The Degree of Academic Leadership Practice in Jordanian Universities from a Strategic Thinking Perspective of Global Leadership Skills

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Abstract

The aim of this study was to investigate the level of practice of academic leaders at Jordanian universities from a strategic thinking perspective for global leadership skills. To achieve the purpose of the study, the researcher followed the descriptive approach. The sample of the study comprised (94) faculty members and a questionnaire of global leadership skills was constructed consisting of seven dimensions: culture, Global vision, Global Strategic Planning, Global Human Resources, Global Organization Structure, Global Learning, Global Operations, Global Mentality). The results revealed that the level of staff assessment of the level of global leadership skills from a strategic thinking perspective is weak for all dimensions.

Keywords: Academic Leadership, Global Leadership Skill, Strategic Thinking, Jordanian Universities.

Introduction

The environmental changes surrounding the organization generated many challenges in the absence of a clear absence of strategic thinking, which resulted in his absence a strategic void from which the organization suffers to achieve the goals that are considered a major goal that all business organizations, including universities, seek to achieve, as the main problem that these universities face in the shadow of Global orientation is the problem of becoming and staying in the market in which it operates, which requires it to have the foundations that support it and that consists of a set of goals, resources, and able and motivated individuals. It is incumbent on universities to make their strategic choices right enough to be viable, as partial loss of them will accelerate their failure and failure.

That strategic thinking represents a method for analyzing the attitudes facing the organization and is characterized by challenge and change, and dealing with it through visualization, to ensure the organization remains and upgrading its social and moral responsibility in the present and in the future, and since strategic thinking needs a distance (linked to the strategy), and the result of the problems experienced by the researched companies generated A strategic void (Betz, 2016).

The huge challenges facing higher education institutions these days led to changes at all levels of economic, educational, political, social and cultural and the world is no longer what it was, but has become volatile and unstable, which imposes a global leadership model capable of working in such a global environment and adapting to Its different dimensions. Among the most prominent repercussions of globalization on higher education is what was defined by the UNESCO Guidance Document (2004) in the emergence of new parties providing education such as multinationals, corporate universities, and
media companies, and the emergence of new forms of providing distance education, virtual education, and face-to-face education. And a greater diversity of qualifications and degrees.

By looking at the literature on leadership patterns, it appears that research conducted in this field in recent years has moved from traditional leadership models to focus on a new type of leadership, which is global leadership. In this regard, Marquardt & Berger (2000) developed a model for global leadership, after extensive study on a number of international organizations in the United States of America. Globalization, preparing the global mindset, creating global processes, strengthening global organizational structure, and promoting global learning. This model was supported by a number of studies, including the study Leven (2001) and Lundval & Archibugi (2002) and applied this model to higher education institutions in the United States of America researcher Robertson (2005) being an important model for meeting the diverse challenges of international universities.

Several studies have demonstrated the importance of global leadership for organizations. Goldsmith (2003) conducted a study to learn the skills of effective leadership in (200) global organizations. The sample responses were about (72) elements of which are more important to the effectiveness of leadership in the past, present, and future, so the result was that in the past and the present, global considerations were not among the answers, while in the future leadership this element was among the members of the sample, which means that effective leadership must be a global feature of our time. Le (2016) believes that there must be many qualities in a global leader such as global thinking, appreciation of multiculturalism, development of technical skills, and building alliances and partnerships.

Higher education institutions have a major role in meeting the needs of society but are the main axis in fulfilling the requirements of sustainable development in light of the successive global changes, which made the world open to each other, which led to promoting increased competition, no longer recognizes only the institution Outstanding and distinguished, today's institutions face a great degree of challenges and risks - internal and external - threatening not only the achievement of their goals and objectives but also their very existence (Ismail & Mydin, 2018). In the same context, Milton (2001) asserts in his study, saying: achieving the competitiveness of enterprises in the twenty-first century will not be derived from owning superior technology, but possessing global human resources. McCarthy (2010) and Hassanzadeh (2015) agreed that the global leader possesses many skills, such as creativity, innovation, and ambitious visions, the ability to understand the other, cultural awareness, the ability to adapt to multiple cultures, global openness, curiosity. The desire for continuous training, and the confidence in their abilities to work and accomplish, as they are always ready to face unfamiliar contexts. Ruiz (2013) notes that the need for global leadership has become more urgent after the global system, with the advent of the third millennium, has become universal in every sense of the word, which necessitated the necessity of formulating a different style of leadership, possessing a comprehensive, integrated view and awareness For global dimensions, this leadership has the ability to think globally and locally with the same standards.

