

GLOBAL LEADERSHIP COMPETENCY FOR MALAYSIA PUBLIC SECTOR EDUCATIONAL LEADERS

*Noraini Abdul Latiff

Muhammad Faizal A. Ghani

Kazi Enamul Hoque

Department of Educational Management, Planning and Policy

Faculty of Education, Universiti Malaya

*abdullatiffnoraini@gmail.com

Abstract: The profound effect of globalization necessitates changes and demands that require education public sector leaders to be globally competent in a complex adaptive system. This article delves into global leadership competency needed for public sector educational leaders. The study used a qualitative approach with a semi-structured interview method and involved six participants from Ministry of Education. The results from the interviews were analysed using Atlas ti 9 software based on thematic analysis. The findings of this study showed that cognitive skills, behaviour or social skills, leading change, thinking globally, appreciating diversity and building partnership to be to the most essential global leadership for educational leaders. The results of this study are important in the development of global leadership competency model for future educational leaders.

Keywords: Global Leadership Competency; Educational Leaders; Public Sector; Globalization, VUCA; Global Trends

INTRODUCTION

Globalization brings the economic, social and technological shifts that requires the multitude of skills and competencies to perform well in the leadership and management of organizations. Global leadership competency has gain substantial recognition amongst practitioner and scholars in the leadership cadre of private sectors. This is to realise organizational leaders towards global strategic planning in restructuring, expansion of services, resources and products (Park et al., 2018). The public sector education leaders in Malaysia should seek potential endeavor for global leadership competency development (Don et al., 2015; Beh, 2018). Adapting global leadership competency for Ministry of Education leaders is a stepping stone towards effective organizational performance in the volatile, uncertain, complex, and ambiguous (VUCA) environments. The millennial educational leaders will soon take over the education system and therefore global leadership competency is much needed to confront unexpected challenges.

PROBLEM STATEMENT

Malaysia Ministry of Education (MoE) aspires to place the education system globally by launching the Malaysia Education Blueprint 2013–2025 (referred to thereafter as “MEB”). The MEB comprised of 11 shifts i.e., initiatives. Shift 8 initiative of the MEB specifically focus on leadership transformation i.e., transforming the Ministry delivery in upskilling capabilities and capacity (MoE, 2013, p. E-20). Based on the intention, the MoE produced Continuous Professional Development (CPD) Model (MoE, 2016). However, the CPD model merely outline the leadership path and portray the courses needed for educational leaders to attend. The competencies listed were general. It covers visionary, strategies, competent, skills, knowledge, proficient, professional values and aspiration. Furthermore, the selection and appointment process of the educational leaders were rudimentary i.e., based on seniority or time-based instead of competency based. In furtherance, how educational leaders were being assessed based on profiling and on what competency were they being assessed on are still in a lacuna state (Lee & Rezaei, 2019; Poocharoen & Lee, 2013).

There is a paucity of research in addressing global leadership competencies related to public sector leadership especially educational leaders. The impetus of identifying and adapting global leadership competencies for educational leaders from the public sector such as the MoE has become pertinent and clearly documented by scholars and academicians locally as well as across the globe (Hassanzadeh, Silong, Asmuni, & Abd Wahat, 2015; Mendenhall, Weber, Arnardottir, & Oddou, 2017; Saltsman & Shelton, 2019; Tichnor-Wagner & Manise, 2017). Educational leaders will be expected to test and apply their leadership skills in the decades to come. Leading in a

content localised education system with domestic leadership competency will certainly not help the educational leaders. The pandemic Coronavirus disease 2019 (COVID-19) has made it apparent that educational leaders were struggling worldwide to navigate the problems entailed in the running of the education system (Baimyrzaeva & Meyer, 2020).

LITERATURE REVIEW

Global leadership competency is distinct from the conventional leadership competency which is based on bureaucratic and hierarchical model. Public sector organizations need to survive the global trends by being flexible to adjust to the environmental conditions. The Complexity Leadership Theory (CLT) in this study defines leadership competency model as being adaptive i.e., learning, adaptation and innovation to the current demand of leaders' organizational performance (Uhl-Bien, Marion, & McKelvey, 2007). Complexity science dictates that organizations need to emerge and cater the complexity while operating at the local and international level (Uhl-Bien, Marion, & McKelvey, 2007). This means, thinking locally to the extent of simplifying and substantiate their structures is insufficient. The exploration on the best combination of global leadership competencies is in tandem to CLT.

