. The only difference between the findings was that it would explain the degree of importance of the global leaders' performing practices to influence faculty members’ global
leadership. Personal factors included the following main elements, which were reflected and confirmed by the selected literature review.

**Attitude Towards Teaching**

The systematic review results show that the sources mentioned the attitude towards the teaching of faculty members. Attitude is described in specialist literature, particularly in social psychology works. Therefore, most concepts consider attitude to assess a social dimension as a human predisposition. Teaching is an important variable because it can seriously affect the practical manifestation of professional knowledge and skills. In other words, we conclude that the lack of a positive attitude towards the teaching profession, expertise, and abilities, even if they are established at a very high level, will not convey consistency.

**Demand for Professional Development**

The definition of demand for professional development can be made by acknowledgments and technology accessible in several ways, from the formal to the informal ones. It can be made available in the form of classes, seminars, or structured training programs through external experience, by cooperation between schools or faculty members through schools (e.g., reciprocal visits to other schools or faculty member networks), or within the schools where faculty members work. In this latter case, learning can be by coaching / mentoring, collaborative preparation and teaching, and sharing good practices.

**Awareness Concerns**

A number of the sources mentioned the awareness concern was important for faculty members. Increased self-awareness often requires a greater understanding of how students influence their emotional processes and attitudes and how we impact students. For faculty members who interact with students with emotional and behavioral problems, self-awareness is essential. Rarely Our faculty member’s progress depends on our ability to take stock of our
behavior.

**Consequence Concerns**

The systematic review result provided a pattern whereby the importance of faculty member consequence concern. The faculty members' heavy workload and teaching pressure were the main reasons affecting faculty members' health. Another concern was the pressure of faculty members' examination, and the psychological stress caused by it affected faculty members' mental health. Faculty members' long working hours and irregular working hours are the direct causes of faculty members' health. Students are generally challenging to teach; schools want to achieve results, the society (parents) misunderstanding, pressuring the faculty members, these "three mountains" affect some faculty members' physical and mental health. These factors cannot be ignored by external aspects.

**Refocusing Concerns**

Faculty members usually refocus on certain things such as salary, benefits, new policies, title assessment, professional development, transport, living condition, and marriage. Through these concerns, colleges and universities can understand the faculty members' teaching ability and career development status. They find out the problems of faculty members' capacity, behavior, and psychology to provide a basis for improving the quality of faculty members, supporting their work, and improving their management. Table 9 explains the five elements in the personal factors with their percentage level, as reflected by the sample reviewed literature.

**Table. 8**

*Percentage of Personal factors*

<table>
<thead>
<tr>
<th>No</th>
<th>Personal Factors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attitude Towards Teaching</td>
<td>23.18</td>
</tr>
<tr>
<td>2</td>
<td>Demand for Professional Development</td>
<td>18.11</td>
</tr>
<tr>
<td>3</td>
<td>Awareness Concerns</td>
<td>19.56</td>
</tr>
<tr>
<td>4</td>
<td>Consequence Concerns</td>
<td>17.39</td>
</tr>
</tbody>
</table>
Organizational Factors

Organizational factors involved five major elements that emerged from the systematic review: an inspiration of change and innovation, inspiration of change demand, an organizational change team, construction of shared vision, and enhancement of faculty member empowerment. The results showed consistency with the overall framework of the theory.

Inspiration for Change and Innovation

The reviewed literature sources mentioned the inspiration for change and innovation. During the transition, many colleges and universities are accelerating disciplines' construction and adjusting the specialty structure. In this adjustment process, the first thing is to deal with the relationship between colleges' and universities' reform and faculty members' innovation. Faculty members are engaged in professional education training for a long time, and they are practitioners with ideas. The key to the new future reform's success is not the mechanical executor of the superior system's rules. Faculty members are not only delimiting knowledge but also delimiting ideas. We can learn a lot from the beliefs and practices of outstanding faculty members.

Faculty members are good learners. They are continually trying to understand better what learning means, understand all the elements of education, and understand how their students can fully understand the nature and process of education. Therefore, the inspiration to change innovation for college faculty members in the reform is the key to success.

Inspiration of Change Demand

With the development of the economy and society, high-quality workers and skilled talents are rising. In this situation, universities and colleges need to invite comprehensive faculty members with high quality, substantial expertise, and good practice.

However, in practical teaching activities, secondary vocational faculty members do
not have enough professional practice ability, solid professional theoretical knowledge, and rich practical ability due to internal and external factors. Even though they occupy an important position in vocational education, Simultaneously, in such a changing era, faculty members need to change from traditional faculty members to research faculty members and re-understand the curriculum, update knowledge, and develop ability. In the face of this dilemma, the most urgent task for constructing faculty members in secondary vocational schools is to plan a way to rapidly and effectively improve faculty members' professional development based on their own reasonable needs and mobilize faculty members' enthusiasm.

**Organizational Change Team**

The sources mentioned the organizational change team. Higher education has begun to shift from elite education to mass education. Students are facing many college faculty members from the previous span, the development also soon. The teaching management faces a series of problems of sustainable development. Therefore, it is necessary to introduce the strategic partner of sustainable development. To realize China's higher education teaching management's sustainable development, it also needs to introduce the cooperation mechanism, especially the faculty member's change team and cooperation.

The essence of teamwork lies in the fact that cooperation must be a win-win situation, which is also in line with China's higher education's training goal. Higher education should cultivate talents who are full of critical, social, moral sense, sense of responsibility, and ability of self-reflection. Additionally, higher education should comprehensively improve people's quality and realize the all-round development of people.

**Construction of Shared Vision**

A shared vision is a discipline described as essential for developing a learning organization. An institution of learning promotes and supports learning at all enterprise levels
to adapt and change itself to work efficiently in a diverse and dynamic world. A joint mission is not a goal put on an organization by one or two individuals. Instead, it comes from the group leaders, providing a collective objective and sense of intent for all the organizational operations.

**Enhancement of Faculty Member Empowerment**

The finding indicated that the most significant factor affecting organizational factors was faculty member empowerment, which round about reviewed sources. Faculty member empowerment is an integral part of faculty member career development. To achieve professional autonomy, faculty members must have certain rights. In practice, faculty members’ empowerment is the right of faculty members to be respected and free from external unreasonable factors’ intervention and influence. Moderate faculty members’ empowerment can promote professional development, effectively deal with their lack of emotions, skills, knowledge, and resources to be competent in the pedagogy work, and gain self-satisfaction to give full play to the prominent faculty body members. Table 10 explains these five elements in the organizational factors with their percentage reflected by the sample reviewed literature.

**Table 9**

*Percentage of Organizational Factors*

<table>
<thead>
<tr>
<th>No.</th>
<th>Organizational Factors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inspiration for Change and Innovation</td>
<td>17.76</td>
</tr>
<tr>
<td>2.</td>
<td>Inspiration of Change Demand</td>
<td>17.10</td>
</tr>
<tr>
<td>3.</td>
<td>Organizational Change Team</td>
<td>15.78</td>
</tr>
<tr>
<td>4.</td>
<td>Construction of Share Vision</td>
<td>23.68</td>
</tr>
<tr>
<td>5.</td>
<td>Enhancement of Faculty Member Empowerment</td>
<td>23.02</td>
</tr>
</tbody>
</table>

**Findings from the Interview**

The investigator performed a preliminary study with school leaders and faculty members, in particular an interview in July 2019. The researcher interviewed twelve
professors working in higher education institutions in North Guangdong Province, China.

Their responses are summarized in Table 12. Their details and information are stated in Appendix G.

**Table 10.**

*Interview Questions*

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you have any experience with educational globalization at your university?</td>
<td>All the leaders have experience in educational globalization at your university.</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Which global leadership competency is essential for you?</td>
<td>Half of the people choose self-management as a vitally important aspect.</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>A. Perception-management.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Relationship-management.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Self-management.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What are the strength and weaknesses of vision and strategic thinking?</td>
<td>Strategic thinkers are best at analyzing variables, gathering lots of useful information, and making quick, informed decisions based on their analyses. If you possess any Strategic Thinking Strengths, you can see the logic in focusing on these Strengths for success, Strategic Thinking Executing, Relationship Building Influencing.</td>
<td>5</td>
<td>41</td>
</tr>
<tr>
<td>4.</td>
<td>How do you evaluate the Faculty member’s interpersonal and teaming skills?</td>
<td>Teamwork has evolved from getting one specific project done in a company to a more consistent way to increase workplace productivity. With the increased use of teamwork in business, working with a corporate team requires excellent interpersonal skills and various other team-related characteristics.</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>No.</td>
<td>Questions</td>
<td>Answers</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>5.</td>
<td>Which personal factor do you think influence you most?</td>
<td>A. Attitude towards teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Refocusing concerns.</td>
<td>C. Demand for professional development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Awareness concerns.</td>
<td>E. Consequence concerns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F. Other</td>
<td>They may have an individual impact on functioning; thus, they must consider as part of a comprehensive evaluation of an individual’s disability of relevance for the particular issue.</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>6.</td>
<td>Which organizational factor can enhance your job most?</td>
<td>A. Inspiration for change and innovation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. The inspiration to change demand.</td>
<td>C. Organizational change team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Construction of share vision.</td>
<td>E. Enhancement of Faculty member empowerment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F. Other</td>
<td>Many different factors affect organizational structure, so you’ll likely be unable to include all of them in your organizational design strategy. Prioritize the ones that are most relevant to your situation when planning or reexamining your team structure.</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>7.</td>
<td>Explain how you handle a situation where at the workplace you met with</td>
<td>When you try to implement any idea, it will meet with a lot of resistance for 1. Unaware of concept 2. Outcome not known to people 3. Internal company politics where peers think that by implementing any idea, an individual will exceed them 4. How this idea will impact individuals and the organization as a whole.</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>resistance while introducing a new idea or policy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Mention what are the awareness and consequence concerns of most Faculty</td>
<td>The role of university teachers’ consciousness mainly produced in the understanding of their role behavior, and emotional experience, for their quality evaluation on teaching and scientific research, is not clear, the lack of a clear judgment and self-reflection, to job satisfaction is not high, low valence, under pressure, especially scientific research a lot of pressure psychological stress is the largest.</td>
<td>5</td>
<td>41</td>
</tr>
<tr>
<td>No.</td>
<td>Questions</td>
<td>Answers</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>9</td>
<td>List out the inspiration of innovation and demand in your university?</td>
<td>University Faculty members have significant advantages in professional theory and information, but they are deficient in integrating with the market and industry. If we want to improve scientific research and innovation, we must make up the lesson of combining with the study.</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>Give us an example that shows how Faculty member empowerment and share vision during working?</td>
<td>Examples proved that empowerment is more important than share a vision.</td>
<td>7</td>
<td>58.3</td>
</tr>
</tbody>
</table>

The interview outcome shows that 50% of people choose self-management as a vitally important aspect if they want to develop their global leadership competencies. 33.3% of faculty members and leaders offer their option on perception management. Only 16.6% of people chose relationship management as their first concern when thinking about global leadership competencies. The result of their thought on three different options shows in Table 12.

The interview on the most important personal factor of Table 12 shows that both leaders and Faculty members pay more attention to professional development demand. 42% of them choose professional development as their most important personal factor when working in a university. The need for improvement of them becomes exceptionally high with the globalization of higher education. The questionnaire and model need to focus on this aspect. Another 25% choice is on consequences because any problem with globalization or global students becomes the hot topic on the campus. Both faculty members and students would focus on it. Evolving into a public affair and have serious consequences.

The interview on the most crucial organizational factor of Table 12 shows that most leaders choose to share the vision. Three leaders from different universities decide to share the vision as their enhancement because this is the hardest part. Leaders and Faculty members stand at different heights level of management when they are working for the
university. Usually, change comes from top to bottom, so sharing vision becomes very important for school leaders to improve their working efficiency. Four new faculty members choose the enhancement of faculty member empowerment at the same time. This situation clarifies that higher education institutions in North Guangdong, China, need to pay attention to Faculty members’ rights and power. Faculty members stay in the front line with students. They meet them every day and know students better. So, if future models can offer new faculty members more power, they can make changes directly and quickly. They are thereby enhancing the whole organizational efficiency quickly.

Research Objective Two

To determine the current global leadership competencies of faculty members’ in higher educational institutions in North Guangdong province, China.

This research used 344 faculty members as the sample from 1144 Faculty member populations from higher educational institutions in North Guangdong province, China. The researcher got permission from the district education officer to collect the data. Finally, 319 questionnaires were collected successfully; the valid and return rate reached 92.7%.

The data collected from the faculty members’ in higher educational institutions in North Guangdong province, China, through the questionnaires, were analyzed using standard deviations for objective two. The results indicated that the current global leadership competencies were high, with the overall mean scores of 3.73. Table 13 explained the means and standard deviations for all the elements, with the interpretations for their current global leadership competencies of the faculty members in higher educational institutions in North Guangdong province China.

Table 11

Means and Standard Deviations of Global Leadership Competencies (N=319)

<table>
<thead>
<tr>
<th>Global Leadership Competencies</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception Management</td>
<td>3.74</td>
<td>1.12</td>
<td>High</td>
</tr>
</tbody>
</table>
Table 13 reported the means and standard deviation scores of Perception Management (M = 3.74, SD=1.12), Relationship Management (M=3.70, SD=1.14), Self-managing (M=3.73, SD =1.14), and Global Leadership Competency (total) with (M=3.71, SD=1.10); which were all regard as “high”. It means the current global leadership competencies of faculty members’ in higher educational institutions in North Guangdong province, China was “high.”

### Research Objective Three

To determine the differences between faculty members’ global leadership competencies according to their personal and organizational factors in higher education institutions in North Guangdong province, China.

To understand the significant differences between two types of factors, including personal factors and organizational factors, towards the faculty members’ global leadership competencies in higher education institutions in North Guangdong province China, two-way ANOVA was used to analyze this objective. The analysis of two-way ANOVA was conducted step by step, as explained in the following parts.

Firstly, the descriptive statistical report for the Personal factors, including the means and standard deviations for the elements, is shown in Table 14.

### Table 12

**Means and Standard Deviations of Personal Factors (N=319)**

<table>
<thead>
<tr>
<th>Personal Factors</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards Teaching</td>
<td>3.72</td>
<td>1.17</td>
<td>High</td>
</tr>
<tr>
<td>Demand for Professional Development</td>
<td>3.72</td>
<td>1.17</td>
<td>High</td>
</tr>
<tr>
<td>Awareness Concerns</td>
<td>3.70</td>
<td>1.19</td>
<td>High</td>
</tr>
<tr>
<td>Refocusing Concerns</td>
<td>3.71</td>
<td>1.18</td>
<td>High</td>
</tr>
<tr>
<td>Consequence Concerns</td>
<td>3.75</td>
<td>1.16</td>
<td>High</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.73</td>
<td>1.17</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 14 reported the means and standard deviation scores of Attitude towards Teaching (M
Demand for Professional Development (M=3.72, SD=1.17), Awareness Concerns (M = 3.70, SD = 1.19), Refocusing Concerns (M = 3.71, SD = 1.18), Consequence Concerns (M = 3.75, SD = 1.16), and Personal factors (as the total) with (M=3.73, SD=1.17); which all were regarded as “high”. It means the overall level of Personal factors was “high”.

Secondly, the descriptive statistical report for the Organizational factors, including the means and standard deviations for the elements, were shown in Table 15.

### Table 13

**Means and Standard Deviations of Organizational Factors (N=319)**

<table>
<thead>
<tr>
<th>Organizational Factors</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspiration for Change and Innovation</td>
<td>3.73</td>
<td>1.18</td>
<td>High</td>
</tr>
<tr>
<td>Inspiration of Change Demand</td>
<td>3.73</td>
<td>1.18</td>
<td>High</td>
</tr>
<tr>
<td>Organizational Change Team</td>
<td>3.73</td>
<td>1.16</td>
<td>High</td>
</tr>
<tr>
<td>Construction of Shared Vision</td>
<td>3.73</td>
<td>1.13</td>
<td>High</td>
</tr>
<tr>
<td>Enhancement of Faculty Member Empowerment</td>
<td>3.74</td>
<td>1.16</td>
<td>High</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.73</td>
<td>1.17</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 15 reported the means and standard deviation scores of Inspiration of Change and Innovation (M = 3.73, SD = 1.18), Inspiration of Change Demand (M = 3.73, SD = 1.16), Organizational Change Team (M = 3.73, SD = 1.16), Construction of Shared Vision (M = 3.73, SD = 1.13), Enhancement of Faculty Member Empowerment (M = 3.74, SD = 1.16), and Organizational factors (as the total) with (M=3.73, SD=1.17); which all were regarded as “high”. It means the overall level of organizational factors was “high”.