**Study Problem**

The Jordanian universities need a new model of academic leaderships with new intellectual trends and distinguished skills that they achieve extraordinary achievements in light of the implications of globalization and its results, and the internationalization of education and its justifications, which imposed on the universities many requirements including strategic thinking, so universities can remain on the map of action and interaction with others at the level Local, regional and global

Numerous studies, conferences, and recommendations have confirmed the urgent and necessary need for global leadership, that the current leaders who are entrusted with international responsibilities are now in urgent need to provide them with additional new skills to enable them to face the challenge of dealing with issues of unprecedented demographic diversity as well as enabling them to meet the
standards the desired ones are at work. This is also what Robertson (2005) emphasized, as indicated that the world is rapidly changing, making it a small village that higher education institutions must find ways to adapt to the new lifestyle by having world leaders with different leadership skills. Harris (2015) also noted that today's problems require more cognitive complexity and greater levels than in the past, which makes us need global leaders.

On the other hand, Marshall (2015) demonstrated that academic leaders are the main drivers driving higher education towards globalization, and this was confirmed by the American Education Council: that global academic leaders play an important role in the process of imparting the international dimension of education (American Council on Education, 2011).

Based on the above, the problem of the study can be highlighted with the following questions:

1. What is the degree of global leadership skills practice by academic leaders from a strategic thinking perspective in Jordanian universities from the viewpoint of faculty members in Jordanian universities?

2. What is the level of each of (global strategic planning, global culture, and vision, global human resources, global mindset, global organizational structure, global processes, and global learning) among academic leaders in Jordanian universities from a strategic thinking perspective?

Study Objectives

1. Knowing the degree of practicing global leadership skills among academic leaders from a strategic thinking perspective in Jordanian universities from the viewpoint of faculty members in Jordanian universities.

2. Determining the level of (global strategic planning, culture, vision, global human resources, global mindset, global organizational structure, global processes, and global learning) among academic leaders in Jordanian universities from a strategic thinking perspective.

Study Importance

The importance of the current study stems from the fact that it deals with the issue of developing global leadership skills, which is the core of the administrative process and on which the various activities in organizations are based, especially in the modern era, which is characterized by its global changes and challenges. This study also acquires its importance from the current trend of Jordanian universities to achieve globalization, which makes them give an international dimension to their plans, goals, and activities through applying global leadership skill. In addition to this study is considered to be in sync with what was launched by the Ministry of Higher Education in the global leadership program in Jordanian universities, which is one of its goals and orientations to give the global dimension to the policy and development of higher education and the transition of Jordanian universities from local to global.

Literature Review

Strategic Thinking

Macmillan & Tampoe (2000) defined strategic thinking in general as a set of plans that secure the future for a particular project by formulating a successful strategy that emphasizes investing opportunities. Harrison (2013) defined strategic thinking in general as a comprehensive effort that aims to anticipate the future through the available data and conduct a comprehensive process to form a broad knowledge balance and prediction and assumption to visualize the features that may characterize the future. Betz (2016) considered strategic thinking in general as thinking based on multiple visions taking into consideration the past, present, and future situation of the organization and strategic
thinking is characterized by employing quantitative methods and language of numbers and laws to understand the variables and understand the relations between them.

The importance of strategic thinking is evident in its being a contemporary approach and an intellectual pattern that contributes to achieving a harmonization between organizational capabilities and the reality of competition and the future of the organization by studying the visible relationships of all activities and their interactions with various environmental patterns, where strategic thinking is one of the challenges facing senior management in any organization, as it is considered an instrument that enhances an organization's ability and competitive advantage by creating a measure of willingness to succeed (Murithi et al., 2018).

The strategic thinking comes in response to the strategic dimension in leadership, and it helps it in answering the questions related to its long-term perceptions, including (Bibu et al., 2016), for example, what do you want the organization to be in (5, 10, 20) years to come? And what do you do to get there? What resources should be attracted and obtained? What are the changes in environmental processes? What is the method of dealing with it? How can you achieve it and reach a competitive advantage through it? These questions are fundamental challenges for senior management in the formation of the organization and encourage them to use strategic thinking in various scenarios and plan to ensure their achievement (Cole, 2003: 102).