Unlike the traditional leadership theory, complex leadership theory focused on leadership development not only from the top leaders but every stream of organizational leadership (Lichtenstein et al., 2006; Uhl-Bien et al., 2007). CLT promotes enabling leadership and adaptive leadership. Enabling leadership engage adaptability, learning new ideas and creative problem solving. Adaptability instates emergent change activities or actions by leaders, middle leaders and subordinates to create productive outcomes (Clarke, 2013; Lichtenstein & Plowman, 2009). Complex Adaptive System (CAS) are a stream of neural-like networks represented by organizational agents that cooperate and bond to achieve a common goal and vision. CAS being part of social system ignite adaptability to the current situation which lead to problem solving and creativity (Uhl-Bien & Marion, 2009; Uhl-Bien, Marion, & McKelvey, 2007).

Despite having a hierarchy or bureaucracy system in the education public sector, changes can occur with the development of global leadership competency. The Goldsmith et al. (2003) research was amongst the few empirical research that took into account participants from governmental organizations from the Asia continent (Mau, 2009, 2017; Mendenhall et al., 2018). Goldsmith et al. (2003) gave an insight of the global leadership dimension from the perspective of domestic leadership competency and generated fifteen dimensions of global leadership competency as depicted in Table 1. The Integrative Global Leadership Competency framework by Jokinen (2005) outlined the basic global leadership competency that future educational leaders in the public sector should master. Jokinen outlined three types of competencies comprising of the fundamental core, mental characteristics and behavioural skills as shown in Table 1. Jokinen (2005) points out that the fundamental core of global leadership competencies i.e., self-awareness, engagement in personal information and inquisitiveness are crucial to develop other competencies but they are not conclusive (Mendenhall et al., 2018).

Table 1
Matrix of Global Leadership Competencies and Dimensions

			Sources	
Global Leadership Competencies/Dimensions	Jokinen (2005)		Goldsmith et al. (2003)	
	Self-awareness (A)	Fundamental Core	Thinking globally (N)	
	Engagement in personal transformation (B) Inquisitiveness (C)		Appreciating diversity (A)	
	Optimism (D)		Developing technological savvy (O)	
	Self-regulation (E)	Mental Characteristics	Building partnerships (L)	
	Social judgment skills (F)		Creating Shared Vision (K)	
	Empathy (G)		Developing human capital (K)	
	Motivation to work in international environment (H)		Empowering people (K)	
	Cognitive skills (I)		Achieving personal mastery (B)	
	Acceptance of complexity and its contradictions (J)		Encouraging constructive dialogue (K,L)	
	Social skills (K)		Demonstrate integrity (E)	
	Networking skills (L)	Behavioural Level	Leading change (D,K)	
	Knowledge (M)		Anticipating opportunities (D)	
			Ensuring customer satisfaction (P)	
				Maintaining competitive advantage (F)
			Distributed leadership (Q)	

The CLT underlying this study would act to amplify the educational leaders in being adaptive, enabler and emergent. Identifying and exploring the essential global leadership competency for public sector educational leaders would help improve the domestic leadership competency and re-design the leadership training and development of future educational leaders in the public sector. Based on the concepts discussed, a conceptual framework as depicted in Figure 1 was designed to illustrate the global leadership competency assimilation in the system.

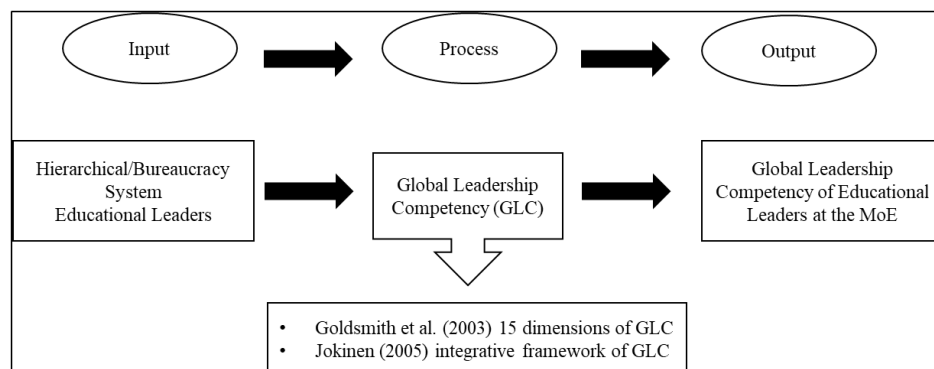


Figure 1. Conceptual Framework

[27]