Lastly, the researcher analyzed the two-way ANOVA tests between personal factors and organizational factors’ and their effects on faculty members’ global leadership competencies. The F test and significance were computed during this process, and the results of two-way ANOVA are presented in the following Table 16.
Table 14

Tests of Between-Subjects Effects (N=319)

| Source          | Type III Sum of Squares | Df | Mean Square | F      | Sig. *
|-----------------|-------------------------|----|-------------|--------|----------
| Corrected Model | 391.04                  | 313| 1.25        | 90.89  | .000*    
| Intercept       | 2503.33                 | 1  | 2503.33     | 182119.18 | .000*   
| PF              | 2.68                    | 96 | .028        | 2.03   | .019*    
| OF              | 3.25                    | 108| .030        | 2.19   | .021*    
| PF * OF         | 1.76                    | 88 | .020        | 1.45   | .036*    
| Error           | .07                     | 5  | .014        |        |          
| Total           | 4814.91                 | 319|             |        |          
| Corrected Total | 391.11                  | 318|             |        |          

R Squared = .765 (Adjusted R Squared = .715)  
*Sig.<.05

Table 16 showed the combined Personal Factors and Organizational Factors’ effects on faculty members’ Global Leadership Competencies. The p-value for PF (personal factor) is .019, the p-value for OF (organizational factors) is .021. Meanwhile, the p-value for the interaction between PF* OF (personal factors and organizational factors) is .036, indicating that the interaction effect between personal and organizational factors was statistically significant. They both impacted the faculty members’ Global Leadership Competencies.

Research Objective Four

To determine the degree that personal and organizational factors impacted faculty members’ global leadership competencies in higher education institutions in North Guangdong province, China.

To address this research objective, the researcher used multiple regression to determine the degree that organizational factors and personal factors impacted faculty members’ global leadership competencies. The following Table 17-19 shows the result for multiple regression analysis.
### Table 15

**Multiple Regression Results for the Organizational Factors’ and Personal Factors’ Impact on Faculty Members’ Global Leadership Competencies (N=319)**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.892</td>
<td>.795</td>
<td>.790</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Faculty Members’ Global Leadership Competencies

b. Predictors: (Constant), Attitude towards Teaching (ATT), Demand for Personal Development (DPD), Awareness Concerns (AC), Refocusing Concern (RC), Consequence Concerns (CC), Inspiration of Change and Innovation (ICI), Inspiration of Change Demand (ICD), Organizational Change Team (OCT), Construction of Share Vision (CSV), Enhancement of Faculty Member Empowerment (EFE).

### Table 16

**ANOVA Results for the Organizational Factors’ and Personal Factors’ Impact on Faculty Members’ Global Leadership Competencies (N=319)**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>366.934</td>
<td>10</td>
<td>36.693</td>
<td>388.807</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>29.067</td>
<td>309</td>
<td>.094</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>396.001</td>
<td>319</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Faculty Members’ Global Leadership Competencies

b. Predictors: (Constant), Attitude towards Teaching (ATT), Demand for Professional Development (DPD), Awareness Concerns (AC), Refocusing Concern (RC), Consequence Concerns (CC), Inspiration of Change and Innovation (ICI), Inspiration of Change Demand (ICD), Organizational Change Team (OCT), Construction of Share Vision (CSV), Enhancement of Faculty Member Empowerment (EFE).
Table 17

Multiple Linear Regressions for Factors Predicting Global Leadership Competencies

<table>
<thead>
<tr>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beta</td>
</tr>
<tr>
<td>Model</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>.073</td>
</tr>
<tr>
<td>Attitude towards Teaching</td>
<td>.145</td>
</tr>
<tr>
<td>Demand for Professional</td>
<td>.065</td>
</tr>
<tr>
<td>Development</td>
<td></td>
</tr>
<tr>
<td>Awareness Concerns</td>
<td>.072</td>
</tr>
<tr>
<td>Refocusing Concern</td>
<td>.155</td>
</tr>
<tr>
<td>Consequence Concerns</td>
<td>.127</td>
</tr>
<tr>
<td>Inspiration of Change and</td>
<td>.060</td>
</tr>
<tr>
<td>Innovation</td>
<td></td>
</tr>
<tr>
<td>Inspiration of Change</td>
<td>.077</td>
</tr>
<tr>
<td>Demand</td>
<td></td>
</tr>
<tr>
<td>Organizational Change Team</td>
<td>.063</td>
</tr>
<tr>
<td>Construction of Share Vision</td>
<td>.110</td>
</tr>
<tr>
<td>Enhancement of Faculty</td>
<td>.106</td>
</tr>
<tr>
<td>Member Empowerment</td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Faculty Members’ Global Leadership Competencies

b. Predictors: (Constant), Attitude towards Teaching (ATT), Demand for Professional Development (DPD), Awareness Concerns (AC), Refocusing Concern (RC), Consequence Concerns (CC), Inspiration of Change and Innovation (ICI), Inspiration of Change Demand (ICD), Organizational Change Team (OCT), Construction of Share Vision (CSV), Enhancement of Faculty Member Empowerment (EFE).

*Sig.<.05

The regression analysis results in Table 17-19 revealed that the overall regression was significant. All the organizational factors and personal factors significantly impacted faculty members’ global leadership competencies in higher education institutions in North Guangdong province, China. The multiple coefficients of determinations showed $r = .892$, $p=.033$, $R^2$ for this model was .795, which indicated that these organizational factors and
personal factors could predict 79.5% of the faculty members’ global leadership competencies. As the P-value were less than .05, the degree that the organizational factors and personal factors significantly impacted faculty members’ global leadership competencies from high to low based on the Coefficient scores were:

1. Attitude towards Teaching (ATT) ($\beta = .153, P=.000$);
2. Consequence Concerns (CC) ($\beta = .165, P=.000$);
3. Enhancement of Faculty Member Empowerment (EFE) ($\beta = .113, P=.000$);
4. Inspiration of Change and Innovation (ICI) ($\beta = .132, P=.000$);
5. Organizational Change Team (OCT) ($\beta = .082, P=.007$);
6. Refocusing Concern (RC) ($\beta = .077, P=.014$);
7. Awareness Concerns (AC) ($\beta = .068, P=.023$);
8. Construction of Share Vision (CSV) ($\beta = .066, P=.021$);
9. Demand for Professional Development ($\beta = .068, P=.023$);
10. Inspiration of Change Demand (ICD) ($\beta = .064, P=.030$).

**Research Objective Five**

To propose the model for enhancing faculty members’ global leadership competencies in higher educational institutions in North Guangdong province, China. This objective was to develop a leadership model to enhance faculty members’ global leadership competencies in higher educational institutions in North Guangdong province, China. The proposed model is based on the results of previous research objectives and the related theories. The model's main emphasis was to enhance faculty members’ global leadership competencies in higher educational institutions in North Guangdong province, China. Based on all the previous qualitative and quantitative results, the researcher proposed a leadership model shown below in Figure 7.
About the Model

The model for enhancing the faculty members’ global leadership competency needs to focus on the faculty members’ personal and organizational factors. The two-way ANOVA analysis proved these two types of factors’ significance, which are like two key axes for the development. Moreover, based on the multiple regression analysis results, the significance ranks of β scores suggested the training should start with improving faculty members’ Attitude towards Teaching (ATT) (β=.153, P=.000); Consequence Concerns (CC) (β=.165, P=.000), here both ATT and CC belong to Personal factors. Then, the training should focus on Enhancement of Faculty Member Empowerment (EFE) (β=.113, P=.000); Inspiration of Change and Innovation (ICI) (β=.132, P=.000); Organizational Change Team (OCT) (β=.082, P=.007), here these three factors are belonging to organizational factors. After that, the training should focus on improving faculty members’ Refocusing Concern (RC) (β=.077, P=.014); Awareness Concerns (AC) (β=.068, P=.023). These two factors are belonging to personal factors again. Last, the training should focus on Construction of Share Vision (CSV) (β=.066, P=.021); Demand for Professional Development (β=.068, P=.023); Inspiration of Change Demand (ICD) (β=.064, P=.030), these factors are belonging to organizational factors again.

Implications for Implementing the Model

The leadership model aims to enhance faculty members’ global leadership in higher education institutions in North Guangdong province, China. The leadership model will strengthen the school leaders’ and the faculty members’ global leadership competencies in higher education in China.

As explained in the model, the implication of the model implementation should focus on two major types of factors of the faculty members’: personal and organizational factors, which are like two key axes for their global leadership development; and it may be concerned
with the following steps:

Step 1: the training should improve faculty members’ Personal factors, including Attitude towards Teaching (ATT), Consequence Concerns (CC).

Step 2: the training should focus on Organizational Factors, including Enhancement of Faculty Member Empowerment (EFE), Inspiration of Change and Innovation (ICI), Organizational Change Team (OCT).

Step 3: the training should turn back to focus on improving faculty members’ Personal Factors again, including Refocusing Concern (RC), Awareness Concerns (AC).

Step 4: Last step of the training should focus on improving faculty members’ Organizational Factors again, including Construction of Share Vision (CSV), Demand for Professional Development, Inspiration of Change Demand (ICD).

**Figure 4**

*Figure 4*

**A Proposed Model for Enhancing Faculty Members’ Global Leadership Competencies in Higher Educational Institutions, North Guangdong, China**
Detailed Steps for the Model’s Implementation

Step 1: the training should improve faculty members’ Personal factors, including Attitude towards Teaching (ATT), Consequence Concerns (CC).

**Attitude towards Teaching**

Developing faculty members’ attitudes toward teaching needs to focus on their thoughts and positive thinking ways. The faculty member's perspective would affect their job performance and their interactions with the students, consciously or unconsciously, so the training should develop their positive thinking attitudes and other related analytical skills for the teaching.

**Consequence Concerns**

Consequence concerns are required to develop the faculty member’s awareness for their decision-making consequences, which may influence their teaching and learning effects and the students’ evaluation when the instruction ends. Develop the faculty members’ decision-making skills and avoid subjective judgment in facing conflicts. Since subjectivity can lead to instructor references incoherently and administrators’ contradictory consequences.

Step 2: the training should focus on improving faculty members’ Organizational Factors, including Enhancement of Faculty Member Empowerment (EFE), Inspiration of Change and Innovation (ICI), Organizational Change Team (OCT).

**Enhancement of Faculty Member Empowerment**

Enhancing the faculty members’ empowerment encourages their engagement to share their professional knowledge for upgrading the teaching and learning contents and participating in the discussion for the desired school goals and version. Empowering the faculty members could increase corporate responsibility from the instructor teams. Getting the faculty members’ involvement in curriculum and pedagogical reforms and increase
participative leadership opportunities.

**Inspiration for Change and Innovation**

Develop the faculty members’ innovative leadership, encourages their new ideas, creative thoughts, and new imaginations in the organizational development process. Any application of better solutions to meet the latest market demands or students’ diversity from faculty members should be encouraged.

**Organizational Change Team**

Doing this requires focusing on a small group of workers assigned to recognize business process challenges and identify and execute rapid cycles of change to improve the process. Trying to create a healthy organizational climate to bring different educators, staff, parents, students, and leaders together to openly speak about real problems and plan for a real change.

Step 3: the training should turn back to focus on improving faculty members’ Personal Factors again, including Refocusing Concern (RC), Awareness Concerns (AC).

**Refocusing Concerns**

Refocusing concerns require the faculty members to track students’ learning during a course or activity. It also needed the instructors to consider the complete redirection of the lesson or activity during the working time. Faculty members also need to strengthen their focus on team relationships and academic climate.

**Awareness Concerns**

Faculty member awareness concern for the specific course or class should always be focused and their professional knowledge. Faculty member awareness concern plays a significant role in teaching and developing the brain framework for education. The training should make sure that their teaching abilities and their students’ achievements are always focused.
Step 4: the training should focus on improving faculty members’ Organizational Factors again, including Construction of Share Vision (CSV), Inspiration of Change Demand (ICD).

**Construction of Shared Vision**

A "vision" is an explicit statement of what the school refers to achieve to guide all stakeholders together. Creating the vision, inspiring and uniting everyone to do the best for students, requires increasing the faculty members’ awareness. Faculty members’ insights on education and school organizations' desirability should be promoted through this part of the training.

**Inspiration of Change Demand**

This factor is required to promote the faculty members’ awareness of the challenges that universities and higher educational institutes face and the trends that the current economic situations, changing values, and various demographics indicated. Universities and higher educational institutes must focus on their search for opportunities and challenges. Universities and higher educational institutes should imagine a future to attract more students and fulfill their institutions' challenging needs.

**Research Objective Six**

To determine the difference in leadership model to improve the faculty members’ global leadership competencies in higher education institutions.

Based on the proposed model, the researcher then conducted a faculty members’ global leadership training program in one of the higher educational institutions (Shaogan University) of North Guangdong province, China, under the assistance of a group of university leaders from various departments, including Dr. Jiang, Dr. Yang, Dr. Che Guicheng and Dr. Li Liqun at the local university. The details of the short-term faculty members’ global leadership program schedule shown in Appendix E. The trainees were selected from faculty members based on their education qualification. In fact, the researcher
initially designed this training to last for one month during the Chinese university’s winter break; however, in February, the university leaders decided to close the campus classes, meetings, and official work and shift it to work-from-home through an online platform due to China’s Covid19 situation the training was for a shorter period. The researcher conducted short-term training at the beginning of February 2020. This training lasted for eight days with support from the university leaders, mainly conducting faculty members’ professional development seminars. The trainees’ attendance recorded is shown in Appendix F. The following sections were about the detailed arrangement of the eight-day training.

**First Day of Leadership Training Program**

On the first day (08-02-2020), the researcher conducted a leadership program assisted by Dr. Jiang Qun from the English department office. The training program started with registration at 8.30 hours. At 9:00 hours, the trainer started the global leadership training program by explaining the organizational factors. The trainer divided the training program into three sessions. The first session was an introduction of the organizational factors. In the second session, the trainer showed the PowerPoint presentation about the organizational factors. The third session was a group discussion; the participants had to form groups; each group had to discuss a given topic for about 30 minutes. After which, the participants were shuffled, and for the next 30 minutes, the new groups had to discuss the same situation. Finally, the faculty members returned to their place; they had to recall the topic's key points and summarize the training. The training ended with the researcher thanking the trainer as well as the participating faculty members.

**Second Day of Leadership Training Program**

On the second day (09-02-2020), the researcher conducted the leadership program with Dr. Jiang Qun's assistance from the English department office. The training program started with registration at 8.30 hours. After completing registration, the trainer started the
global leadership training program at 9.00 hours. The trainer began by continuing to explain the organizational factors. Again, the trainer divided the program into three sessions. In the first hour of the session, the trainer introduced the organizational factors. In the second session, the trainer organized an activity about the organizational factors. The trainer explained the organizational factors' positive and negative points in the third session, and the trainer ended it with a PowerPoint presentation. Finally, the researcher thanked the trainer as well as the participating faculty members.

Third-Day of Leadership Training Program

On the third day (15-02-2020), the researcher conducted the leadership program with Dr. Yang Jiali from the university’s human resource office. The training program started with registration at 8.30 hours. After completing registration, the trainer started the global leadership training program around 9.00 hours. The trainer divided the training program into three sessions. The training commenced with an explanation of personal factors. The second session was from 10.00-11.00 hours, where the trainer showed a PowerPoint presentation about personal factors. The third session was a group discussion; the participants had to form groups; each group had to discuss a given topic for about 30 minutes. After which, the participants got shuffled, and for the next 30 minutes, the new groups had to discuss the same situation. Finally, the faculty members returned to their place; they had to recall the topic's key points and summarize the training. The training ended with the researcher thanking the trainer as well as the participating faculty members.

Fourth Day of Leadership Training Program

On the fourth day (16-02-2020), the researcher conducted the leadership program with Dr. Yang Jiali’s assistance from the university’s human resource office. The training program started with registration at 8.30 hours. After completing registration, the trainer started the global leadership training program around 9.00 hours. The trainer continued to
explain the personal factors. The trainer divided the training program into three sessions. The first session further introduced and explained the personal factors for an hour. In the second session, the trainer organized an activity about personal factors. In the third session, the trainer clarified the personal factors' positive and negative points through a PowerPoint presentation before ending the training program. Finally, the researcher thanked the trainer as well as the participation of the faculty members.

Fifth Day of Leadership Training Program

On the fifth day (22-02-2020), the researcher conducted the leadership program with Dr. Che Guicheng’s assistance from the university’s international affairs office in China. The training program started with registration at 8.30 hours. After completing registration, the trainer started the global leadership training program at 9.00 hours. The trainer divided the training program into three sessions. The training commenced with an explanation of global leadership. In the second session, the trainer showed the PowerPoint presentation about the organizational factors. Lastly, the third session was a group discussion and was from 11.30 - 12.30 hours; the trainer asked the faculty to make groups. Each group had to discuss a situation for 30 minutes. The groups were reshuffled, and for another 30 minutes, the new groups had to discuss the same situation. Finally, the faculty members returned to their place; they had to recall the topic's key points and summarize the training. The training ended with the researcher thanking the trainer as well as the participating faculty members.

Sixth Day of Leadership Training Program

On the sixth day (23-02-2020), the researcher conducted the leadership program with Dr. Che Guicheng’s assistance from the university’s international affairs office in China. The training program started with registration at 8.30 hours. After completing registration, the trainer started the global leadership training program at 9.00 hours. The trainer divided the training program into three sessions. In the first session, he continued with further
explanation about global leadership. During the second session, the trainer gave an activity on global leadership. Finally, in the third session, the trainer explained the positive and negative points about global leadership through a PowerPoint presentation. Lastly, the researcher thanked the trainer as well as the participation of the faculty members.