The leading approach to strategic thinking is due to the opinions of the Austrian School, which is one of the oldest schools in the study of strategy. One of its first pioneers was Schumpeter, who believed that strategy was the task of only senior leadership. Based on this vision of strategy, Mintzberg believes that strategic thinking is part of the experience, attributes, and perceptions of leaders that helps them adopt the best strategy (Harrison, 2013). Hence, strategic thinking does not exist within the overall vision of the state or institution, but only within the mental maps of the leaders of decision-makers in those countries or institutions. This understanding of strategic thinking confirms the trends of one of the most well-known schools in strategic management based on the presumptuous leader's knowledge of everything, as strategic thinking is one of the strategic tools prepared for the leader in analyzing the external environment (Al-Qatamin & Esam, 2018).

**Global Leadership Skills**

Leadership plays a big role in achieving the institutions' goals, mission, vision, and goals, as it is the link between the workers and the future plans and visions of the institution, as well as being the crucible within which all concepts, strategies, and policies are fused within, and it supports the positive forces in the organization and mitigates the negative aspects as possible, and control On the problems of work and their solution, in addition to resolving differences and weighting between opinions, and the development, training, and care of individuals as the most important resource for the institution, and that individuals take the lead as role models for them (Moore et al., 2009)

The concept of leadership is one of the behavioral concepts that sparked a lot of discussion and disagreement as the definitions differed in administrative thought, but they agree in their entirety about a set of steps or procedures that include employing the available resources to influence others in a way that supports their contribution to achieving specific goals (Al-Quddani, 2018). Leadership is defined as the ability to influence a group in order to achieve a vision or set of goals (Robbins & Judge, 2013), and Lussier & Achua (2013) see leadership as the process of influencing leaders "behavior and behavior of followers to achieve goals. Organizational through change that revolves around some common interests, where the behavior of followers is guided by the leader, and this means that leadership occurs when a person leads, persuades, and influences others to work towards achieving the goals of the organization.

Although the term "global leader" is used in a wide range of administrative literature, there is no agreement on a global definition of the term. Bartlett & Ghoshal (1992) indicated that global leaders are not individual people, but rather a concept made up of a network of individuals who share their
experience. Jokinen (2005) notes that global leaders as anyone position combining the roles of director and leader, while Gregerson et al. (1998) focus on personality traits and some business traits to signify success as global leaders. Caligiuri & Tarique (2009) defines global leaders as "high-level professionals like CEOs, CEOs, directors, and managers who work in positions with some of the global leadership activities such as global integration responsibilities". This definition has been adopted by Harzing & Pinnington (2011) as a “concise and useful definition,” however the fact remains that this definition is broad, which leads to the possibility of including a large number of people in a case company. According to Javedan et al. (2006, p. 85) “the essence of global leadership is the ability to influence people who do not like the leader and who come from different cultural backgrounds”. According to Mendenhall et al. (2008) Global leadership is more complex than leadership because of the cultural elements and global contexts involved in situational leadership. Global leadership has been defined as a leadership capable of operating effectively in a global environment while respecting cultural diversity (Harris et al., 2004).

The usual form used in conducting the affairs of educational institutions and traditional methods and procedures is no longer among the goals of global leaders. But they have become leaders working to provide all capabilities in various circumstances in order to achieve goals, creativity, and development in the means and methods and face and anticipate future challenges. Global leadership in higher education institutions is characterized by several skills dealt with by many researchers. Huchan et al. (2000) emphasized international thinking skills, the anticipation of opportunities, shared vision, appreciation of diversity, adoption of teamwork and participation, desire for change, Technological ingenuity, encouraging challenge, desire for excellence, ensuring customer satisfaction. While Harem (2009) indicated that the following skills are necessary for leadership in educational institutions in order to be described as global leadership:

1. Empowerment: participation in influence and decision-making.
2. Intuition: It means anticipating changes with a proper diagnosis of situations and confidence building.
3. Understanding: meaning the leader's strengths and weaknesses.
4. The Vision: High skills mean setting up an organization's vision and drawing plans for that.
5. Alignment with Values: It means working to bring about perfect harmony and consistency between the organization's goals and the workers' goals and values.