PURPOSE OF STUDY

The purpose of the study is to investigate global leadership competency amongst the educational leaders at the MoE. Identification of essential global leadership competencies needed would help improve the competency of public sector educational leaders in the future. Thus, the study conducted was to answer the following research question:

What are the essential global leadership competency dimensions needed for educational leaders based on the Malaysia context?

METHODOLOGY

This study is a qualitative study that used a semi-structured interview protocol. Based on the semi-structured interview protocol, the interviewer used the same set of semi-structured questions and the sequence were modified based on the participants' experiences and answers. One of the advantages of using semi-structured interview protocol is that the researcher hold considerable freedom to modify the sequence, wordings and time allotted for each question (Maryam Dikko, 2016). This will ease the interview and analysis process in order for comparison to be made (Edwards & Holland, 2013). The interview protocol was formed based on the component of Integrative framework of Global Leadership Competencies by Jokinen (2005), the Next Generation Framework by Goldsmith et al. (2003). The interview protocol format was adapted from Muhammad Faizal & Crow (2013) comprising of: (1) Opening interview questions ; (2) Main interview questions (3) Closing interview questions. The interview protocol revolves on gaining the input on the dimensions and essential global leadership competencies needed for educational leaders leading and administering the education system based on the participants' experiences.

Research Sample

In this study, purposeful sampling technique were utilized which involved six participants from the MoE holding leadership position. Participants were selected based on the following criteria: (1) Educational leaders possess a doctorate's degree or master's degree with at least 10 years' experience in administering various Divisions at the MoE's office; (2) Educational leaders were from various educational field with knowledge in policy making and implementation of the policy; and (3) Educational leaders willing to participate in the study. Researcher selected participants who fits into the criteria as it will yield understanding of the phenomenon being investigated and an in-depth insight on the issue (Bloomberg & Volpe, 2008). Table 2 shows the selection criteria of interview participants for this study. At this stage, no additional participants were required in situation where the data has reached the saturation level. Merriam (2009) stated that the sample size for purposeful sampling is determined by informational consideration and in this study the purpose was to maximize information. Creswell (2012) stated that the ideal number of qualitative participants is in the range of 3 to 10 people depending on the depth of the study. Thus, six educational leaders were selected using purposive sampling. The selection corresponds with Darling & Cunningham (2016) and Saedah Siraj (2008) that amongst the successful factor that contributes to a qualitative method such as interview depends on the suitable selection of participants.

Table 2
Profile of Participants

Participants	Academic Qualifications	Working Experience	Field	Position/Grade
P1	Doctor of Philosophy (PhD)	21 years	Educational Management; International Policy; Public Affairs and Professional Development	Assistant Director (DG48)
P2	Doctor of Philosophy (PhD)	20 years	Leadership; Education Management; Training and Sports	Deputy Director (JUSA C)
P3	Doctor of Business Administration (DBA)	22 years	Leadership; Human Resource; Strategic Management and Business Administration	Excellent Leadership Lecturer (JUSA C)
P4	Doctor of Philosophy (PhD)	22 years	Leadership; Policy Development; Education Management and Taxonomy and Physics	Deputy Director (Professional Cluster) (JUSA C)
P5	Doctor of Philosophy (PhD)	20 years	Educational Management; International Policy; Public Affairs and Professional Development	Principal Assistant Director (DG48)
P6	Doctor of Philosophy (PhD)	21 years	Leadership; Education Management; Training and Sports	Director (JUSA C)

Pilot Test

In order to ensure validity, credibility and trustworthiness of this study several measures were proposed by Carlson (2010) namely validation by experts, pilot study and member checking. The researcher resort to all the three measures mentioned. A pilot study in qualitative research would increase the credibility and value to the entire study as professed by Van Wijk and Harrison (2013). Thus, a pilot interview was implemented using the semi-structured interview protocol in order to test any ambiguous or unclear statements that could not be expected in the interview protocol. A participant that shares similar criteria mentioned was chosen for the interview. After the pilot interview, the interview protocol was slightly altered in terms of its sequence, language and few questions that led to the same response were removed. The interview protocol was then validated by two leadership experts in qualitative research and one language expert. As for member checking, Once the interviews were transcribed, the uncoded transcripts were sent to the respondents via e-mail for review and confirmation of their answers. The participants were given 1 week to reply and changes were made to the transcripts after consultation and agreed upon with the participants. The participants subsequently sign the text of the transcript after they are satisfied.