**Seventh Day of Leadership Training Program**

On the seventh day (29-02-2020), the researcher conducted the leadership program with Dr. Li Liqun’s assistance from the university’s international affairs office. The training program started with registration at 8.30 hours. After completing registration, the trainer started the global leadership training program at 9.00 hours. The trainer divided the training program into three sessions. The first session consisted of an introduction to the model. During the second session, the trainer showed a PowerPoint presentation about the model. Lastly, the third session was a group discussion; the participants were divided into groups; each group had to discuss a situation for about 30 minutes. These groups were reshuffled, and the new groups had to discuss the same situation again for another 30 minutes. Finally, the faculty members returned to their place; they had to recall the topic's key points and summarize the training. The training ended with the researcher thanking the trainer as well as the participating faculty members.

**Eighth Day of Leadership Training Program**

On the eighth day (01-03-2020), the researcher conducted the leadership program with Dr. Li Liqun’s assistance from the university’s international affairs office. The training program started with registration at 8.30 hours. As in previous training programs, this program, too, was divided into three sessions. During the first session, the trainer continued explaining the model. In the second session, the trainer gave an activity related to the model. The trainer explained the model's merits and demerits through a PowerPoint presentation before ending the training program in the third session. The training ended with the
researcher thanking the trainer as well as the participating faculty members.

**Evaluation for the Training Program**

To test the effectiveness of the applied leadership model training for the faculty members’ global leadership competencies, the researcher evaluated and compared the trainees’ perception towards the global leadership competencies before and after they attended the training program. Therefore, a paired samples t-test was used to analyze their perception towards the global leadership competencies before and after they participated in the training program. The following Table 19-20 showed the results from the t-test analysis.

**Table 18**

*Descriptive Statistical Result for Global Leadership Competencies*

<table>
<thead>
<tr>
<th>Pair</th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
<th>SD. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>BT</td>
<td>2.71</td>
<td>30</td>
<td>.28</td>
<td>.052</td>
</tr>
<tr>
<td>AT</td>
<td>3.92</td>
<td>30</td>
<td>.13</td>
<td>.023</td>
</tr>
</tbody>
</table>

Table 20 presents descriptive statistics for the collection of Pre-Test and Post-Test results about the faculty members’ perception towards the global leadership competencies before and after they attended the training program. The participants’ post-test scores were higher from the descriptive statistical report (M=3.92, SD=.13) than the Pre-Test (M=2.71, SD=.28).

**Table 19**

*Paired Sample Test Result for Global Leadership Competencies*

<table>
<thead>
<tr>
<th>Pair</th>
<th>Mean</th>
<th>SD</th>
<th>SD Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BT-AT</td>
<td>-1.22</td>
<td>.37</td>
<td>.07</td>
<td>-1.35, -1.08</td>
<td>-18.05</td>
<td>29</td>
<td>.000</td>
</tr>
</tbody>
</table>

The t-test comparison of Table 21 confirms a significant difference in the participants’ perception of the global leadership competencies before and after attending the training.
program since p was .000, which was less than .05, even .01. The result supports that there was a significant difference between the means of Pre-Test and Post-Test; it confirms the effectiveness of the short-term faculty members’ training and suggests that the designed model for developing the faculty members’ global leadership competencies could be utilized for other higher educational institutions in North Guangdong province of China.

**Model Validation by Experts**

As the new leadership model for enhancing faculty members’ global leadership competency was tested, and the significance was determined, it indicated that the training for 30 faculty members in one of the higher educational institutions of North Guangdong province, China, was effective. Later, the model was presented to seven experts from the higher educational institutions of North Guangdong province, China, for further model validation. In this way, the new leadership model was finalized and recommended for utilization by the faculty members’ development in higher educational institutions in North Guangdong province, China.

The validation through experts was undoubtedly helpful in modifying the proposed leadership model. The experts’ validating results showed strong support and confirmation from this model’s experts on the qualitative and quantitative analyses for this study. All seven Chinese experts accepted the new model, but they also asked to add more detailed instructional steps to explain the sub-variables. The experts suggested that the leadership model was well-thought and practical. They also recommended giving a detailed description with clear notes for better understanding. It could be utilized for the faculty members’ global leadership competency training on other higher educational institutions, North Guangdong, China. The finalized model is shown in the figure below.
Figure 5

The Finalized Leadership model for Enhancing Faculty Members’ Global Leadership Competencies in Higher Educational Institutions, North Guangdong, China

SWOT Analysis

Strengths

1. Long history reputed in the local area
2. Accessible location
3. Large (local) students’ population
4. Faculty members with good professional and teaching experiences
5. Affordable tuition in the local area
6. High graduation rate
7. More and more international students
8. Well-equipped facilities/campus
9. High-quality standards of curriculum
10. Adequate governmental fund for research and support with international universities in the world

**Weakness**

1. Big class sizes, large faculties
2. Complex administrative structure and system
3. Faculty members are fully loaded and lack management or leadership skills
4. Faculty members are focused more on teaching rather than on conducting research and application
5. University’s ICT platform and digitalization are just starting.

**Opportunity**

1. Programs have been well recognized in the local area
2. Adequate student recruitment
3. ASEAN + China, “One Belt One Road” projects; will enhance more regional impact and international students’ enrollment
4. Universities support the faculty member’s training in the organizations
5. Universities fully support the faculty members’ professional development, studying a further degree in China or aboard

**Threat**

1. More private universities in the local area have started their students and faculty enrollments
2. Need to increase collaboration to improve more competitiveness, compared with other
universities in some advanced area such as Shanghai, Beijing, or even those in South Guangdong province

3. Facing Human Resources challenges, excellent faculty members move in the competition, considering the other universities’ attractive policy.

**Vision**

To be recognized as the leading universities in the North Guangdong province, China focusing on developing the faculty members’ global leadership competencies with high levels of leadership in administration, research, practice, and community development.

**Mission**

To enhance faculty members’ Global leadership competencies, including further developing their awareness, cooperation among individuals, particular administration styles, distinctive leadership styles, and global leadership actions.

**Goal**

To enhance faculty members’ global leadership competencies in higher educational institutions, North Guangdong, China.

**Model**

To enhance faculty members’ global leadership competencies focusing on both faculty members’ Personal and Operational Factors in Higher Educational Institutions, North Guangdong, China.

**Objective 1**

Focusing on faculty members’ Personal factors, improving their Attitude towards Teaching (ATT), Consequence Concerns (CC).

**Tactic 1.1**

Attitude towards Teaching: Developing faculty members’ attitudes toward teaching needs to focus on their thoughts and positive thinking ways. As the faculty member's attitude
would affect their job performance and their interactions with the students, consciously or unconsciously, so the training should try to develop their positive thinking attitudes and other related analytical skills for the teaching.

**Tactic 1.2**

Consequence Concerns: Consequence concerns are required to develop the faculty member’s awareness for their decision-making consequences, which may influence their teaching and learning effects and the students’ evaluation when the instruction ends. To develop the faculty members’ decision-making skills and avoid subjective judgment in facing the conflicts. Subjectivity can lead to instructor references incoherently and administrators’ contradictory consequences.

**Objective 2**

Focus on improving faculty members’ Organizational Factors, including Enhancement of Faculty Member Empowerment (EFE), Inspiration of Change and Innovation (ICI), Organizational Change Team (OCT).

**Tactic 2.1**

Enhancement of Faculty Member Empowerment: This required to enhance the faculty members’ empowerment, encourage their engagement to share their professional knowledge for upgrading the teaching and learning contents, and participate in the discussion for the desired school goals and version. Empowering the faculty members could increase corporate responsibility from the instructor teams. Getting the faculty members’ involvement in curriculum and pedagogical reforms and increase participative leadership opportunities.

**Tactic 2.2**

Inspiration of Change and Innovation: This required to develop the faculty members’ innovative leadership, encouraging their new ideas, creative thoughts, and new imaginations in the organizational development process. Any better solution to meet the latest market
demands or students’ diversity from faculty members should be encouraged.

**Tactic 2.3**

Organizational Change Team: Doing this required to focus on improving faculty members’ organizational ability, involving them with the administrative process to identify their challenges, and execute rapid cycles of changes to improve the process. To create a healthy organizational climate could bring different educators, staff, parents, students, and leaders together to speak out openly about real problems and plan for a real change.

**Objective 3**

Focus on improving faculty members’ personal factors again, including Refocusing Concern (RC), Awareness Concerns (AC).

**Tactic 3.1**

Refocusing Concerns: Refocusing concern required the faculty members to track students’ learning during a course or activity. It also needed the instructors to consider the complete redirection of the lesson or activity during the working time. Faculty members also need to strengthen their focus on team relationships and academic climate.

**Tactic 3.2**

Awareness Concerns: Faculty member awareness concern for the specific course or class should always be focused on professional knowledge. Faculty member awareness concern plays a significant role in teaching and developing the brain framework for teaching. The school and faculty should ensure that the teachers’ teaching competencies and students’ achievements are always focused.

**Objective 4**

Focus on improving faculty members’ Organizational Factors again, including Construction of Share Vision (CSV), Inspiration of Change Demand (ICD).
Tactic 4.1

Construction of Shared Vision: Create an explicit statement as a vision for the different schools to guide all the stakeholders together. To increase the faculty members’ awareness about creating the vision, inspiring and uniting everyone to do the best for students. Faculty members’ insights into education and school organizations' desirability should be promoted through this part of the training.

Tactic 4.2

Inspiration of Change Demand: This required to promote the faculty members’ awareness of the challenges universities and higher educational institutes face and the trends that the current economic situations, changing values, and various demographics indicated. Universities and higher educational institutes must focus on their search for opportunities and challenges. Universities and higher educational institutes should imagine a future to attract more students and fulfill their institutions' challenging needs.

Summary

The leadership model mainly aims to enhance faculty members’ global leadership competencies, based on the personal and organizational factors’ interaction, effects, and attributes. The developed training program should be applied in other higher educational institutions of North Guangdong province, China as one of the assisting approaches. Implementing the model could be a starting point to enhance the faculty members’ global leadership competencies in the higher educational institutions of the North Guangdong province, during the current Post-epidemic era, in China.
CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This research aimed to develop a leadership model for enhancing the faculty members’ global leadership competencies in higher education institutions in North Guangdong province, China. The leadership model was developed based on qualitative and quantitative data.

Conclusions

The report of the research conclusion follows the six research objectives. The summarized findings based on each objective is concluded in the following paragraphs:

Research Objective One

The reviewed literature results revealed two types of factors related to the global leadership competencies for the faculty members’ in higher educational institutions, namely, personal and organizational factors. 98% of Personal factors were found, and the key elements included attitude towards teaching, demand for professional development, awareness concerns, consequence concerns, and refocusing concerns. 94% of organizational factors were found. The key elements were the inspiration of change and innovation, the inspiration of change demand, organizational change team, and construction of shared vision, and enhancement of faculty member empowerment. Meanwhile, the key elements for global leadership competencies were perception management, relationship management, and self-management. The results of the synthesis of review literature regarding factors were consistent with the overall framework theory. There are ten categories found in both personal and organizational factors.

Research Objective Two

The research objective two was analyzed by using the means and standard deviation scores, accordingly, the results showed that Perception Management (M = 3.74, SD = 1.12),
Relationship Management (M = 3.70, SD = 1.14), Self-managing (M = 3.73, SD = 1.14), and Global Leadership Competency (M=3.71, SD=1.10), all were regarded as high. Thus, it concludes that the current level of faculty members’ global leadership competencies was high. A literature review was conducted to find the faculty members’ global leadership competencies for higher education institutions. The three dimensions proved by systematic literature review were consistent with the overall framework theory.

**Research Objective Three**

A survey was conducted with 344 faculty members’ in higher education institutions in North Guangdong Province. The data was analyzed using Mean and Standard Deviation. The results showed that faculty members needed a leadership model to improve their global leadership competencies.

The two-way ANOVA findings for research objective three showed the p-value for Personal Factors (PF) was .019, the p-value for Organizational Factors (OF) was .021. Moreover, the p-value for the interaction between Personal Factors and Organizational Factors (PF* OF) was .036, which was significant. Thus, the interaction effect between personal factors and organizational factors was statistically significant, and both impacted the faculty members’ Global Leadership Competencies.

**Research Objective Four**

For this research objective, the researcher used multiple regression to determine the degree that organizational factors and personal factors impacted faculty members’ global leadership competencies. The regression analysis results revealed that the overall regression was significant. All the organizational factors and personal factors significantly impacted faculty members’ global leadership competencies in higher education institutions in North Guangdong province, China. The multiple coefficients of determinations showed r = .892, p=.033, R2 for this model was .795, which indicated that these organizational factors and
personal factors could predict 79.5% of the faculty members’ global leadership competencies. As the P-value were less than .05, the degree that the organizational factors and personal factors significantly impacted faculty members’ global leadership competencies from high to low based on the coefficient scores were:

1. Attitude towards Teaching (ATT) ($\beta = .153, P=.000$);
2. Consequence Concerns (CC) ($\beta = .165, P=.000$);
3. Enhancement of Faculty Member Empowerment (EFE) ($\beta = .113, P=.000$);
4. Inspiration of Change and Innovation (ICI) ($\beta = .132, P=.000$);
5. Organizational Change Team (OCT) ($\beta = .082, P=.007$);
6. Refocusing Concern (RC) ($\beta = .077, P=.014$);
7. Awareness Concerns (AC) ($\beta = .068, P=.023$);
8. Construction of Share Vision (CSV) ($\beta = .066, P=.021$);
9. Demand for Professional Development ($\beta = .068, P=.023$);
10. Inspiration of Change Demand (ICD) ($\beta = .064, P=.030$).

Therefore, the organizational and personal factors influenced the faculty members’ global leadership competencies by following this order. The effort which influenced the global leadership competencies from the first one to ten were gradually weak.

**Research Objective Five**

The two-way ANOVA analysis proved these two types of factors’ significance, and the multiple regression analysis results suggested the significance of $\beta$ scores with the rank. A new model for enhancing the faculty members’ global leadership competency was produced for this objective, focusing on two major factors: personal and organizational factors. Briefly speaking, the new model proposed the training for improving faculty members’ global leadership competencies should be concerned with the following steps:

Step 1: the training should improve faculty members’ Personal factors, including Attitude
towards Teaching (ATT), Consequence Concerns (CC).

Step 2: the training should focus on Organizational Factors, including Enhancement of Faculty Member Empowerment (EFE), Inspiration of Change and Innovation (ICI), Organizational Change Team (OCT).

Step 3: the training should turn back to focus on improving faculty members’ Personal Factors again, including Refocusing Concern (RC), Awareness Concerns (AC).

Step 4: the training should focus on improving faculty members’ Organizational Factors again, including the Construction of Shared Vision (CSV), Demand for Professional Development (DPD), Inspiration of Change Demand (ICD).

The finding revealed that all ten independent variables were found to be significantly correlated with the dependent variable. These findings suggested that further correlation analysis using multiple linear regression could be performed. Correlative analysis using multiple linear regression is useful to determine the predictive relationship of a combination of independent variables on the dependent variables.

Research Objective Six

Based on the proposed model, the researcher then conducted a faculty members’ global leadership training program in the Shaogan University of China, under the assistance of a group of university leaders from various departments, including Dr. Jiang, Dr. Yang, Dr. Che Guicheng, and Dr. Li Liqun at the local university.

To test the leadership model training's effectiveness for the faculty members’ global leadership competencies, a paired samples t-test was used to analyze their perception towards the global leadership competencies before and after they attended the training program. The t-test result supported that there was a significant difference between the means of Pre-Test and Post-Test, confirmed the effectiveness of the short-term faculty members’ training, and suggested that the designed model for developing the faculty members’ global leadership
competencies could also be utilized for the other higher educational institutions in North Guangdong province of China.

Moreover, the new model was also presented to seven experts from the higher educational institutions of North Guangdong province, China, for validation. Finally, all seven Chinese experts accepted the new model, though they also suggested adding more detailed instructions to explain this model better. The experts also affirmed the high possibility of utilizing this model for enhancing the faculty members’ global leadership competency in other higher educational institutions, North Guangdong, China.

Discussion

In this part, the researcher would like to discuss the findings with the related theories and other possible concerns from the researcher’s observation in this study conduction procedure. This research's significant findings were about the faculty members’ global leadership competencies, the effects of personal and organizational factors’ interaction, and their attributes on the faculty members’ global leadership competencies. That is the basis for developing the leadership model to enhance the faculty members’ global leadership competencies in higher educational institutions of North Guangdong province, China. Therefore, the discussion part would also be around these major findings.

Global Leadership Competencies

The study concluded the key elements for global leadership competencies were perception management, relationship management, and self-management. The interview analyses showed that 50% of people would choose self-management as an important dynamic aspect if they want to develop their global leadership competencies. 33.3% of faculty members and leaders would consider perception management, and 16.6% would choose relationship management as their first concern when thinking about global leadership competencies. From the quantitative findings, the study concluded that the current level of
faculty members’ global leadership competencies was high; since all three elements of global leadership, competencies are regarded as high. However, relationship management (M=3.70) was relatively lower when comparing with the other perception management (M=3.74) and self-management (M=3.73), as their mean scores showed.