Davies (2006) believes that the global leader has a set of characteristics such as expanding the circles of his surroundings to include the world and playing the role of a global citizen, respecting cultural diversity, aware of the way and how the world works in political, cultural, social, technical and environmental terms, active participation at all levels Local and global. In the same vein, Peterson (2004) sees "that the global leader must be characterized by cultural intelligence: the ability to engage within a system of behaviors using specific skills such as language, interpersonal skills, tolerance of ambiguity, flexibility, and adjusting all of this correctly to match With the values and trends of the system that he works and interacts with. Peterson formulated the formula for cultural intelligence in the following formula: cultural intelligence = knowledge across cultures + self-awareness + specific skills (behavior). Mccarthy (2010) emphasized the following skills that a global leader must possess:

1. Speak fluently in more than one language.
2. Dealing with high capacity with the emerging new variables.
3. Cultural and social intelligence.
5. Respecting and understanding different beliefs.
6. Dealing with individuals of different orientations.
Always Ready to Face Unfamiliar Contexts
From another perspective, Al-Hajri (2011) asserts that the leaders’ possession of global leadership skills enables them to give the global dimension and employ it in the programs, plans, and activities of the universities they lead, which makes those universities more important in forming elite universities with international rankings. The most important skills for global leadership are those reached by Marquardt and Berge (2000) after extensive studies in various institutions from the developed world, led by the United States of America, and this study was confirmed by Leven (2001) and applied to higher education institutions. Researcher Robertson, Robertson (2005):

1. Create a global culture and vision
2. Global strategic planning
3. Development of global human resources
4. Preparing the global mindset
5. Establishing global operations
6. Strengthening global regulatory architecture
7. Promote global learning

Through the previous offering of global leadership skills and traits, the researcher believes that these skills can be classified into four groups as follows:

**First:** Personal skills: intelligence and balance, objectivity, creativity, owning the critical vision, global thinking, and broad imaginative thinking.

**Second:** Skills related to the professional aspect: such as having positive directions towards leadership work, possessing a strategic and organizational vision, and possessing global knowledge that enables him to be able to communicate in more than one language.

**Third:** Skills related to the technical aspect: Including knowledge of the means of communication and modern technologies.

**Fourth:** Skills related to the environmental aspect: One of the most important is that he possesses the superior ability to make the educational environment a positive environment that prevails in safety and creativity and is open to external societies. All of these skills complement each other to enable the leadership to move forward towards competition, keeping pace with global developments and absorbing them and exploiting all experiences and capabilities and employing them with proper employment to reach institutions of higher education to the global.

This, in its entirety, leads us to face the truth that exists before us, especially in light of the implications of globalization, the internationalization of education, its privatization, the knowledge economy, the emergence of global standards in performance and products, technical and information progress, the presence of multinational universities and the cultural diversity of human resources and the growth of global competition, which is required towards these Global variables, speed of movement, dealing with and directing it to prepare the global leader, multicultural, and since it provides a model for global leadership skills among academic leaders that enables them to achieve the development of universities and keep pace with global developments and Facing the various challenges that stand in the way of establishing world-class university institutions. Therefore, and in light of the previous evidence, the importance of research in global leadership among academic leaders in Jordanian universities and the extent of the exercise of their skills and the availability of their requirements arise.

Jiang and Carpenter (2013) aimed to identify obstacles to implementing the strategy of giving the international dimension to higher education institutions at a British university. The researchers relied on the qualitative method and used the case study in that, and the study population consisted of 20 members of the faculty and heads of academic departments of the University of Derby (United Kingdom), and the personal interview was the tool through which the information was collected, and one of the most important findings The study has the potential to categorize the most important obstacles that stand in the way of applying the strategy of giving the international dimension to the university’s selected colleges within the framework of four main axes and they were as follows:
(planning-related issues, organizational-related issues, administrative issues, and issues of working individuals), and in light of these results, the study recommended several recommendations and one of the most important was: the necessity of implementing an integrated strategy for facing these negatives, taking into account the link between the eight main dimensions of effective strategies for internationalizing higher education institutions, which is the effective distribution of available resources, extending communication channels, developing the procedural processes used, upgrading coordination and cooperation levels, building an organizational culture that calls for development efforts, resisting change, supporting students, and effectively responding to internal and external environment requirements.