ANALYSIS DATA AND FINDINGS

The data that were collected using semi-structured interview method were analyzed based on thematic analysis in accordance to the framework of Terry, Hayfield, Clarke, and Braun (2019). The process comprised of six stages: familiarity of the data, identifying the quotations, coding formation, condensing the codes and formulating themes, review the themes, defining the themes and generating the report as shown in Figure 2. The codes and themes were arranged and reviewed using ATLAS.ti Version 9. Data generated from the semi-structured interview protocol were triangulated and corroborated based on deductive approach of themes identification (Braun & Clarke, 2006; Kiger & Varpio, 2020; Terry et al., 2019). The answers from different participants and findings from previous researchers in the context of two global leadership frameworks i.e., the global leadership-the next generation dimensions (Goldsmith et al., 2003) and the integrative framework of global leadership competencies (Jokinen, 2005) were corroborated and triangulated.

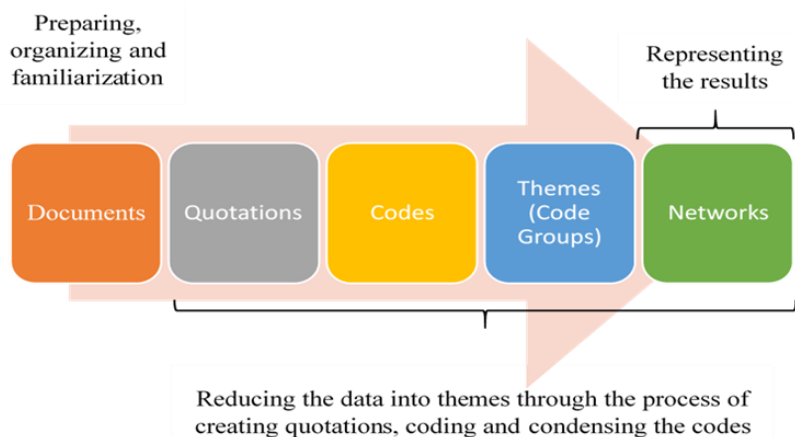


Figure 2. Coding Process

Source: Terry et al. (2019)

The findings revealed cognitive skills, behaviour or social skills, leading change, thinking globally, appreciating diversity and building partnership to be to the most essential global leadership for educational leaders administering the MoE. Based on Goldsmith et al. (2003) research prediction, 5 dimensions will be especially important in the future i.e., thinking globally, appreciating diversity, developing technological savvy, building partnership and sharing leadership. However, for public sector educational leaders at the MoE, the 6 most important dimensions amongst the global leadership competency were slightly different from Goldsmith et al. (2003) research prediction. The findings revealed three dimensions that were similar to Goldsmith et al. (2003) research prediction i.e., thinking globally, appreciating diversity and building partnership. As such, the findings are discussed based on the six most important global leadership competency dimension for public sector educational leaders. The six dimensions runs coherent with Jokinen's (2005) global leadership competency framework as well.

(i) *Cognitive skills*

The analysis revealed that the most emphasized and essential skills required by future public sector educational leaders was cognitive skills. These include:

Data driven, data literate, problem solving. The experts, P2 and P5 pointed out that educational leaders should have the ability to solve problems and decisions making should be based on authentic findings and research based. Complex environment requires multifaceted complex problem-solving competency that requires enabling leadership and therefore decisions made should be data driven (Clarke, 2013).

P2 and P6 suggested that educational leaders should leverage on digital and data fluency to solve complex problem. Being data driven would require educational leader to analyse and weight vulnerabilities and risk involve

“Fourthly, future leaders must also have the competency of problem solving; the ability to identify problems and use logic, judgment and data to evaluate alternatives and implement solutions to achieve desired organizational goals” (P2:L45-48)

“Adaptable to current issues: Research based decisions are made with reference to current finding” (P5:L38-39)

“Each of their actions is based on authentic findings” (P2:L30)

especially in global megatrend issues or in situations not experienced before (Baimyrzaeva & Meyer, 2020). Education leaders would be able to forecast and compare potential scenarios.