The results conveyed the importance of the key elements for global leadership competencies: perception management, relationship management, and self-management. However, the faculty members’ relationship management is expected to improve more in the future, though their overall global leadership competencies are high. As Smith (2005) commented, global leaders must meet people, entertain people, and get people to know themselves. Therefore, they must have high relationship management competencies to establish interpersonal networking and keep the linkages, helping global leaders analyze the strategies and effectively make action plans. The study finding reminded what Manning (2003) mentioned, the most important skill that leaders need in a global leadership environment is that skill termed relationship competence. This skill of relationship competence is where people's best is revealed and where trust is built through connections (2003). Developing relationships is not an easy task. The leader must be approachable, and sometimes, the leader must listen more than anything else. Through listening, the leader can discover much about an individual and establish a relationship with that individual. Leadership is about relationships and cultivating those relationships.

Indeed, to enhance the global leadership competencies also needs the faculty members to have high perception management skills or competencies, including possessing specific knowledge, skills, such as technical and organizational knowledge besides relationship management skills (Manning, 2003). The study of Adler’s (2000) also confirmed that the only way to increase the global leadership competencies within an organization is by enhancing the individual’s knowledge, skills and abilities through education and training;
upgrading the training and education of relationship management, perception management, and self-management may increase the learners’ understanding and utilize global leadership competencies. Moreover, he also pointed out that global leadership competencies can be improved within organizations by establishing a network where faculties can share experiences and skills with other faculties, thus increasing their organizational learning and utilizing the expertise held within their confines (Adler, 2000).

Consistent with this study’s findings of the last element of global leadership competencies. Hanson (2002) also supported that if a global leader has the characteristics combined with good self-management competencies, the leader can earn the people’s trust within the organization and set the example of the behavior needed for the organization’s success. High self-management competencies will instill a good sense of follower-ship where they work together to achieve the organization’s goals and fulfill the organization’s mission and vision. They usually participated in the organizational community actively. It will help build strong and positive ties between the organization and the external community, upon which the organization depends for different stakeholders (Mendez-Russell, 2014). Looking for and working on building high self-management competencies will promote global leadership development or lead globally (Cranford, 2007).

**Personal Factors and Organizational Factors**

The reviewed literature revealed two types of factors related to the global leadership competencies for the faculty members’ in higher educational institutions, namely, personal and organizational factors. 98% of Personal factors were found through the qualitative review, and the key elements included attitude towards teaching, demand for professional development, awareness concerns, consequence concerns, and refocusing concerns. 94% of Organizational factors were found. The key elements were the inspiration of change and innovation, the inspiration of change demand, organizational change team, and construction
of shared vision, and enhancement of faculty member empowerment.

This study revealed the interaction effect between personal factors and organizational factors concluded to be statistically significant, and they both impacted the faculty members’ Global Leadership Competencies. Moreover, it was supposed that all the organizational factors and personal factors significantly impacted faculty members’ global leadership competencies in higher education institutions in North Guangdong province, China, as all the P values were significant.

A few previous studies investigated the effects of personal and organizational factors on global leadership competencies (Castle & Aichele, 1994; Beerens, 2001; Hall and Hord, 2001; Rueda, 2001; Roblin, 2012; Lin, 2016).

Faculty members’ personal factors and organizational factors are related to their occupation performance and leadership status (Roblin, 2012; Lin, 2016). Castle and Aichele (1994) thought that promoting faculty members’ continuous professional growth, personal factors, and organizational factors should be considered by educational leaders in pursuing professional development.

Discussion on faculty members’ personal factors should focus on the key elements that included attitude towards teaching, demand for professional development, awareness concerns, consequence concerns, and refocusing concerns, consistent with Fuller’s (1969) “concerns theory.” Following the lookup into Faculty member’s issues for teaching, Hall and Hord (1987, 2001) advocate “Concerns-Based Adoption Model” (CBAM) to divide Faculty member’s concerns into seven development phases: awareness, information, personal, management, consequence, collaboration and refocusing (Hall, 2001).

Hall and Hord (2001) thought that the faculty member’s attitudes towards teaching demand professional development, awareness concerns, consequence concerns, and refocusing concerns regarded as their personal factors for their commitment to the
organization, which may need the organization leaders to grant high-quality assist and intervention.

Organizational factors found also significantly impacted the faculty members’ global leadership. The key elements of them included: the inspiration of change and innovation, inspiration of change demand, organizational change team, and construction of share vision and enhancement of faculty member empowerment. These are supported by several previous researchers based on their studies on organizational factors’ effects. (Ellis, 1996; Fidler, 1996; Jackson, 2000; Kotter, 2007; Chen, 2003; Hsieh, 2004; Banker 2017)

Jackson (2000) commented on the inspiration to change demand. They believed that if organizational contributors have a high diploma of self-satisfaction, they will have decreased pastime in taking part in change; in the case of lacking incentive factors, the exchange work will be extra difficult.

The promoting of organizational change requires the high cooperation of organizational members, and the concept of exchange demand via disaster cognizance is associated with the cooperation diploma of exchange action, so how to advance members’ needs for organizational alternate and domesticate crisis focus are the quintessential methods (Kotter, 2000). By the potential of crisis awareness, the workable disaster and opportunity acting in organizations are determined out. With the perception of market competition, state of affairs, and organizational status, organizational members are promoted to mirror their scenario to amplify their organizational change dedication.

Chen (2003) and Hsieh (2004) also supported that organizational analysis of the exchange environment was fundamental, as it may help shape the organizational lifestyle in favor of the change. During the promotion of the change scheme, the tremendous use of pressure in exchange, and the terrible driving pressure going towards change are sure to appear.

Construction of shared vision and enhancement of faculty member empowerment was
regarded as an essential job in organization management, as Fidler (1996) confirmed. To dispose of the adverse factors for promoting faculty member’s professional improvement. They need to analyze the detrimental environmental change and ensure to construct a shared vision and enhance the faculty member’s empowerment in educational organizations, to promote solving techniques in mixture with a share school goal (Ellis, 1996).

In terms of enhancement of faculty member’s empowerment, Banker (2017) commented. If a college operator can assemble a platform where faculty members can provide full play to their understanding, are viable and willing to share, apply the concepts of teaching leadership, instructional leadership, and other allotted management for complete empowerment and hierarchical responsibility. The participants can be stimulated to implement alternate and innovation to reap organizational goals and effectively recognize instructor empowerment features.

**Model Building, Implementing, and Training**

This study proposed a new leadership model for enhancing faculty members’ global leadership. The degree that the organizational factors and personal factors significantly impacted faculty members’ global leadership competencies was high to low. The training program focused on improving the faculty members’ with two significant types of factors: personal factors and organizational factors, especially concerned the enhancement faculty members’ Attitude towards Teaching, Consequence Concerns, Enhancement of Faculty Member Empowerment, Inspiration of Change and Innovation, Organizational Change Team, Refocusing Concern, Awareness Concerns, Construction of Share Vision, and Inspiration of Change Demand; to improve their global leadership competencies as the final goal of the model.

The researcher applied this model into real practice and conducted a short-term training program at the Shaoguan University of China, under the assistance of a group of
university leaders from various departments. After that, a paired samples t-test result concluded a significant difference between the means of Pre-Test and Post-Test existed. It also confirmed the effectiveness of the short-term faculty members’ training. It suggested that the designed model for developing the faculty members’ global leadership competencies could be utilized for the other higher educational institutions in China's North Guangdong province. Moreover, the new model was presented to seven experts from the higher educational institutions of North Guangdong province, China, for validation. By the end of the validating process, all experts affirmed the increased possibility of utilizing this model for enhancing the faculty members’ global leadership competency in other higher educational institutions, North Guangdong, China.

By utilizing this leadership model through the training, faculties can gain the knowledge, skills, and abilities needed to lead organizations in a global environment, which will lead to tremendous growth and added revenues because the organization is utilizing the unique experiences of faculties in their workplaces. The study reported the necessity and effectiveness of systematic training, which can also be regarded as crucial means for improving faculty members’ global leadership competencies by other researchers (Morrison, 2000; McCall and Hollenbeck, 2002).

McCall and Hollenbeck (2002) mentioned that leaders needed to develop a model and provide updated training for the faculty members to facilitate their growth globally and require some abilities such as willingness, innovation, positive and open mindset. Developing global leadership needs to know about dealing with diversity and working effectively on the international stage.

Going from local to global stage need a model, plan, and thinking both at the international and local levels, since local leaders need to “see the big picture beyond the local picture” (McCall and Hollenbeck, 2002; p 12).
By recognizing nowadays, leaders must be interacting with global international communities; an educational organization must provide updated training that keeps their teachers or faculty members from shutting themselves off from the rest of the employees and acting with a heavy hand (Morrison, 2000). By training them, the organization will directly impact their international operations by inculcating behaviorally-based training that allows the leader to understand the impact of actions concerning the community's local culture and the employees. It will enable the leader to interact with the community and motivate the employees with relevant rewards instead of insulting them by using motivation techniques that worked in the home country. Therefore, this researcher also hoped the designed model for developing the faculty members’ global leadership competencies could also be utilized through faculty training in the other higher educational institutions, Guangdong province of China.

Recommendations

Research’s Limitations

The academic knowledge about the global leadership competencies of the author should have been improved and widened. The principal literature analysis might not be in-depth and intensive enough due to limited skills in analyzing the author's literature and research skills. There are reasons, such as time constraints and language obstacles. As English is the author's second language, the terminology and meaning expression might not be precise.

The research conducted within supermarkets in the North Guangdong province has used 344 questionnaires within three aspects of this research. Therefore, this sample population does not fully represent all of the faculty members in higher education institutions in North Guangdong province, China.

A further limitation is that the data gained comes from four different universities. It
implies difficulty in making accurate predictions or estimations about the total population. It makes research more complicated.

The global leadership competencies training that faculty members could have had no effort on some staff since they could have had good global leadership competencies and abilities before attending the course. Moreover, the training effects could not be assessed, as this research study had a time restriction.

**Recommendations for Universities**

Based on the finding part, it’s easy to determine that both personal and organizational factors have some lower variables than others. Concerning the personal factors, the mean of awareness and focusing is relatively lower than the other elements. In this regard, the researcher offers suggestions to improve the faculty members’ global leadership competencies by following three steps.

Firstly, university faculty members should further enhance their global awareness and integrate more global awareness into their work.

In conclusion, although college faculty members have a high interest in acquiring global knowledge, their primary motivation is a personal preference, and work needs are secondary. Therefore, it means that university faculty members have realized the importance of global consciousness in today's society but have not yet integrated global consciousness into daily teaching, scientific research, and social services. This situation is in urgent need of improvement. Only by integrating global consciousness into daily work can faculty members better guide students and serve society. Therefore, the University should build its vision and mission to help to understand global consciousness.

Secondly, the university should strengthen global knowledge propaganda. The survey results show that university faculty members' mastery of global knowledge is not ideal, so strengthening global learning is an urgent task facing university faculty members. Only by
mastering rich international understanding can an individual have a broad global vision, make correct judgments on global affairs, and better guide young students. On the other hand, the individual's global consciousness is bound to be influenced, and it is impossible to integrate global consciousness into daily work.

Thirdly, the university should broaden the channels of learning global knowledge. From the survey results, college faculty members to obtain knowledge are the leading channel network, colleagues, and friends. The channel is relatively narrow. The information obtained from these sources may not be reliable, so university faculty members should broaden the tracks to learn about global knowledge from professional books and professional journals and national media channels such as access to global learning. At the same time, we should learn to distinguish the true and false information to ensure the authenticity and accuracy of the information obtained.

As for the organizational factors, means of demand, team, and shared vision are relatively lower, the researchers’ suggestions for improving the faculty members’ global leadership competencies may also concern the following three steps organizationally.

Firstly, the University should set up the concept of globalization construction during daily work with faculty members. University leaders should comply with the government's relevant policies and regulations and the administrative departments of education. Design the globalization construction plan for the university's faculty and prepare the long-term and short-term goals of the globalization construction according to the actual needs of the long-term development plan and specialty establishment and structure of the university. Over time, faculty members will gradually collect the global resources: increase international exchanges and cooperation, promote the international flow of teachers, cultivate teachers' international awareness, strengthen teachers on world political, economic, scientific, cultural, national, local conditions and customs of understanding, improve teachers' foreign language level and
communication skills.

Secondly, the University should offer more opportunities to go abroad. It is necessary to send young faculty members to go overseas for further study and academic exchange. University needs to intensify long-term and short-term interaction between government-funded overseas students and schools and form a stable mechanism to create an adequate number of well-structured bilingual teachers who can meet global education needs. Teachers are encouraged to improve their academic research level while broadening their horizons, increasing their international exchange and cooperation ability, and radiating related disciplines to drive their global leadership competencies.

Thirdly, University should establish an international teacher management system standard and a flexible and diversified teacher training system for faculty members. It is an important method to promote and develop teachers to establish a sound, practical, flexible, and diversified training system. Universities should adapt to internationalization needs and reform the training content. Reformed training would increase teachers' internationalized knowledge and ability. It is necessary to adapt to the needs of different teachers, share vision and mission with the development of school disciplines, explore diversified training methods from the aspects of foreign languages, scientific research, teaching, and international knowledge and ability, and continuously establish a global teacher training system through international exchanges and cooperation

**Recommendations for Faculty Members**

The Faculty Members are the direct participants in the higher education globalization. To ensure the implementation of globalization, colleges and universities must have a faculty with global leadership.

Firstly, the effective way to improve the level of global faculty members is to hire faculty members with foreign ideas, use their experience and ability to understand global
trends, and carry out curriculum and teaching reforms to promote curriculum and teaching globalization.

Secondly, it is enabling for university faculty members to participate in various types of global seminars. Cooperation through the workshop is conducive to improving faculty members' professional quality, broadening faculty members' global vision, and promoting faculty members' intellectual capacity.

Thirdly, increase faculty members' opportunities to travel and study abroad, and connect with scholars from other countries during their study abroad. Also, hold scholarly discussions, and engage in joint scientific research projects to improve faculty members' global experience and develop cooperative partnerships with foreign schools.

Faculty members who already participate in the training need to improve in these three areas: professional skills, global leadership skills, and team cooperation skills.

Firstly, to improve faculty members' professional skills, they need to be flexible using methods based on the curriculum, students' interests, students' acceptance level to adjust their teaching methods. Such as, play an essential role in improving the teaching quality with professional skill. Faculty members' will have more attention to student development, guides the student to progress at any time and place, and understands students' professional knowledge, social value, and historical significance. Faculty members' global leadership will have the right influence on students' thinking and learning effect.

Secondly, to improve the faculty member's global leadership, they need an internal transformation process, and their initiative must be a prerequisite. Teachers' self-development awareness is the most fundamental driving force for improving teachers' leadership. Such attention could help teachers re-examine the relationship between their developments and enable teachers to regard their professional development as the object of cognition and practice. Their global leadership improves their professional ability and knowledge and can be determined by their practical ability. Faculty members should
integrate and reconstruct experience, deeply reflect and evaluate their teaching behavior and professional expertise, and then establish teachers' knowledge systems in different practice processes.

Thirdly, to improve their global leadership competencies through team cooperation, teachers can discover and construct knowledge. By establishing periodic interaction forms, students can fully grasp students' learning situation, strengthen communication with teachers, challenge and expand ideas, and support teachers' professional level, thus influencing teachers' leadership.

Recommendations for Other Universities in North Guangdong Province

Firstly, the finalized model for developing the faculty members’ global leadership competencies recommended through faculty training in the other higher educational institutions, Guangdong province of China.

Secondly, there should be a regular conference on the globalization of higher education.

By inviting university leaders and related institutions to attend the seminar on the globalization of higher education, senior leaders will interact with each other on relevant issues and share their accomplishments and lessons in promoting higher education globalization.

Thirdly, concerning the globalization of courses: universities should exchange experiences, use modern information technology to organize the interaction and course sharing between global universities, promote the globalization of course content, pay attention to well-known foreign professors' employment scholars and strengthen international academic exchanges.

Lastly, universities need to develop mechanisms and networks for global university collaboration. Schools will share knowledge across national borders through the cooperation mechanism and create friendly academic cooperative relationships.
**Recommendations for Future Researchers**

Firstly, this research focused only on the faculty members’ global leadership in higher educational institutions, Guangdong province of China. There is a scope for future studies to consider investigating different locations, or regional areas, in China or other countries so that the findings can be contrasted and discussed for a more generalized application.

Secondly, the finalized model for developing the faculty members’ global leadership competencies may be limited only in the higher educational institutions, Guangdong province, China. Future studies can focus more on interactions with client executives involved in global events during consulting or training sessions. More empirical work is required to evaluate the efficacy and value of various competencies in action.
References


Beaudoin, P. A. (2002). Ministry on the margins: so, what's a nice girl like you...? Women have a clear mandate not only to take a leadership role within the ordained ministry but also to transform it. (Vox, Populi). Presbyterian Record (February). 12(1), 15-16.


policy analysis archives, 2(1), 20-23.


Deb, A. (2015). India’s need for Perception Management: Countering LWE propaganda and agitation: March.29(1),77-86.


Hofstede, G. (2005). What is different is dangerous: cultures and organizations software of the mind. *Intercultural Cooperation and Its Importance for Survival. 16*(6), 481-486.


development work. Advances in Global Leadership, 3(02), 101-119.


Norman, G. (2010). Likert scales, levels of measurement, and the “laws” of statistics.
Advance Health Science Education Theory Practice. 15(5): 625-632.


Ortiga, T. (2017). Zika virus: what have we learned since the start of the recent epidemic? Frontiers in Microbiology, 8(1554), 1-25.