Ruiz (2013) aimed to develop the general impression of university officials in Central America on the basis of professionalism, personality, perceptions, and experiences working with international programs, as well as to describe the diversity of international leadership and the study of programs abroad and collaborative agreements available to undergraduate students in Central America, as well as the study specifically targeted the academic background of academic leadership in universities, their role in establishing study abroad programs and cooperative agreements with academic institutions around the world. The study used the descriptive electronic survey method to collect data from a group of university administrators who work in international programs in Central America, and university administrators can choose the English or Spanish language version, and the data was collected by calling 885 officials, while 32% of managers completed the survey via mail and submit it. The study may consist of a group of university administrators working in the following countries: Honduras, Guatemala, El Salvador, Nicaragua, Costa Rica, Panama, and Belize. The results of the study indicate that university executives have higher degrees, academic experience, and language abilities, and can create exceptional study programs abroad, and conclude collaborative agreements with institutions around the world. Also, its results were that most study patterns abroad were designed by managers to provide academic experiences for students, training opportunities, research and experience, and learn foreign language skills, in addition to that the managers helped to conclude cooperative international agreements to improve the quality of education in science and technology programs, and these managers concluded that university administrators have exerted their efforts and interest in establishing educational programs to study abroad with universities from the United States of America with the expansion of agreements with European countries, and the study is a source for universities all over the world because it provides information on the diversity of international academic initiatives Professional leadership is available at Latin American universities.

Saltsman (2014) aimed to investigate the impact of educational programs on developing global leadership competencies and used a case study approach to better understand how employers applied to global leadership competencies, and the study used the questionnaire tool to collect information by surveying the perceptions of 714 leaders linked to the harmonization of the Global Leadership Development Program. The institution has the actual skills that they need to develop their competencies in the applied aspects of their field of work, and personal interviews have been used with 14 people, and the results of the study have found that there is a complementary correlation between the literature related to high leadership competencies and theoretical frameworks associated with leadership and learning.

Hassanzadeh (2015) focused on knowing the global leadership competencies needed by academic leaders in higher education institutions, and the researcher used the qualitative method, and data was collected through the interview the researcher conducted with the former and current senior leaders in some Malaysian research universities, and the study reached to that there are seven competencies for global leaders, namely: global awareness and awareness, mental and global perception, learning from experiences and experiences, developing and containing relationships, communication, habits and attitudes, knowledge, and skills, and the study also addressed the importance of describing and defining a Global competencies. The study also showed the importance of these skills, especially with the great acceleration of globalization and the need for exchange
between them and the local leadership. The study also highlighted the rapid rhythm of globalization and its impact on global competencies and world leaders.

Marshall (2015) aimed to investigate global leadership practices applied by faculty members of colleges of higher education in eight different states of America who had previously assumed leadership roles in a global work environment. First of all, four main research questions were directed to investigate personal and academic practices applied by successful faculty members. The Snowball sample was deliberately used as a reference sample for the selection process, and the researcher used personal interviews with the participants where the participants who match the goal of the study were interviewed, and the researcher used the questions Open and closed, as the interview was conducted according to a specific protocol that was designed according to the theoretical framework, and the questions aimed to know and experience the reality of the participants where the researcher was present during the personal interview that lasted between 30-90 minutes. One of the results of this study was that successful global education leaders apply what is known as human compassion, transparent, open, respectful, and ethnic relativity standards. The study also concluded that among the scientific practices that enable global educational leaders to communicate across cultures by reading global literatures and establishing networks of communication, adaptation, and cooperation and helping others to succeed, these personal and practical practices also enabled members of the Higher Education Authority to lead successfully in a global environment and to overcome on challenges and then contribute to understanding and developing the concept of the principle of global universality.

While Harris (2015) focused on defining precisely global leadership for higher education institutions and developing a reliable and valid scale to measure this multidimensional structure, the study also addressed the uneven demand for globally prepared leaders and the lack of a measurable method to assess the global readiness of university graduates, and it has been used The study is a questionnaire consisting of 119 elements as a tool for gathering information and identifying perceptions of undergraduate students in the final year in the universities of the United States of America. Multiple assessments of 44 independent variables and building ready-made global leadership. Exploratory factor analysis has helped identify strong endurance factors from six subsections: effective intercultural communication, leadership development, global emotional intelligence, global and cultural competence, empathy, and the ability to social change. The reliability of the scale was evaluated using the Alpha Cronbach coefficient, and the sub-measures were reduced from eight measures to six measures, from 762 acceptable to 881 excellent, and multiple regression was used to analyze the relationships between 44 independent variables that were represented in the mass trials. The results of the study included the emergence of twenty-seven items of statistical or negative significance with the six variables that measure global-ready driving.