“Leaders need to first be someone who is data driven, data literate and responsive to the work and responsibility” (P2:L27-29)

“Digital literacy skills” (P6:L29)

Thinking skill, creative, innovative. P4 further confided that future expectation of globalization demands educational leaders to master thinking skill, able to think creatively and be innovative instead of practicing authoritative and local mind set.

“The leader must be able to think creatively, innovatively and futuristically to determine the future direction of the organization based on the expectation of the future environment” (P4:L23-25)

Encouraging creativity and curiosity should also be embedded by educational leaders amongst their team members as informed by P6. Futuristic thinking skills and being innovative are essential for solving complex problems. It comes handy in situations when past experiences or solutions are insufficient to the challenge of globalization.

“Innovation and encourage innovative ideas. In order to do this, the leader need to stay away from the authoritative mind set” (P6:L16-17)

“Invite/ Celebrate curiosity and creativity-build team, through current upskilling” (P6:L27-28)

Quick learner and strategic thinker. In order to stay abreast of globalization in the education world, educational leaders should be a quick learner and it is crucial to master strategic thinking as pointed out by P5 and P4. Globalization is an evolving phenomenon and thus cognitive skills effect on how much and how effectively we learn from those interpretations and experiences. Strategic thinking is related to activities such as designing strategies, evaluating performance, making well-reasoned decisions and formulate plans (Lan & Hung, 2018).

“Quick learner” (P5:L33)

“Firstly, strategic thinking is vital in the globalization of the education world” (P4:L22-23)

(ii) Behaviour/Social skills

The second most significant competency requires by the future public sector leadership was behaviour/social skills. These include:

Good listener and effective communication. As revealed by the P3, P4 and P6 are essential for educational leaders. They stressed on effective communication and communicating ideas amongst organizational communities.

“This leadership encompasses two ways effective communication” (P3:L58-59)

“Besides that, a leader must be able to listen actively, communicate ideas fluently and convincingly and can accept the view of others” (P4:L43-44)

“Effective communication skills...This also include communication on social media” (P6:L19-21)

Effective communication in the future involve communication on social media and able to convince different stakeholders. Listening actively could reduce errors in communication and avoid the escalation of unwanted friction between leaders and organizational communities.

Accountable, responsive and responsibility. In addition, P5 and P2 revealed that educational leaders need to be accountable, responsible as well as responsive in leading the system. This is very much related to the public sector leaders on the importance to practice integrity i.e., to follow organizational ethics and model good behaviour (Lan & Hung, 2018). Being independent and intuitive in terms of understanding the condition and situation in order to execute responsibility and take further action were confided to be important for educational leaders.

“Accountable...Independent...Intuitive-able to ‘read’ between the lines”
(P5:L28-39)

“Leaders need to...responsive to the work and responsibility” (P2:L28-29)

Humble, confident, empathy, respected attitude, discipline and good moral values. Almost all the experts confided these qualities of behaviours or social skills should be practiced by educational leaders. P5 confided that educational leader should remain humble yet confident. It may encourage educational leaders to be approachable by their subordinates as opposed to being authoritative and power distance (Noor, Fareed, Isa, & Fadzli, 2018). P6 revealed empathy and humility should be practiced by future educational leaders. Empathy and humility are a reflection of a leader having genuine concern and sensitive towards others’ needs and assumptions. Behaviours such as arrogant, egotistical or self-centered might be rejected by organizational communities (Tucker, Bonial, Vanhove, & Kedharnath, 2014).

“Humble yet confident” (P5:L46)

“Have empathy and humility” (P6:L36)

In the same vein, P1 and P6 pointed out that educational leaders should exercise good attitude and discipline that could earn them the respect from their organization’s committee. These social skills or behaviour are frequently discussed in terms of ‘relationship management’ (Jokinen, 2005). Social skills that are being practiced by leaders would influence and get the work done amongst organization’s communities effectively.