Teaching Leadership. *Edward Elgar Publishing.* 27(6)573-592


Shengfei, Y. (2007). 2, Pi Pihu1; Wen Xiufang1, Cheng Jiang1, Yang Zhuoru1 (1. School of Chemical and Energy Engineering, South China University of Technology, Guangzhou, 510640; 2. School of Chemical and Environmental Engineering, Shaoguan University, Shaoguan, 512005); Progress of the Long Afterglow Energy Storage Rare-Earth Aluminate Based Luminescent Paint. *Paint & Coatings Industry, 31*(2), 3-6.


Wilson, A. G. (2011). Understanding the Cultivation of Faculty Member Leadership in Professional Learning Communities. *Dissertations & Theses - Grad works.*


Appendix A

Preliminary Interview Questions

Name __________________________ Position __________________________

Working Experience________________________ Department________________________

Education Background________________________ Date________________________

1. Do you have any experience of educational globalization in your university?
   (您在大学中有任何教育全球化的经验吗?)

2. Which global leadership competencies are essential for you?
   (哪些全球领导才能对您至关重要)
   A. Perception-management（观念管理）
   B. Relationship-management（关系管理）
   C. Self-management（自我管理）
   D. Other_____（其他方面）

3. What are the strength and weaknesses of vision and strategic thinking?
   （愿景和战略思维的优势和劣势分别是什么）

4. How do you evaluate the Faculty member’s interpersonal and teaming skills?
   （您如何评估老师的人际交往和团队合作能力）

5. Which personal factor do you think influence you most?
   （您认为哪个个人因素对您的影响最大）
   A. Attitude towards teaching（对待教学的态度）
   B. Refocusing concerns（重新关注问题）
   C. Demand for professional development（专业发展需求）
   D. Awareness concerns（意识问题）
   E. Consequence concerns（后果问题）
   F. Other_____（其他方面）

6. Which organizational factor can enhance your job most?
   （哪个组织因素最能改善您的工作）
   A. Inspiration of change and innovation（变革与创新的灵感）
   B. Inspiration of change demand（变革需求的启发）
   C. Organizational change team（组织变革团队）
   D. Construction of share vision（构建共享愿景）
   E. Enhancement of Faculty member empowerment（增强教师的权力）
   F. Other_____（其他方面）

7. Explain how you handle a situation you met with resistance at the workplace while introducing a new idea or policy?
   （解释一下当面对新想法或新政策时应如何对工作场所遇到阻力的情况）

8. Mention what are the awareness and consequence concerns of most Faculty members you know?
   （描述一下您认识的大多数老师最关注的意识和后果是什么）

9. List out the inspiration of innovation and demand in your university?
   （列出您所工作的大学中有哪些创新和需求的灵感）
10. Give us an example that shows how Faculty member empowerment and share vision during working?
   （给我们举一个例子，说明在工作过程中教师如何赋权并分享梦想）
### Appendix B
### Demographic Data of Interviewees

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Working Experience</th>
<th>Department</th>
<th>Education Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader 1</td>
<td>Vice President</td>
<td>25 Years</td>
<td>Shaoguan University</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Leader 2</td>
<td>Vice President</td>
<td>21 Years</td>
<td>Shaozhou Normal University</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Leader 3</td>
<td>Vice President</td>
<td>23 Years</td>
<td>Shaozhou Medical University</td>
<td>Master</td>
</tr>
<tr>
<td>Leader 4</td>
<td>Vice President</td>
<td>20 Years</td>
<td>Henry Fok Bioengineering University</td>
<td>PhD</td>
</tr>
<tr>
<td>Program Director1</td>
<td>Foreign Language College</td>
<td>12 Years</td>
<td>Shaoguan University</td>
<td>Ph.D. Candidate</td>
</tr>
<tr>
<td>Program Director2</td>
<td>Hospitality Management College</td>
<td>10 Years</td>
<td>Shaozhou Normal University</td>
<td>Ph.D. Candidate</td>
</tr>
<tr>
<td>Program Director3</td>
<td>Business College</td>
<td>15 Years</td>
<td>Shaozhou Medical University</td>
<td>Master</td>
</tr>
<tr>
<td>Program Director4</td>
<td>Bioengineering College</td>
<td>13 Years</td>
<td>Henry Fok Bioengineering University</td>
<td>Ph.D. Candidate</td>
</tr>
<tr>
<td>Faculty member1</td>
<td>Foreign Language College</td>
<td>4 Years</td>
<td>Shaoguan University</td>
<td>Master</td>
</tr>
<tr>
<td>Faculty member2</td>
<td>Hospitality Management College</td>
<td>1.5 Years</td>
<td>Shaozhou Normal University</td>
<td>Master</td>
</tr>
<tr>
<td>Faculty member3</td>
<td>Business College</td>
<td>3 Years</td>
<td>Shaozhou Medical University</td>
<td>Master</td>
</tr>
<tr>
<td>Faculty member4</td>
<td>Bioengineering College</td>
<td>3.5 Years</td>
<td>Henry Fok Bioengineering University</td>
<td>Master</td>
</tr>
</tbody>
</table>
Appendix C

List of Experts for the Instrument Validation

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Work Position</th>
<th>Organization</th>
<th>Education Background</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Li Liqun</td>
<td>Dean of Laws College</td>
<td>Shaoguan University</td>
<td>Ph.D.</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Long Youyu</td>
<td>Dean of Management College</td>
<td>Shaoguan University</td>
<td>Ph.D.</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Luo Yun</td>
<td>Dean of Department of Nursing</td>
<td>Shaozhou Medical University</td>
<td>Ph.D.</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>Asst. Prof. Dr. Chanchai</td>
<td>Associate Dean, Doctoral Programs</td>
<td>Stamford International University</td>
<td>Assistant professor</td>
<td>33</td>
</tr>
<tr>
<td>5</td>
<td>Asst. Dr. Darunee Chooprayoon</td>
<td>Director of Office of Academic Affairs</td>
<td>Krick University</td>
<td>Assistant professor</td>
<td>30</td>
</tr>
</tbody>
</table>
### Appendix D

**List of Experts for Model Validation**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Work Position</th>
<th>Organization</th>
<th>Education Background</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Li Liqun</td>
<td>Dean of Laws College</td>
<td>Shaoguan University</td>
<td>Ph. D</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Long Youyu</td>
<td>Dean of Management College</td>
<td>Shaoguan University</td>
<td>Ph. D</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Li Shengjie</td>
<td>Dean of Economic College</td>
<td>Shaozhou Normal University</td>
<td>Ph. D</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Ying Yihua</td>
<td>Dean of biological engineering College</td>
<td>Henry Fok Bioengineering University</td>
<td>Ph. D</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Luo Yun</td>
<td>Dean of Department of Nursing</td>
<td>Shaozhou Medical University</td>
<td>Ph. D</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>Dr. Zhao Sanyin</td>
<td>Vice President</td>
<td>Shaoquan University</td>
<td>Ph. D</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Dr. He Jinming</td>
<td>Vice President</td>
<td>Shaozhou Normal University</td>
<td>Ph. D</td>
<td>20</td>
</tr>
</tbody>
</table>
To Whomsoever it May Concern

Xu Zheng from Assumption University requested for the instrument validation and examine the leadership model for his dissertation “A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS’ GLOBAL LEADERSHIP COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA.”

I have checked the instrument and the model for students. I have given my suggestions. This instrument is clear and the model is very interesting.

Dr. Li Liqun  
Dean of Laws College, Shaoguan University  
288 Universiade Road, Zhenjiang District, Shaoguan City, Guangdong Province, China. Postcode: 512000
To Whomsoever it May Concern

Xu Zheng from Assumption University requested for the instrument validation and examine the leadership model for his dissertation “A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS’ GLOBAL LEADERSHIP COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA.”

I have checked the instrument and the model for students. I have given my suggestions. This instrument is clear and the model is very interesting.

Dr. Long Youyu
Dean of Management College, Shaoguan University
288 Universiade Road, Zhenjiang District, Shaoguan City, Guangdong Province, China. Postcode: 512000
To Whomsoever it May Concern

Xu Zheng from Assumption University requested for the instrument validation and examine the leadership model for his dissertation “A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS’ GLOBAL LEADERSHIP COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA.”
I have checked the instrument and the model for students. I have given my suggestions. This instrument is clear and the model is very interesting.

Dr. Luo Yun
Dean of Department, Shaozhou Medical University
108 Xinminnan Road, Shaozuan City, Guangdong Province, China. Postcode: 512026
To Whomsoever it May Concern

Xu Zheng from Assumption University requested for the instrument validation and examine the leadership model for his dissertation “A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS’ GLOBAL LEADERSHIP COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA.” I have checked the instrument and the model for students. I have given my suggestions. This instrument is clear and the model is very interesting.

Asst. Prof. Dr. Chanchai Bunchapatanasakada
Associate Dean, Doctoral Programs
16, Motorway Road – Km2, Prawet, Bangkok 10250
Thailand.
To Whomsoever it May Concern

Xu Zheng from Assumption University requested for the instrument validation and examine the leadership model for his dissertation “A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS’ GLOBAL LEADERSHIP COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA.”

I have checked the instrument and the model for students. I have given my suggestions. This instrument is clear and the model is very interesting.

[Signature]

Asst. Dr. Darmee Chooprayoon
Director of Office of Academic Affairs
Krirk University, 43/1111 Ram-Intra Road, KM.1, Bang Khen, Bangkok 10220 THAILAND.
To Whomsoever it May Concern

Xu Zheng from Assumption University requested for the instrument validation and examine the leadership model for his dissertation "A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS' GLOBAL LEADERSHIP COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA."

I have checked the instrument and the model for students. I have given my suggestions. This instrument is clear and the model is very interesting.

Dr. Li Shengjie
Dean of Economic College
39 Fengqian Road, Zhenjiang District, Shaoguan City, Guangdong Province, China. Postcode: 512033
To Whomsoever it May Concern:

Xu Zheng from Assumption University requested for the instrument validation and examine the leadership model for his dissertation “A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS’ GLOBAL LEADERSHIP COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA.”

I have checked the instrument and the model for students. I have given my suggestions. This instrument is clear and the model is very interesting.

Dr. Zhao Sanyin
Vice President of Henry Fok Bioengineering University
No.16 south Shaojiang Avenue, Zhenjiang District,
Shaoguan City. Postcode: 512116
To Whomsoever it May Concern

Xu Zheng from Assumption University requested for the instrument validation and examine the leadership model for his dissertation “A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS’ GLOBAL LEADERSHIP COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA.”

I have checked the instrument and the model for students. I have given my suggestions. This instrument is clear and the model is very interesting.

Dr. He Jinming
Vice President of Henry Fok Bioengineering University
338 University Road, Zhenjiang District, Shaoguan City, Guangdong Province, China. Postcode: 512391

Appendix E
Questionnaire for the Main Study Part-A: Factors Questionnaire Directions:

Read the following statements carefully, determine how closely they describe your personal and organizational factors, and put a (√) checkmark on the number closely related.

1-Never  2- Rarely  3- Occasionally  4- Frequently  5- Usually

Please be sincere as you mark these items because your answers will be used for research purposes. Please do not leave any item unanswered.

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have full authority on the subject which I am teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I realized that good teaching keeps the record of position holders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I can feel the right relationships between a faculty member and a student is essential for teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I agreed with Faculty members should be authoritative in the classroom to teach effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Demand for Professional Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I believe I am equipped with essential soft and hard skills for teaching in this university.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I feel confident in facing career challenges after taking up a professional development class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I can update my academic teaching and technology skills after I finish the professional development which provides by my working organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Awareness Concerns</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I am satisfied with my salary and welfare that my university offer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I find it difficult to stay focus on what’s happening in the present.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I do jobs or tasks automatically, without being aware of what I am doing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Refocusing Concerns</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I feel comfortable to work with others in their manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I accept workmates who are coming from different background</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I am happy for other workmates when they make successful achievements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Consequence Concerns</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I can control my temper after a bad consequence happened</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I can present my integrity in every problem that I met</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I know how to flexible manage barriers during teaching and working</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I can face the immoral behavior of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Inspiration for Change and Innovation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I can easily name the new project or program that your university launched in recent years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>My organizational leaders will consider my advice when I have brilliant ideas that will enhance my department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>My organization innovation model is communicated to support engaged and effective participation for better performance and innovative outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Inspiration of Change Demand</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>My organization has a great motivation for changing in educational teaching methodology and technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>My organization has a great need for updating the application of multimedia teaching AIDS and other technical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>My organization culture and climate need to change to adapt to the educational environment development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Organizational Change Team</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>My team always maintains a positive attitude towards innovation and change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>My team's stated goals are valuable for organizational development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>My team members are willing to take on their responsibilities, and there is no shuffling or scolding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Construction of Share Vision</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>For better results, we always cooperate in trying some new ways to solve the problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>In my team, people will provide practical support for the implementation of a new idea or solution to help you for better result</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>My colleagues are willing to take a new vision to look at old problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>My team members spontaneously share information, work hard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>31</td>
<td>My leader will respect our professional autonomy, full delegation, and layered responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>My leader will motivate the members of relevant organizations to work together to achieve the goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>My leader is getting along with us well and try to build a close and friendly relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>My leader will give me appropriate empowerment to enhance my work enthusiasm and passion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part-B: Global leadership competencies Questionnaire

**Directions:** Read the following statements carefully, determine how closely they describe your Global leadership competencies, and put a (√) checkmark on the number which closely describes.

1- Strongly Disagree  2- Disagree  3- Neutral  4- Agree  5- Strongly Agree

Please be sincere as you mark these items because your answers will be used for research purposes. Please do not leave any item unanswered.

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Perception-Management</strong></td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>I have a personal vision that is clear and compelling to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I have a deep appreciation of good, meaningful and beautiful in life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I think it is important to have new experiences and challenge how you feel about yourself and the world</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I have the courage to stand up for what I believe in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I have a mission in life always to maintain my best condition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I feel uncomfortable with yes or no decision and solution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Relationship-Management</strong></td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td>I often think of the influence of my decisions on others that are not related to issue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I cultivate listening to my intuition/guidance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I treat others as I want to be treated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I feel that I am understood by those who closest to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I feel that I am personally valued by people I interact with on an ongoing basis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I have friends who are there for me no matter what happens.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Self-Managing</strong></td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13</td>
<td>I tend to ask myself what are my personal contributions to the problem I face</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I always do my best because I have faith in myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I am satisfied with my career life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16</td>
<td>I set challenging goals because I have faith in my success and myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I have faith in myself and will do what it takes to ensure that I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>accomplish my personal goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I have confidence in my opinions, even if they are contrary to the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>general consensus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I feel my life has meaning and worthy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F
A LEADERSHIP MODEL TO ENHANCE FACULTY MEMBERS’ GLOBAL LEADERSHIP IN HIGHER EDUCATION INSTITUTIONS IN NORTH GUANGDONG PROVINCE, CHINA

IOC Document for Questionnaire for Faculty Members

This questionnaire was intended to study the factors and global leadership competencies. The questionnaire was distributed to a selected number of faculty members. The questionnaire is divided into two parts, which includes 53 questions in total.

**Part A: Factor Questionnaire 34**

**Part B: Global Leadership Competencies Questionnaire 19** Please determine the content validity score as the following:

Score = 1, if you are sure that this item measures the related area of practices.
Score = -1, if you are sure that this item does not measure the related area of practices.
Score = 0, if you are not sure that the item measures or does not measure the related area of practices.

**Directions:** Read the following statements carefully, determine how closely they describe your personal and organizational factors, and put a (√) checkmark on the number which closely describes.

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Attitude Towards Teaching</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I have full authority on the subject which I am teaching</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I realized that good teaching keeps the record of position holders</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I can feel the good relationships between Faculty member and a student is essential for teaching</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I agreed with Faculty members should be authoritative in the classroom to teach effectively</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Demand for Professional Development</strong></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Criteria</td>
<td>Comments</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>5</td>
<td>I believe I am equipped with essential soft and hard skills for teaching in this university.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I feel confident in facing career challenges after taking up a professional development class.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I can update my academic teaching and technology skills after I finish the professional development which provides by my working organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Awareness Concerns</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I am satisfied with my salary and welfare that my university offer</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I find it is difficult to stay focus on what’s happening in the present</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I do jobs or tasks automatically, without being aware of what I am doing</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Refocusing Concerns</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I feel comfortable to work with others in their manner</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I accept workmates who are coming from different background</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I am happy for other workmates when they make successful achievements</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Consequence Concerns</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I can control my temper after a bad consequence happened</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I can present my integrity in every problem that I met</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I know how to flexible manage barriers during teaching and working</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I can face the immoral behavior of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Inspiration for Change and Innovation</strong></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I can easily name the new project or program that your university launched in recent years</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>My organizational leaders will consider my advice when I have brilliant ideas that will enhance my department</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>My organization innovation model is communicated to support engaged and effective participation for better performance and innovative outcome</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Inspiration of Change Demand</strong></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>My organization have great motivation for changing in</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Criteria</td>
<td>Comments</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>educational teaching methodology and technology</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>My organization have a great need for updating the application of multimedia teaching AIDS and other technical</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>My organization culture and climate need to change to adapt to the educational environment development</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Organizational Change Team</strong></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>My team always maintains a positive attitude towards innovation and change</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>My team's stated goals are valuable for organizational development</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>My team members are willing to take on their responsibilities, and there is no shuffling or scolding</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Construction of Share Vision</strong></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>For better results, we always cooperate in trying some new ways to solve the problem</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>In my team, people will provide practical support for the implementation of a new idea or solution to help you for better result</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>My colleagues are willing to take a new vision to look at old problems</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>My team members spontaneously share information, work hard to learn new ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Enhancement of Faculty member Empowerment</strong></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>My leader will respect our professional autonomy, full delegation, and layered responsibility</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>My leader will motivate the members of relevant organizations to work together to achieve the goal</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>My leader is getting along with us well and try to build a close and friendly relationship</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>My leader will give me appropriate empowerment to enhance my work enthusiasm and passion</td>
<td></td>
</tr>
</tbody>
</table>
Part-B: Global leadership competencies Questionnaire

**Directions:** Read the following statements carefully, determine how closely they describe your Global leadership competencies, and put a (√) checkmark on the number which closely describes.