“Respected attitude...Disciplinary practices and good moral values”
(P1:L15-16)

“The ability to...earn respect” (P6:L38-39)

(iii) Leading change

The experts emphasized that leading change in the organization is important for educational leaders to navigate the future education public sector. Leading change is where organizational communities and stakeholders will expect the educational leaders to direct and guide their organizations through unanticipated global shifts (Mendenhall et al., 2018). Respondent P4 and P6 pointed out that leading change is important in terms of adapting their actions based on the current and future needs but through the support of organizational members.

Anticipating the possible consequences of the change, coping with change and managing the risks involve are crucial skills for leaders. Others felt that education leaders should be competent to manage risk as it is part and parcel to lead change and achieve future targets.

“Changes in globalization also require leaders who are competent in managing change (change management skill) and risk management (risk management skill)” (P2:L19-21)

“...in order to draw the shape of the future targets as well as taking risks and expectations for the future” (P4:L26-27)

“Courage to take risk and ability to manage risk” (P6:L26)

(iv) Thinking globally

The analysis further revealed based on the experts' statement that educational leaders should think globally instead of being content with current local organizational target. Having deep knowledge of global educational agenda, understanding of comparative education and knowledge on global education administration are pertinent for educational leaders to lead the organization (Saltsman & Shelton, 2019).

Predict globalization effect and forward thinking. P3 confided that educational leader should be able to predict the effect of globalization and to be forward thinking.

“Able to predict the progress that will take place in the coming years by anticipating the effects of globalization occurring globally and domestically” (P3:L34-36)

“...making plans such as current and future trends” (P3:L43-44)

Change agent, anticipating future, flexible and agile. In addition, P2 mentioned that educational leaders must be able to change or modify their actions according to changes in global shifts.

“A leader must be able to share the current reality and the ultimate goal to be achieved and modify actions and activities referring to changes in the environment and data or information collaboration” (P2:L17-18)

Education is evolving and changing to global trends. It is essential to stay relevant and look ahead. Becoming future oriented in education sector is necessary to deal with the issues faced by global communities presently and in future was pointed out by P4.

“A leader must know how to let go of today's issues and put oneself in the future in order to draw the shape of the future targets...” (P4:L25-27)

According to P6 educational leaders must be flexible and agile. Changes that caused the disruption in the system requires educational leaders to reskilling and upskilling.

“Flexible or Agile. The current disruption in the system requires leaders to re-skill and upskill also lead the reskilling and upskilling” (P6:L14-15)

(v) Appreciating diversity

Appreciating diversity entails leaders to accept and understand differences of methods, ideas and motivations in order to build organizational communities and competency. Forming an inclusive culture in an organization requires educational leaders to leverage diversity. Educational leaders need to be aware of cultural differences, creating a culture of support and having a sense of social justice (Turner et al., 2018).

Cultural and emotional intelligence, diversity and inclusive, flexibility, non-bias, accepting views of others. P5 contended that future education leaders need to be sensitive and have cultural and emotional intelligence to understand Malaysian multicultural society. P5 also emphasized that educational leaders should not practice personal biasness and favoritism especially in an old school of hierarchy and bureaucracy system of the public sector.

“Cultural and emotional Intelligence” (P5:L30)

“Void of favouritism and personal biases-this is so old school” (P5:L42)

P4 and P6 indicated that educational leaders should be able to listen, allow and accept the views offered from their subordinates. In addition, P6 pointed out that educational leaders should have the competency of appreciating diversity and practicing inclusivity especially in a borderless globalization environment.

“...can accept the views of others” (P4:L44)

“Educational leaders must allow feedback from subordinate...In the future, the world has less border thus leader need to celebrate diversity and allow teams to practice inclusivity” (P6:L31-33)

(vi) *Building partnership*

Collaborative and negotiation skills. Leadership plays a role in organizational development through building partnership. Building and maintaining collaboration of new networks of people and organizations would help facilitate change. It could help resolve conflicts through negotiation skills and simplify emergent actions (Baimyrzaeva & Meyer, 2020). P6 pointed that educational leader at the public sector must have the ability to collaborate in order to develop partnership beyond educational public sector for a reciprocal benefit with other organizations.

“Collaboration skills. Able to develop partnership that allows win win. The non-education sector needs to be able to contribute and managing this require this competency. Negotiation skills. In order to be collaborative, leaders need to be able to approach negotiation with trust” (P6:L18-22)

Appreciating diversity promotes a unique culture for example in information sharing methods, motivation between leaders and organizational communities, leadership styles and decision-making style (Goldsmith et al., 2003). Educational leaders instead of leading administrative function need to function and work alongside organization communities to share or coach new skills and knowledge with the subordinates as professed by P5.