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Perception-Management</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I have a personal vision that is clear and compelling to me</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>I have a deep appreciation of good, meaningful and beautiful in life</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>I think it is important to have new experiences and challenge how you feel about yourself and the world</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>I have the courage to stand up for what I believe in</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>I have a mission in life always to maintain my best condition</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>I feel uncomfortable with yes or no decision and solution</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td><strong>Relationship-Management</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I often think of the influence of my decisions on others that are not related to issue</td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>I cultivate listening to my intuition/guidance</td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td>I treat others as I want to be treated</td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td>I feel that I am understood by those who closest to me</td>
<td>√</td>
</tr>
<tr>
<td>11</td>
<td>I feel that I am personally valued by people I interact with on an ongoing basis</td>
<td>√</td>
</tr>
<tr>
<td>12</td>
<td>I have friends who are there for me no matter what happens</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td><strong>Self-Managing</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I tend to ask myself what are my personal contributions to the problem I face</td>
<td>√</td>
</tr>
<tr>
<td>14</td>
<td>I always do my best because I have faith in myself</td>
<td>√</td>
</tr>
<tr>
<td>15</td>
<td>I am satisfied with my career life</td>
<td>√</td>
</tr>
<tr>
<td>16</td>
<td>I set challenging goals because I have faith in my success and myself</td>
<td>√</td>
</tr>
<tr>
<td>17</td>
<td>I have faith in myself and will do what it takes to ensure that I accomplish my personal goals</td>
<td>√</td>
</tr>
<tr>
<td>18</td>
<td>I have confidence in my opinions, even if they are contrary to the general consensus</td>
<td>√</td>
</tr>
<tr>
<td>19</td>
<td>I feel my life has meaning and worthy</td>
<td>√</td>
</tr>
</tbody>
</table>
APPENDIX G

Global Leadership Training Program Schedule

Thirty teachers in China attended the training program.

The program was conducted by the trainers and the researchers for a month.

The training program on Saturday from 9:00 –12 hours, Sunday from 9:00-12:00 hours.

The trainer supported the training program for taking signatures for the attendance.

PowerPoint Presentation was used for the training program; printouts were also distributed to the participants.

Co-trainer’s name and program schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Topic</th>
<th>Co-Trainer’s Name</th>
<th>1st hour</th>
<th>2nd hour</th>
<th>3rd hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08-02-2020</td>
<td>Organizational Factors</td>
<td>Dr. Jiang Qun</td>
<td>Introduction</td>
<td>PPT</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>2</td>
<td>09-02-2020</td>
<td>Organizational Factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>15-02-2020</td>
<td>Personal Factors</td>
<td>Dr. Yang Jiali</td>
<td>Introduction</td>
<td>PPT</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>4</td>
<td>16-02-2020</td>
<td>Personal Factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>22-02-2020</td>
<td>Global Leadership</td>
<td>Dr. Che Guicheng</td>
<td>Introduction</td>
<td>PPT</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>6</td>
<td>23-02-2020</td>
<td>Global Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>29-02-2020</td>
<td>Model</td>
<td>Dr. Li Liqun</td>
<td>Introduction</td>
<td>PPT</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>8</td>
<td>01-03-2020</td>
<td>Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H

Global Leadership Training Materials

Schedule of Leadership Training Program Day 1-8

Day 1- Organizational Factors Understanding By Dr Jiangqun

Day 2- Organization Behavior By Dr Jiangqun

Day 3- A Strategic Approach to Organizational Behavior By Dr Yang Jiali

Day 4- Strategic Leadership Discussion By Dr Yang Jiali

Day 5-- Global Leadership Understanding By Che Guicheng

Day 6 -- Global Leadership Advance Class By Che Guicheng

Day 7- The Relationship between OB and Leadership By Dr Li Liqun

Day 8--Personal Factors By Dr Li Liqun
Day 1 — Organizational Factors Understanding
COMPLIANCE VS VALUE BASED ETHICAL CULTURES

- Use of legal departments to determine ethics, auditing departments, monitoring systems. The problem with this is that it
  short-term approach rather than a long term one.
- Value based ethics are based on an open mission statement that defines the firm as well as how customers and employees
  should be treated. The focus here is on values not rules.
- The first is consistent with single loop learning whereas the second is consistent with double loop learning (explaining
  why not just what).

DIFFERENTIAL ASSOCIATION

- Differential Association refers to the idea that people learn ethical or unethical behavior while
  interacting with others who are part of their role-sets or belong to other intimate personal groups.
- Also, superiors have a strong influence on the ethics of their subordinates.

LEADERS INFLUENCE CULTURE

In this section we have explained 5 sources or bases of power for leaders though which they may influence
followers:
- Reward power
- Coercive power
- Legitimate power
- Expert power
- Referent power

AUTHORITY AND ORGANIZATIONAL STRUCTURE

Motivating Ethical Behavior

- What is motivation?
- What is job performance?
- Do you know about Maslow’s Hierarchy?
- Some people may overbill time worked on projects to satisfy their family needs. Once people climb the ladder, they might
  become more loyal to the company’s rules and policies, and concerned with internal recognition and advancement rather than
  their family needs.

ORGANIZATIONAL STRUCTURE AND SOCIO TECHNICAL

- Which one more ethical centralization or decentralization?
- There are cases where centralization creates the grounds for unethical behavior and there are cases
  where decentralization is.
- Rules are necessary for central org and culture is necessary for decentralization. Why?

ORGANIZATIONAL STRUCTURE AND ETHICS
GROUP DIMENSIONS OF CULTURE

Informal groups help develop informal channels of communication.
- Informal communication like rumors may be much faster than formal communication which might act as an early warning signals against any unethical situation. Before asking the formal system, you might informally ask your friend of what is right and what is wrong around here.
- Cost-saving.

STRUCTURE AND CULTURE

Group norms are standards of behavior that groups expect of their members. Like the group norms of leaving early from work or taking a long lunch break. Violating the standard (for example, no more than 30 minutes break) members will receive a form of punishment from the group. Such system is good to punish members violating ethical standards.

VARIATION IN EMPLOYEE CONDUCT

- What is the role of managers against such percentage?
- It’s good to see also table 7.8.
- Can people control their own actions without a corporate culture?
- The answer is hard and few people rely on their own and control their behavior away from the corporate culture.

ORGANIZATIONAL STRUCTURE (CONT.)

Authority - the rights inherent in a managerial position to tell people what to do and to expect them to do it.
Responsibility - the obligation or expectation to perform.
Unity of Command - the concept that a person should have one boss and should report only to that person.

TRADITIONAL DESIGNS

Simple structure
- Low departmentalization and spans of control
- Centralized authority, limited formalization
- Functional structure
- Departmentalization by function
- Operations, finance, marketing, human resources, and research and development
- Divisional structure
- Composed of separate business units or divisions with limited autonomy under the coordination and control of the parent corporation
Norms might enforce ethical behavior and might on the other hand enforce unethical behaviors like using the company’s resources for personal needs. Telephone, copy machine, company parts or materials. Cars, equipment, software and many others. Some companies provide employees with cars for job use and they use it for their family and friends.

Thanks
Day 2 - Organization Behavior

Organization Behavior

Problem-Solving Model
- Problem Definition
- Analysis
  - Why do they exist?
  - What environmental factors play a role?
  - Action plan
    - Six important steps for Action plan:
      1. Get specific goals.
      2. Define activities, resources needed, responsibilities.
      3. Set timetable for action.
      4. Forecast outcomes, develop contingencies.
      5. Formulates a detailed plan of action in time sequence.
      6. Implement, supervise execution, and validated based goals by step by step.

Individual and organizational level OB topics
- Expectancy theory of motivation
  - Motivation = Expectation of gain will lead to performance
  - Expectation performance will lead to reward
  - Value of reward
- Hierarchy of needs:
  - Abraham Maslow — Need for safety
  - Need for belonging
  - Need for status
  - Self-actualization
  - Needs
- David McClelland — Need for achievement
  - Need for power
  - Need for affiliation
Day 3- A Strategic Approach to Organizational Behavior

A Strategic Approach To Organizational Behavior

By
Dr. Li Ligen
On 29-02-2020

Strategic Use of Human Capital
George Zimmer effectively uses his human capital. His company has a core set of beliefs:
• Work should be fulfilling
• Workplaces should be fair and energized
• Work and family life should be balanced
• Leaders should serve followers
• Employees should be treated like customers
• People should not be afraid to make mistakes
What are your thoughts about these beliefs? Why has Men's Warehouse been more successful than similar businesses? Why do you think other businesses have not been able to imitate their success?

Knowledge Objectives
1. Define organizational behavior and explain the strategic approach to OB.
2. Provide a formal definition of organization.
3. Describe the nature of human capital.
4. Discuss the conditions under which human capital is a source of competitive advantage for an organization.
5. Describe positive organizational behavior and explain how it contributes to associates’ productivity.
6. Explain the five characteristics of high-involvement management and the importance of the approach to management.

Basic Elements of Strategic Organizational Behavior

Organizational Behavior
Managing Organizational Behavior

Strategic OB Approaches

The Strategic Lens

Studying organizational behavior with a strategic lens is important because:
• Helps to focus on major issues critical to the direction of the organization.
• Helps with managing people at all levels of the organization.
• Looks at the various skills needed to effectively manage the organization and its associates.

Strategic Approach

Organizational Factors
Organizational Success

Productivity of Individuals and Groups
Satisfaction of Individuals and Groups

Individual Factors
Interpersonal Factors
### Senior Managers

**Activities**
- Discuss – vision, strategy, and other major issues
- Help middle managers define or redefine roles and manage conflict
- Create and maintain the organization’s culture

**Skills**
- Conceptualizing
- Communicating
- Understanding the perspectives of others
- Listening
- Conflict management
- Negotiating
- Motivating
- Interpersonal influence

### Middle Managers

**Activities**
- Champion strategic ideas and help firm to remain adaptive
- Process data and information for use by other individuals
- Deliver strategic initiatives to lower-level managers

**Skills**
- Networking
- Communicating
- Influencing
- Analyzing
- Communicating
- Motivating
- Understanding values
- Managing stress

### Lower-Level Managers

**Activities**
- Coach the organization’s associates
- Remove obstacles for associates
- Deal with personal problems of associates
- Design jobs, team structures, and reward systems

**Skills**
- Teaching
- Listening
- Understanding personalities
- Managing stress
- Negotiating
- Influencing others
- Counseling
- Understanding personalities
- Negotiating
- Group dynamics

### Behavioral Science Disciplines

- Psychology
- Cultural Anthropology
- Social Psychology
- Economics
- Sociology

### Foundations of Strategic OB

**Strategic approach**
- Integrates knowledge from all these disciplines
- Focuses on behaviors and processes – competitive advantage and financial success

### Summary of Importance of OB

- Complexities and subtleties in leveraging capabilities of people
- Avoid allure of seeking simple answers to resolve organizational issues
- Integrates important behavioral science knowledge within an organizational setting and emphasizes application
An Organization
A collection of individuals forming a coordinated system of specialized activities for the purpose of achieving certain goals over some extended period of time.

Common Features of Organizations
- Network of Individuals
- System
- Coordinated activities
- Division of labor
- Goal orientation
- Continuity over time

Creating Innovation
- Do you agree that Apple is the “creative king” as described by Business Week? Why or why not?
- What can other companies learn from Apple’s approach?

Human Capital
The sum of the skills, knowledge, and general attributes of the people in an organization.

Competitive Advantage
- Perform some aspect of its work better than competitors
- Perform in a way that competitors cannot duplicate

Human Capital as Source of Competitive Advantage
- Human Capital Value
- Human Capital Rareness
- Human Capital Imitability
Overall Potential

<table>
<thead>
<tr>
<th>Valuable</th>
<th>Rare</th>
<th>Difficulty to initiate</th>
<th>Supported by effective management</th>
<th>Competitive Implications</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>Normal</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>Normal</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>—</td>
<td>—</td>
<td>Temporary</td>
<td>Normal</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>—</td>
<td>—</td>
<td>Sustained Competitive Advantage</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Adapted from Model 1.1, Human Capital and Competitive Advantage

Skilled Labor Shortage

- Thoughts on the global shortage of qualified managers?
- Could Wipro's approach to training work in other places? Give some examples.

Positive Organizational Behavior

- Nurtures individuals' greatest strengths
- Helps people develop self-confidence, optimism, and resiliency
- Assists in the development of self-efficacy
- Applies emotional intelligence (EQ)

High Involvement Management

- Carefully selecting and training associates
- Giving associates decision-making power, information, and compensation
- Empowering people to use their unique knowledge and skills to:
  - work hard to serve the organization's best interest
  - take on different tasks and gain skills needed to work in multiple capacities
  - work using their intellect as well as their hands

Key Characteristics

- Selective Hiring
- Extensive Training
- Decision Power
- Information Sharing
- Incentive Compensation

Evidence of Effectiveness

- Positive effect on performance of steel mini-mills
- Flexible production methods in auto plants resulted in higher productivity
- Firms that placed a high value on people had higher survival rates (longer than five years) after an IPO
**Demands on Managers**

- Seek situations for delegating responsibility
- Need to trust associates not to abuse authority
- Continuously think about human capital and competitive advantage

**The Power of Human Capital**

- Any thoughts on Microsoft’s position, “the ideas that lead to better software come from human capital”? Why or why not?
- While some believe Microsoft is monopolistic, the company has won awards for their commitment to diversity and flexible work arrangements. Thoughts?

**Questions**

*Assumption University of Thailand*

* düny maha wathaya sallim chayn*

*SINCE1969*
An Organization

A collection of individuals forming a coordinated system of specialized activities for the purpose of achieving certain goals over some extended period of time.

Common Features of Organizations

- Network of individuals
- System
- Coordinated activities
- Division of labor
- Goal orientation
- Continuity over time

Creating Innovation

- Do you agree that Apple is the “creative king” as described by Business Week? Why or why not?
- What can other companies learn from Apple’s approach?

Human Capital

The sum of the skills, knowledge, and general attributes of the people in an organization

Competitive Advantage

- Perform some aspect of its work better than competitors
- Perform in a way that competitors cannot duplicate

Human Capital as Source of Competitive Advantage

- Competitive Advantage
  - Human Capital Value
  - Human Capital Rarity
  - Human Capital Imitability
Day 4 -- Strategic Leadership Discussion

Leadership Matters:

- Intellectually: historically, psychologically, sociologically
- Politically: societally, culturally, globally, communally, & perhaps ideologically
- Practically: productively, economically, ideologically
- Personally: interpersonally, ethically, selfishly
- Scientifically: empirically, conceptually

What is Leadership?

- The process of influencing the activities of one or more people or of an organization in achieving a goal
- Leadership is a process, not a position
- Leadership is action, not inaction
- Leadership is a social transactional relationship

Leadership Myths?

- Leadership is power (people rather than power)
- Leaders are born, not made
- All groups have leaders (large groups tend to become leaders)
- People resist the leader (most groups accept the need for a leader)

Leadership Myths (cont.)

- Leaders make or break their groups
- The “influence of leadership” exaggerates the impact of a leader
- Leaders do make a difference (e.g., sports teams)
Who Will Lead?

- Perspectives on leadership emergence
  - Trait Model: The great leader theory
  - Situational Model
  - Interactional Model: depends on the leader, followers, and the group situation.

The Great Man Theory

- Early explanations of leadership studied the "traits" of great leaders
  - "Great man" theories (Socrates, Lincoln, Napoleon)
  - Belief that people were born with these traits and only the great people possessed them

Who Will Lead? (cont)

- Demographic background of leader
  - Ethnicity
  - Age
  - Sex
  - Race
  - Social status

Contingency Approaches

- Contingency approaches: approaches that seek to delineate the characteristics of situations and situations and determine the leadership style that can be used effectively

Contingency Theory (Fiedler, 1966)

- Leadership effectiveness is determined by the interaction between the leader's personal characteristics and the characteristics of the situation
- Leaders are classified as person-oriented or task-oriented (which type will be more effective depends on the leader's degree of situational control)
- Control depends on relationship between leader/follower, the degree of task structure, and the leader's authority (position power)
The LPC Scale

- High LPC leaders are most effective in "moderately" favorable situations.

- Low LPC leaders are most effective in very favorable or very unfavorable situations.

LPC Scale

He or she may be someone you work with now or someone you knew in the past. This coworker does not have to be the person you dislike the most but should be the person with whom you had the most difficulty in getting a job done.