“A collaborator-work alongside to develop and share new skills and knowledge” (P5:L135-36)

DISCUSSION

Based on the opinions offered by the participants, the six global leadership competencies that were highly emphasized were cognitive skills, behavioural or social skills, leading change, thinking globally, appreciating diversity and building partnerships. These findings shared some similarities of Goldsmith et al.'s (2003) research and Jokinen (2005). However, based on the local context, cognitive skills were highly given attention by the experts and considered most important global competency for educational leaders. Cognitive skills are the essence of adapting and enabling leadership in a complex adaptive system (Ashkenas et al., 2013; Uhl-Bien & Marion, 2009). Most of the experts emphasized on the importance of educational leaders to have divergent thinking skills and able to solve complex problems. One cannot lead if one cannot solve problems. This finding is in parallel with Mohd Som, Omar, Ismail, and Alias (2020) and Sudirman et al., (2019) that intellectual and analytical thinking are crucial to solve problems, ability to make decisions and justification.

Behavioural or social skills according to experts was considered second most essential global leadership competency for educational leaders. Behaviours of leaders will bring out the best of people and increasing

cooperation amongst organizational communities (Jokinen 2005). This is coherent with Sanghi's (2016) and Jokinen's (2005) assertion where implementation of leaders' plans requires social acceptance and understanding the people's needs to implement the novel strategies effectively. Competency of leading change is necessary in a complex adaptive system such as the public sectors which are abide by hierarchical and bureaucracy structure. Educational leaders at the Ministry have to be an enabler to produce effective outcomes (Ashkenas et al., 2013). The primary hallmark of global leadership competency is leading change.

Thinking globally is also amongst the most important competency requires by the future educational leaders. Based on the participants' assertion that educational leaders need to think beyond local context and be forward thinking. In order to uplift the education system that encompasses global context and issues, educational public sector leaders need to be forward thinking, flexible, agile, modifying action and goals on the current and future trend (Baimyrzaeva & Meyer, 2020). Thinking globally is a prominent global leadership competency in the west but not in the Asia continent where educational leaders need to broaden their horizon to uplift the system towards global leadership. Having global mind set alone is insufficient for global public service. Educational public sector leaders need to develop alliance and build partnerships internally and externally. Building partnerships with non-similar organizations would garner variety of perspective to broaden the education system as a whole. Leading the education system is about human development towards producing global citizenship and sustainability. Thus, collaboration skill, negotiation skill as well as networking is crucial in building partnerships competency (Baimyrzaeva & Meyer, 2020; Tucker et al., 2014).

Appreciating diversity competency was also considered important by experts as Malaysia is the made up of multicultural society. Allowing feedbacks and accepting the views of others would transcend appreciating diversity instead of succumbing to bureaucracy of favoritism or personal biasness. Leading in a public sector with diverse society and understanding various environment is eminent. The significant of appreciating diversity is parallel with the result of Tucker et al., (2014) and Turner et al. (2018). Appreciating diversity promotes a unique culture for example in information sharing methods, motivation between leaders and organizational communities, leadership styles and decision-making style that emotional and cultural intelligence is critical in order to lead across culture.

RECOMMENDATION AND CONCLUSION

Currently the public sectors have less future orientation and global leadership competency is amongst the requirement to succeed, grow and adapt to global trends. This article addresses the gap by identifying global leadership competencies that are most required and essential for future public sector education leaders. However, the findings are indicative and not definitive given the vast variety of local context. The findings represent the opinions of participants in the context of leading educational public sectors and not applicable to other fields of public sector. The study only takes into account the opinions of educational leaders from MoE who governs the centralized education system and did not cover educational leaders at the state and district level.

The time has come for public organizations to accept and understand the future leadership competencies required of leaders in public sectors. This study provides a foundation for global educational leadership competency to advance further in the local context. Future research direction could be extended by using Interpretive Structural Modelling (ISM) technique to produce a global leadership competency model for educational leaders at the MoE. ISM has the advantage of preserving the qualitative factors to be retained as an integral part of a model. In furtherance, based on the model, a leadership training module could be developed based on the global leadership competency for educational leaders.

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