Contingency Theory (Fiedler 1967)

- The task-oriented leader will be effective in extremely favorable or extremely unfavorable situations.
- The relationship-oriented leader will be most effective in moderately favorable situations.
- The situation-blind leader will be equally effective in all situations.
- Efforts should focus on making the job more effective.

Path-Goal Theory (House 1971)

- Path-goal theory focuses on the kind of leader behaviors that allow subordinates to achieve personal and organizational goals.
- Four leadership styles can be adopted to facilitate employee attainment of goals:
  - Directive
  - Supportive
  - Participative
  - Achievement-oriented
Path- Goal Theory (House 1971)

- The most effective leadership style depends on the situation and the characteristics of the subordinates.
- Requires leader flexibility.
- Directive style works best with unskilled workers.
- Supportive leadership works best with highly skilled workers.
- Theory is difficult to test and operationalize.

Situational Theory - Hersay and Blanchard (1978)

- Effectiveness depends on the leader’s task and relationship behaviors.
- The Leadership Grid: Blake & Moulsham assume that people vary in their concern for others and in their concern for results and that individuals who are high on both dimensions (9,9) are the best leaders.
- Hersay and Blanchard’s extension of the Leadership Grid focusing on the characteristics of followers as the important element of the situation and consequently, of determining effective leader behavior.
- Hersay and Blanchard suggest that groups benefit from leadership that matches with the developmental stage of the group.

Hersey and Blanchard’s Situational Theory of Leadership

<table>
<thead>
<tr>
<th>Followers’ Characteristics</th>
<th>Appropriate Leader Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low readiness level</td>
<td>Telling (high task-low relationship)</td>
</tr>
<tr>
<td>Moderate readiness level</td>
<td>Selling (high task-high relationship)</td>
</tr>
<tr>
<td>High readiness level</td>
<td>Participating (low task-high relationship)</td>
</tr>
<tr>
<td>Very high readiness level</td>
<td>Delegating (low task-low relationship)</td>
</tr>
</tbody>
</table>

Leader- Member Exchange Theory (LMX) (Graen & Scullen 1978)

- Leader-member exchange theory (LMX) focuses on how the leader-follower relationship affects the leadership process.
- Subordinates of two types: “in” group and “out” group.
- “In” group employees are viewed as competent, trustworthy, and highly motivated.
- “Out” group employees are viewed as incompetent, untrustworthy, and poorly motivated.

Leader- Member Exchange Theory (LMX) (Graen & Scullen 1978)

- Two leadership styles: supervision (based on formal authority) and leadership (based on persuasion).
- Leaders use supervision with out-group employees, and leadership with in-group members.
- Leaders and in-group members establish personal relationships leading to mutual support and understanding.
- High LMX relationship groups tend to outperform low LMX relationship groups.

Transactional vs. Transformational Leaders

- Transactional leaders focus on the social interactions between leaders and followers.
- It is based on followers’ perceptions of and expectations about the leader’s abilities.
- The behavior of transactional leaders depends on what their followers think of them.
Transformational Leaders

- Transformational leaders are not constrained by their followers' perceptions but are free to act to transform (change) their followers' views.
- They challenge and inspire with a sense of purpose and excitement.
- They create a vision and communicate it while accepting feedback and suggestions.

Elements of Transformational Leadership

- Creating a Strategic Vision
- Communicating the Vision
- Building Commitment
- Modeling the Vision

Who is this?

Transformational Leaders...

- Express positive emotions.
- Customizable, adapting needs of the times.
- To be role models.
- Lead with optimism or faith.
- Recognize and celebrate successes.
- Accept consequences of decisions.
- Find ways to encourage 100% staff involvement.
- Provide opportunities for an understanding of decisions.
- Promote a sense of professionalism.
- Always be prepared to lead, adapt, and adjust.

What do you think are the key qualities of effective leaders?

1. 
2. 
3. 
4. 
5. 
**Leadership Styles**

- Authoritarian leadership results when leaders make all the decisions and tell followers what to do.
- Authoritarian leadership works best when situations require rapid and efficient job performance.
- Group performance suffers when leaders are under stress.
- Democratic leadership results when leaders and followers discuss problems and make decisions jointly.

**Personality Variable**

```
In oversimplified terms, the leader manages the group in either of two ways. He can:
- Tell people what to do and how to do it.
- Or share his leadership responsibilities with his group members and involve them in the planning and execution of the task.
```


**Authentic Leadership**

- Openness and self-awareness lead to self-awareness in the leader.
- Leader-follower relationships characterized by:
  - Transparency in leadership and trust
  - Shared goals and moral objectives
  - Emphasis on follower development

Reference: Gardner et al., 2002

**Moral Leadership**

- As a concept, leadership is determined by a set of values that the leader promotes and shows in the development and the conduct of people in a democratic environment, both in the national and international levels.

Reference: Hart, 2002

- The modern leader is willing to take responsibility without waiting for a request or asking for permission.

Reference: Davis, 2003

**Leadership & Gender Differences**

- Sex differences in leadership effectiveness:
  - Women tend to adopt participative and transformational styles of leadership.
  - Men are more likely to use autocratic, laissez-faire, and transactional styles.

**Leadership and Emotions**

- "An emotionally intelligent leader can monitor his or her moods through self-awareness, change them for the better through self-management, understand then impact through empathy, and act in ways that boost others' moods through relationship management."

Reference: Goleman, Boyatzis, and McKee, 2002
Distributed Leadership

- In the twenty-first century organization, we need to establish communities where everyone shares the experience of seeing a leader, not sequentially but concurrently and collectively. Those I call leadership organizations.

  (Joseph Rios, 2003, p. 46)

- The model makes the case for the end of leadership as we commonly know it—that is, role-based management—and introduces a method for developing an organization into a true society of peers. I call this model the peer-based organization.

  (Nelson, 2004, p. 46)

Level 5 Leadership Hierarchy

- Level 5: Executive builds enduring greatness through a profound blend of personal humility and professional will.

- Level 4: Effective leader balances commitment to ingenuity with pursuit of a clear and compelling vision; stimulating higher performance standards.

- Level 3: Competent Manager organizes people and resources toward the effective and efficient pursuit of predetermined objectives.

- Level 2: Contributing Team Member contributes individual capabilities to the achievement of group objectives and works effectively with others in a group setting.

- Level 1: Highly Capable Individual makes productive contributions through talent, knowledge, skills and good work habits.

  (Jim Collins, 2001, Good to Great)
Day 5-- Global Leadership Understanding

GLOBAL LEADERSHIP

WHAT IN THE WORLD IS THE CORPORATE EXECUTIVE BOARD?

CIB VALTERA

AGENDA

- The appeal of globalization
- The challenge of global HR
- Leadership skills
- Cultural differences and managing
- Employee/engagement metrics
- Optimal employment value proposition

NO ONE EVER SAID PEOPLE ARE EASY TO FIGURE OUT

COLLABORATION IS A HIGH PRIORITY FOR DRIVING BUSINESS GROWTH

Human Behavior, Bjork
MORE THAN EVER ORGANIZATIONS ARE LOOKING FOR GROWTH ABROAD

WHAT IS NOT CHALLENGING WHEN DRIVING THE PERFORMANCE OF REMOTE TEAM EMPLOYEES?

BUT A LACK OF SENSITIVITY TO INTERCULTURAL ISSUES CAN DELAY GLOBAL GROWTH

GLOBAL VIRTUAL TEAM MANAGEMENT

MANAGING A TRADITIONAL TEAM IS DIFFERENT FROM MANAGING A VIRTUAL TEAM IS DIFFERENT FROM MANAGING A GLOBAL VIRTUAL TEAM

GLOBAL LEADER COMPETENCY MODEL

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>Ability to adapt to change, uncertainty, and ambiguity</td>
</tr>
<tr>
<td>Open-mindedness</td>
<td>Willingness to consider new ideas and perspectives</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>Ability to understand and manage emotions</td>
</tr>
<tr>
<td>Strategic Thinking</td>
<td>Ability to think strategically and make informed decisions</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>Ability to communicate effectively in a diverse environment</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>Ability to understand and respect cultural differences</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Ability to resolve conflicts effectively</td>
</tr>
<tr>
<td>Decision-Making</td>
<td>Ability to make well-informed decisions</td>
</tr>
<tr>
<td>Problem-Solving</td>
<td>Ability to solve problems creatively and efficiently</td>
</tr>
<tr>
<td>Leadership</td>
<td>Ability to lead and inspire others</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Ability to work effectively with others</td>
</tr>
<tr>
<td>Creativity</td>
<td>Ability to think creatively and generate new ideas</td>
</tr>
<tr>
<td>Emotional Resilience</td>
<td>Ability to manage and cope with stress</td>
</tr>
<tr>
<td>Innovation</td>
<td>Ability to introduce and implement new ideas and processes</td>
</tr>
<tr>
<td>Influencing</td>
<td>Ability to influence and persuade others</td>
</tr>
<tr>
<td>Diversity</td>
<td>Ability to work effectively with diverse groups</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>Ability to function effectively in different cultural contexts</td>
</tr>
<tr>
<td>Learning Agility</td>
<td>Ability to learn and adapt quickly</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Ability to relate to and influence people effectively</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Ability to use technical tools and software effectively</td>
</tr>
<tr>
<td>Leadership</td>
<td>Ability to lead and inspire others</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Ability to work effectively with others</td>
</tr>
</tbody>
</table>
### Implications: Consider One Item’s Hidden Complexities

"My company encourages employees to behave in a way that respects individual differences."
- Assumes “individual differences” have some meaning across societies.
- Assumes encouraging differences is always favorable and not encouraging differences is always unfavorable.
- Assumes identical expectations of what “encouragement” should be across societies.

### Cultural Values

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assimilation</td>
<td>Assimilation is the process of adopting the culture of the dominant group.</td>
</tr>
<tr>
<td>Future Orientation</td>
<td>Future Orientation is the degree to which an individual or group values the future over the present.</td>
</tr>
<tr>
<td>Gender Equitability</td>
<td>Gender Equitability is the degree to which an individual or group values gender equality.</td>
</tr>
<tr>
<td>Humana Orientation</td>
<td>Humana Orientation is the degree to which an individual or group values humaneness, generosity, and/or caring.</td>
</tr>
<tr>
<td>In-Group Collectivism</td>
<td>In-Group Collectivism is the degree to which an individual or group values belonging to a group and the group’s welfare.</td>
</tr>
<tr>
<td>Institutional Collectivism</td>
<td>Institutional Collectivism is the degree to which an individual or group values social order and traditional values.</td>
</tr>
<tr>
<td>Performance Orientation</td>
<td>Performance Orientation is the degree to which an individual or group values performance and achievement.</td>
</tr>
<tr>
<td>Power Distance</td>
<td>Power Distance is the degree to which an individual or group values and accepts hierarchical and power differences.</td>
</tr>
<tr>
<td>Uncertainty Avoidance</td>
<td>Uncertainty Avoidance is the degree to which an individual or group values certainty and avoids uncertainty.</td>
</tr>
</tbody>
</table>

### There Are Distinguishable Cultural Patterns Around the World

- **Eastern Europe + Middle East**
- **Anglo (US, UK, Canada, Australia)**
- **Southern Asia + Confucian Area**
- **Latin America**
- **Hungarian Europe**
- **Nordic**
- **Japan**

### Feelings About Work and the Workplace Vary Widely Around the World

- **Drives of Engagement Do Differ by Country – But Some Commonality Among Critical Drivers**

### The Rate and Direction of Change Varies Globally

- **Scores Range from 200-500**

- **Graph showing rate and direction of change**

---

*UNIVERSITY OF*
Thank You
Day 6 -- Global Leadership Advance Class

I. Introduction

ISSUE
1. What is management?
2. What are some of the rapidly emerging signs of the globalization?
3. What is the difference between personnel management and human resource management (HRM)?
4. What is the difference between domestic HRM and international HRM?
Introduction

Human Resource Management is the process of acquiring, training, appraising, and compensating employees, and attending to their labor relations, health and safety, and family concerns.

--- Gary Dessler

Relationship Between HR Philosophy and Practices

<table>
<thead>
<tr>
<th>HR Philosophy/Management System Philosophy</th>
<th>Guiding Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees are valued</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Philosophy is of central importance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practices that are consistent with philosophy and are aligned with each other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example practices</td>
</tr>
</tbody>
</table>

--- R. A. Noe, J. R. Hollenbeck, B. Gamart, P. M. Wright
Globalization is the trend!

Introduction

- Globalization refers to the tendency of firms to extend their sales, ownership, and/or manufacturing to new market places.
- A single marketplace has been eroded by:
  1. The competitiveness of global corporations,
  2. Global telecommunications enhanced by fiber optics, satellites, and computer technology,
  3. Growing free trade among nations,
  4. Abundant energy sources, and
  5. Worldwide accessible financial service.
II. Signs of Globalization

• Corporations are beginning to lose their national identities and are becoming global: product design, manufacturing, sales, and services are integrated and coordinated on a worldwide basis. (cars and airplanes)
• Many corporations have invested abroad. For instance, McDonald’s operates more than 25,000 restaurants in over 120 countries.

Nowadays the earth is just like a village.

III. Strategic success in the Global Market: Effective HRM

• In every industry and sector throughout the world, success and, in some cases, failure will depend upon the ability of organizations to compete globally. Even the largest companies in the biggest markets will not be able to survive in the demands markets today. "Hiring and operating globally will be essential for organizations to operate and adapt in the 21st century.

Thinking globally, acting locally.

Strategic success in the Global Market: Effective HRM

• The ability to compete globally will be very dependent on the quality and skill of what is in the organization. For organizations seeking to compete in global markets, worldwide knowledge can make the critical difference. Indeed, the ultimate key to making the organization and managers needed for global success.
Strategic success in the Global Market: Effective HRM

Nowadays the HRM department has become playing a more and more important role in the company.

The Development of HRM

- Economic Man
- Social Man
- Cultural Man

The Founder of Modern Scientific Management: Fredrick Winslow Taylor (1856-1915)

Modern HRM is radically different from personnel management of decades ago.

Economic Man: a worker is motivated primarily by economic gain and that a worker's output can be maximized only through financial incentives.

With that concept in mind, Taylor created the differential piece-rate system, whereby workers would receive a higher rate of pay per piece produced after the daily output standard had been achieved. Through the differential piece-rate system, workers were expected to produce at a maximum level to satisfy what was believed to be their only work-related need: money.

We are now in the 21st Century. The traditional corporation is becoming a thing of the past. Efficiency and economics of scale have diminished.

20th century managers have been replaced by new, modern managers who focus on individualism, global markets, war, terrorism, and the American way of life over sustainability. Only fully flexible, highly adaptive organizations will thrive in the fractured global economy.
The Development of HRM

- Human Relations: During the 1930s and 1940s, with impetus provided by the classic Hawthorne studies, management's attention shifted from scientific management to human relations. The Hawthorne studies demonstrated that employee productivity was affected not only by the way the job was designed and the manner in which employees were rewarded economically but also by certain social and psychological factors. Hawthorne researchers discovered that employees' feelings, emotions, and sentiments were strongly affected by such work conditions as group relationships, working rules, and support from management. And those feelings could, in turn, have a significant impact on productivity. Thus, it seemed that treating employees with dignity would both enhance employee satisfaction and enable the achievement of higher productivity.

Professor George Elton Mayo (1880-1949), the organizer of Hawthorn Experiment

The Development of HRM

- Human Resource (HR): The emerging trend in HRM is clearly toward the adoption of the human resource approach, through which organizations benefit in two significant ways: an increase in organizational effectiveness and the satisfaction of all employees' needs.
- The human resource approach is relatively new in the management of people. The term became popular during the 1970s. Behavioral science research showed that managing people as resources rather than as sources of production, effective HRM could result in real benefit to both organization and the employees.

High-Performance Work System Challenge

- In companies that compete with foreign competitors, they will have to learn to better utilize employee skills and new technology. The challenge that companies face is to integrate technology and structure to gain a competitive advantage. How's competing through high performance work systems.

High-Performance Work System Challenges: Change in Employees' Work Roles and Skill Requirements

- New technology causes changes in basic skill requirements of work roles and often results in combination jobs. For example, computerized process monitoring, computer-aided design, and computer systems to automate the manufacturing process.
- The computer allows the production of different products that meet market demands simply by reprogramming the computer. As a result, laborers, material handlers, operators, assemblers, and maintenance work may be merged into one position.
- Technology is often a means to achieve product diversification and customization. As a result, employees need job-specific product knowledge and basic learning skills to keep up with product development and design improvements.
2. International HRM

- The three broad HR activities: Procurement, allocation, and utilization
- The three national categories in international HRM activities: host country, home country, and other countries
- The three types of employees: host-country nationals, parent-country nationals, and third-country nationals

VI. Six Factors differentiating international from domestic

- More HR activities
- The need for a broader perspective
- More involvement in employees' personal lives
- Changes in emphasis as the workforce mix of expatriates and local varies
- Risk exposure
- More external influences

Variables that Moderate Differences between Domestic and Int’l HRM

- The cultural environment
- Industry type
- Reliance of the multinational on its home-country domestic market
- Attitudes of senior management to international organization operations
- Expanding the role of HRM in international firms

VII. HRM Problems for the Transnational/Global Corporation

- Cultural Constraints: Cultural differences can impact the selection, training and development, performance appraisal, compensation and benefits, labor relations, and other functions of HRM.
- Management Processes: Many management activities can be influenced by variances in cultural values and practices.

Thank You
Day 7 - The Relationship between OB and Leadership
227
**WHAT ARE THE COMPONENTS A PERSON MADE OF?**

**POINTS FOR AN ULTIMATE PERSONALITY:**
- Appearance
- Intelligence
- Charm
- Ruthfulness, High Integrity, and Responsibility
- Knowledge, Depth
- Management
- Effective Communication & Efficiency
- Economic Independence
- Maturity / Prowess
- Open-minded
- Honesty & Honorable

**STRONG NEGATIVE ASPECTS TO SPOIL PERSONALITY**
- Jealousy
- Hostile attitude
- Coldness
- Dishonesty
- Ineffectiveness
- Loss of energy
- Disorganized
- Dishonesty / Selfish

**KEY POINTS FOR POSITIVE THINKING**
- Self-Confidence
- Self-Discipline
- Accepting the environment
- Persistence / Grit
- Understanding others
- Reaching one's goals
- Setting firm reservations
- Persevering the weakness
- Persevering the wrong
- Avoiding violence

**DEMAND FOR PROFESSIONAL DEVELOPMENT**
- Be able and that you sell: You want to be confident and feel confident. Your self-confidence isn't an overnight acquisition. It takes dedication to build you are a good human being that a worthy of respect and love.
## Awareness Concerns

- Difficulty in building relationships with others
- Understanding and interpreting the plans

## Leadership Types

- Authoritative
- Collaborative
- Decisive

## External Factors Affecting Leadership Style

- Personal values
- Cultural background
- Organizational structure
- Nature of the problems

## Gender and Leadership

- Women tend to be more supportive and consultative in their leadership style
- Men are often viewed as more directive and task-focused

## Qualities of Good Leaders

- Integrity - the integration of outward actions and inner values

## Dedication/Passion Means

- Dedication means investing whatever time or energy is necessary to accomplish the task at hand
- Passion means enthusiasm and commitment to the goals

### Illustration Examples
- Dedication: A team member volunteering extra hours to meet a deadline
- Passion: A team member sharing their excitement for the project's success
Openness means being able to learn new ideas, even if they do not conform to the usual way of thinking. Great leaders are able to suspend judgment while listening to others’ ideas, as well as accept new ways of doing things that others may have thought of. Openness builds mutual respect and trust between leaders and followers, and it also keeps the team well supplied with new ideas that can further its vision.

CONSEQUENCE CONCERNS

FAIRNESS MEANS DEALING WITH OTHERS CONSISTENTLY AND JUSTLY

A leader must check all the facts and hear everyone out before passing judgment. He or she must avoid jumping to conclusions based on incomplete evidence. When people feel that they are being treated fairly, they reward a leader with loyalty and dedication.

Thank You

Personalities and behavior are distinct from one another. We also find similar people with similar habits similar to us. We blend and we get easily with people who are different than us. We sometimes are, often, often, because we are at the end and we are not comfortable and we get annoyed.
Day 8--Personal Factors
PERSONAL FACTORS

by
Dr. Fang Jell
On: 14-03-2020

TYPE OF PERSONAL FACTORS

Direct Personality Type
- 1. Likes to be in charge
- 2. Looks for results
- 3. Assertive and decisive
- 4. Speaks their mind
- 5. Takes tough decisions
- 6. Put results ahead of other feelings
- 7. Poor analysts they are good at target oriented projects like debt collectors

TIPS IN MANAGING THE DIRECT PERSONALITY TYPE

Be direct to the point don’t bore them with lot of background information Give chances to excel and compete Communicate direct and short Be on time and on time Don’t promise which you can’t deliver Don’t ask about personal issues unless they initiate Give specific measurable outcome Tell the truth never sugar coat it

SPIRITED PERSONALITY

Spirited personality type Dreamers & visionaries Not afraid to take risks Prefer to multitask in order to avoid boredom Never time bound Poor listeners since prefer to do multiple things at the same time Commit work more than they are capable of doing Good at getting started of any project

TIPS FOR MANAGING THE SPIRITED PERSONALITY

Tips for managing the spirited personality type Help them express their ideas Praise them in front of others Understand they may exaggerate Give them time tables be clear with what you expect set milestones and deadlines so that they will complete the task on deadlines Never embarrass them in front of other colleagues Give them credit for their new ideas Good at the field of advertising companies and where creativity matters a lot

SYSTEMATIC PERSONALITY TYPE ANALYSTS

Systematic personality type Analysis Precise, consistent, rational and well disciplined Makes decisions based on research and analysis They are patient and calculated in their work They stick to book Value of fairness and go by rules what so ever matters
TIPS FOR MANAGING SYSTEMATIC PERSONALITY
Tips for managing systematic personality type: Be accurate & precise in their communication with them. Be organized and prepared when you meet them. Avoid personal topics in your interaction with them. When conflicts arise, concentrate on facts and figures instead of personalities and feelings. Allow time for research and analysis phase of a project. Give logical reasons for what are you doing and why are you asking them to do.

CONSIDERATE PERSONALITY TYPE NATURAL PLEASERS
- Natural team workers. Prefer to work with and support others. Excellent listeners. Seek to connect with others on a personal level. Natural counselors, natural trainers. When conflicts arise, they work as mediators.
- Platinum rule: Treat others the way you would have you treat them.

AUTOCRATIC LEADERSHIP
Autocratic Leadership: Takes majority of the decision by themselves. Prefer to take complete control and responsibility of the projects. Rarely consult with others. Not interested in developing their employees’ skills. Advantage: Decision making will be quick and useful in projects which are implemented in a hurry and requires speedy results. Under the autocratic leadership, workers become more productive.

DISADVANTAGES REDUCE MOTIVATION
- Disadvantages: Reduces motivation and morale since it is not participatory style. Team members are not able to develop skills on decision making and leadership. Burden the leader with responsibility in long-term decision made by the leaders may not be popular and acceptable to the team.
- When to use it: Short term, complex and urgent project. Organizations where there is high turnover in the employees, keeping organizational knowledge in a leader is important.

DEMOCRATIC LEADERSHIP
Democratic leaders share the decision making, responsibilities, and changes with deadlines. Seek feedback and prioritize the development of the team. Creates harmonious, productive evolving workforce. Leader delegates many of the work.

ADVANTAGES DEMOCRATIC LEADERSHIP
Loyal employees who are willing to work and deliver results and share the credit for getting those results. Work environment will be positive and collaborative. Less turnover of the staff employees. Less likely to cover up the mistake and will be honest in accepting the mistakes. Long-term decision making is improved since receives feedback continuously.
**Bureaucratic Leadership**

Bureaucratic leadership focuses on employees following rules with consistency. Gains authority more from the position. Environment tends to be more formal. There is a clear distinction between leaders and their employees. Advantages: Bureaucratic leadership promotes consistent output and quality and can cut the costs and improve productivity in some environments.

**Charismatic Leadership**

Charismatic Leadership Leader inspires others action. Committed to a vision and mission. Ability to build trust with team members demonstrating personal integrity. Advantages: Team becomes powerful. Development of the skills of the team members. Team members will be loyal, committed and deliver beyond what they are expected. Team will be widely creative and generating forward thinking solutions to existing or new problems.

**Leading the Team**

Leading the team purpose statement: organizations vision and mission statement taken and made relatable to employees on a personal level. Team purpose statement motivates and unifies the team. Builds regardless of individual differences. It also explains why the team is existing and what they have to do to achieve the vision of the organization.

Thank you
## APPENDIX I

Global Leadership Training Attendance Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>叶丹</td>
<td>叶丹</td>
<td>叶丹</td>
<td>叶丹</td>
<td>叶丹</td>
<td>叶丹</td>
<td>叶丹</td>
<td>叶丹</td>
<td>叶丹</td>
</tr>
<tr>
<td>2</td>
<td>彭建洪</td>
<td>彭建洪</td>
<td>彭建洪</td>
<td>彭建洪</td>
<td>彭建洪</td>
<td>彭建洪</td>
<td>彭建洪</td>
<td>彭建洪</td>
<td>彭建洪</td>
</tr>
<tr>
<td>3</td>
<td>郎伟明</td>
<td>郎伟明</td>
<td>郎伟明</td>
<td>郎伟明</td>
<td>郎伟明</td>
<td>郎伟明</td>
<td>郎伟明</td>
<td>郎伟明</td>
<td>郎伟明</td>
</tr>
<tr>
<td>4</td>
<td>姚芳</td>
<td>姚芳</td>
<td>姚芳</td>
<td>姚芳</td>
<td>姚芳</td>
<td>姚芳</td>
<td>姚芳</td>
<td>姚芳</td>
<td>姚芳</td>
</tr>
<tr>
<td>5</td>
<td>黎洁仪</td>
<td>黎洁仪</td>
<td>黎洁仪</td>
<td>黎洁仪</td>
<td>黎洁仪</td>
<td>黎洁仪</td>
<td>黎洁仪</td>
<td>黎洁仪</td>
<td>黎洁仪</td>
</tr>
<tr>
<td>6</td>
<td>李生杰</td>
<td>李生杰</td>
<td>李生杰</td>
<td>李生杰</td>
<td>李生杰</td>
<td>李生杰</td>
<td>李生杰</td>
<td>李生杰</td>
<td>李生杰</td>
</tr>
<tr>
<td>7</td>
<td>黄晓</td>
<td>黄晓</td>
<td>黄晓</td>
<td>黄晓</td>
<td>黄晓</td>
<td>黄晓</td>
<td>黄晓</td>
<td>黄晓</td>
<td>黄晓</td>
</tr>
<tr>
<td>8</td>
<td>孙嘉舟</td>
<td>孙嘉舟</td>
<td>孙嘉舟</td>
<td>孙嘉舟</td>
<td>孙嘉舟</td>
<td>孙嘉舟</td>
<td>孙嘉舟</td>
<td>孙嘉舟</td>
<td>孙嘉舟</td>
</tr>
<tr>
<td>9</td>
<td>韩伟</td>
<td>韩伟</td>
<td>韩伟</td>
<td>韩伟</td>
<td>韩伟</td>
<td>韩伟</td>
<td>韩伟</td>
<td>韩伟</td>
<td>韩伟</td>
</tr>
<tr>
<td>10</td>
<td>陈宏芬</td>
<td>陈宏芬</td>
<td>陈宏芬</td>
<td>陈宏芬</td>
<td>陈宏芬</td>
<td>陈宏芬</td>
<td>陈宏芬</td>
<td>陈宏芬</td>
<td>陈宏芬</td>
</tr>
<tr>
<td>11</td>
<td>谢传惠</td>
<td>谢传惠</td>
<td>谢传惠</td>
<td>谢传惠</td>
<td>谢传惠</td>
<td>谢传惠</td>
<td>谢传惠</td>
<td>谢传惠</td>
<td>谢传惠</td>
</tr>
<tr>
<td>12</td>
<td>罗锋</td>
<td>罗锋</td>
<td>罗锋</td>
<td>罗锋</td>
<td>罗锋</td>
<td>罗锋</td>
<td>罗锋</td>
<td>罗锋</td>
<td>罗锋</td>
</tr>
<tr>
<td>13</td>
<td>许钦坤</td>
<td>许钦坤</td>
<td>许钦坤</td>
<td>许钦坤</td>
<td>许钦坤</td>
<td>许钦坤</td>
<td>许钦坤</td>
<td>许钦坤</td>
<td>许钦坤</td>
</tr>
<tr>
<td>14</td>
<td>向才海</td>
<td>向才海</td>
<td>向才海</td>
<td>向才海</td>
<td>向才海</td>
<td>向才海</td>
<td>向才海</td>
<td>向才海</td>
<td>向才海</td>
</tr>
<tr>
<td>15</td>
<td>陶亭亭</td>
<td>陶亭亭</td>
<td>陶亭亭</td>
<td>陶亭亭</td>
<td>陶亭亭</td>
<td>陶亭亭</td>
<td>陶亭亭</td>
<td>陶亭亭</td>
<td>陶亭亭</td>
</tr>
<tr>
<td>16</td>
<td>胡子昂</td>
<td>胡子昂</td>
<td>胡子昂</td>
<td>胡子昂</td>
<td>胡子昂</td>
<td>胡子昂</td>
<td>胡子昂</td>
<td>胡子昂</td>
<td>胡子昂</td>
</tr>
<tr>
<td>17</td>
<td>邓淮德</td>
<td>邓淮德</td>
<td>邓淮德</td>
<td>邓淮德</td>
<td>邓淮德</td>
<td>邓淮德</td>
<td>邓淮德</td>
<td>邓淮德</td>
<td>邓淮德</td>
</tr>
<tr>
<td>18</td>
<td>冉玉琴</td>
<td>冉玉琴</td>
<td>冉玉琴</td>
<td>冉玉琴</td>
<td>冉玉琴</td>
<td>冉玉琴</td>
<td>冉玉琴</td>
<td>冉玉琴</td>
<td>冉玉琴</td>
</tr>
<tr>
<td>19</td>
<td>周道</td>
<td>周道</td>
<td>周道</td>
<td>周道</td>
<td>周道</td>
<td>周道</td>
<td>周道</td>
<td>周道</td>
<td>周道</td>
</tr>
<tr>
<td>20</td>
<td>莫玲</td>
<td>莫玲</td>
<td>莫玲</td>
<td>莫玲</td>
<td>莫玲</td>
<td>莫玲</td>
<td>莫玲</td>
<td>莫玲</td>
<td>莫玲</td>
</tr>
<tr>
<td>21</td>
<td>汪继敏</td>
<td>汪继敏</td>
<td>汪继敏</td>
<td>汪继敏</td>
<td>汪继敏</td>
<td>汪继敏</td>
<td>汪继敏</td>
<td>汪继敏</td>
<td>汪继敏</td>
</tr>
<tr>
<td>22</td>
<td>霍勇刚</td>
<td>霍勇刚</td>
<td>霍勇刚</td>
<td>霍勇刚</td>
<td>霍勇刚</td>
<td>霍勇刚</td>
<td>霍勇刚</td>
<td>霍勇刚</td>
<td>霍勇刚</td>
</tr>
<tr>
<td>23</td>
<td>楼炼</td>
<td>楼炼</td>
<td>楼炼</td>
<td>楼炼</td>
<td>楼炼</td>
<td>楼炼</td>
<td>楼炼</td>
<td>楼炼</td>
<td>楼炼</td>
</tr>
<tr>
<td>24</td>
<td>涂智萍</td>
<td>涂智萍</td>
<td>涂智萍</td>
<td>涂智萍</td>
<td>涂智萍</td>
<td>涂智萍</td>
<td>涂智萍</td>
<td>涂智萍</td>
<td>涂智萍</td>
</tr>
<tr>
<td>25</td>
<td>孙红元</td>
<td>孙红元</td>
<td>孙红元</td>
<td>孙红元</td>
<td>孙红元</td>
<td>孙红元</td>
<td>孙红元</td>
<td>孙红元</td>
<td>孙红元</td>
</tr>
<tr>
<td>26</td>
<td>江群</td>
<td>江群</td>
<td>江群</td>
<td>江群</td>
<td>江群</td>
<td>江群</td>
<td>江群</td>
<td>江群</td>
<td>江群</td>
</tr>
<tr>
<td>27</td>
<td>胡宗礼</td>
<td>胡宗礼</td>
<td>胡宗礼</td>
<td>胡宗礼</td>
<td>胡宗礼</td>
<td>胡宗礼</td>
<td>胡宗礼</td>
<td>胡宗礼</td>
<td>胡宗礼</td>
</tr>
<tr>
<td>28</td>
<td>齐伟超</td>
<td>齐伟超</td>
<td>齐伟超</td>
<td>齐伟超</td>
<td>齐伟超</td>
<td>齐伟超</td>
<td>齐伟超</td>
<td>齐伟超</td>
<td>齐伟超</td>
</tr>
<tr>
<td>29</td>
<td>吴昊</td>
<td>吴昊</td>
<td>吴昊</td>
<td>吴昊</td>
<td>吴昊</td>
<td>吴昊</td>
<td>吴昊</td>
<td>吴昊</td>
<td>吴昊</td>
</tr>
<tr>
<td>30</td>
<td>李灵</td>
<td>李灵</td>
<td>李灵</td>
<td>李灵</td>
<td>李灵</td>
<td>李灵</td>
<td>李灵</td>
<td>李灵</td>
<td>李灵</td>
</tr>
</tbody>
</table>
APPENDIX J

Global Leadership Training Related Photos
BIOGRAPHY

NAME & SURNAME: Xu Zheng

DATE OF BIRTH: April 4, 1984

POSITION: Program Director of Office for International Exchange and Cooperation, Hong Kong, Macao, and Taiwan Affairs

EDUCATION:

2003 to 2008 Bachelors in English Language Teaching Shaoguan University

2009 to 2011 master’s in management (HR) Northampton University (U.K.)

WORK EXPERIENCE:

2008 to 2013 Foreign Affair Office of Shaoguan University

2013 to 2017 Foreign Language Department of Shaoguan University

2017 to 2020 Chinese Embassy in Thailand. The Ministry of Education Chinese Students and Scholars Association (Vice chairman)

AWARDS

2019-2020 Excellent Student Cadres (Received from Chinese Embassy in Thailand. The Ministry of Education)