Cernea (2016) examines how it can increase and develop global leadership effectiveness. And to know whether there is a relationship between the effectiveness of global leadership and the dynamics of dynamic competencies, personality traits, and cross-cultural experience and using the cross-cultural methodology, the researcher compared the results obtained by previous relevant studies related to American and European managers. The study sample consisted of 116 leaders, and it was one of the results of the study is that the status of acceptance has a significant impact on tolerance of ambiguities, and this result differs from the result reached by previous studies related to this study, and for European global leaders, Net indicated The study concludes that experiences across culture and unemployment did not significantly affect the competencies related to dynamic cultural contrast, and this study also agreed with relevant studies that training and selection are necessary factors to ensure the effectiveness of global leadership.

Le (2016) aimed to assess the predictive value of one of the few approved tools for measuring global leadership and the stock of global competencies, the study sample consisted of 433 undergraduate and graduate students in large public universities, who were measured across three major global leadership dimensions which are After self-management, and after relationship management, and after sensory perception management, the relationships and relationships between
predictive and performance variables and behavioral outcomes were analyzed in order to test moderation, and multiple linear hierarchical analyzes were used, and one of the most important results was if the degrees of self-management and relationship management in general affected the evaluations received by managers, and the desired social relationship was negatively linked with the overall result presented by their peers, the individuals who were exposed to multiculturalism during their work achieved high degrees in the field of relationship management and comprehensive global leadership competencies, as the results indicated This study indicates a strong sense of self and good relationship skills in addition to helping individuals to participate in the activity and contribute in cases that require global leadership skills.

Whitakert (2016) conducted an analytical study of the reality of global leadership in education, and the study aimed to achieve two purposes, namely, "studying the field of global leadership education in comparison with the standards of academic disciplines and describing the aspects of global educational leadership in three institutions of higher education. The study approach has been used The multi-state quality, and inductive reasoning formed the cornerstone of the investigation where the research was exploratory, tried to describe the nature and history of several programs granting degrees, and the study also used rigorous qualitative methods, which used multiple sources to collect data that were analyzed through the use of a qualitative analysis program after it was coded, and the results of this study were the emergence of three topics: pragmatism, politically emerging emergencies, and program development. The study results also supported the idea of a global leadership lag in spite of its appearance in higher education institutions, as the study recommended designing Programs more aligned with scholarships and the applied theory of global leadership.

Al-Abadi (2019) aimed to present different strategic visions by studying the relationship between strategic sense and strategic thinking in business organizations, and the awareness of that relationship and its impact on achieving strategic victory. The study relied on the applied approach, which consists of three measures of strategic sense which is (reformulation, organizational thinking, learning orientation, and reflection), and strategic thinking represented by (organizational perspective, focus on intent, smart opportunity, thinking in real-time, and guiding hypotheses ). And the strategic victory represented by (vision, survival, validity, and value), and the study reached a number of results, the most important of which were: The strategic sense directly affects the achievement of strategic victory, and this effect is increased by the presence of the intermediate variable represented by (strategic thinking) Which provides effective solutions to the study community in the event of a crisis, and the results also revealed a strong positive relationship between the study variables.

Salamzadeh, Bidaki & Vahidi (2018) aimed to identify the impact of strategic thinking in its dimensions of (focus on the goal, thinking in time, smart opportunities, and organizational thinking) for managers on organizational success. The results showed that there is a positive and important relationship between the strategic thinking of managers and organizational success, so one can conclude that the organization will benefit from great success when the level of strategic thinking for managers, and also when managers undermine or lack strategic thinking, organizational success will be greatly reduced. The study recommended that managers try to understand the importance of strategic thinking and try to enable it among themselves and at the same time they should enhance the spirit of participatory work, collaborative cooperation, dimension and creativity in entrepreneurship and healthy competition among employees.

Al-Sahlani and Muddoul (2018) aimed to identify the impact of strategic thinking in its dimensions of (strategic intent, organizational perception, leadership assumptions, time thinking, and smart opportunities) in enhancing organizational affiliation. The results showed that there is a statistically significant relationship between strategic thinking and enhancing organizational affiliation and that the level of the strategic thinking field is high. The study recommended that Kufa Cement Factory employ the dimensions of strategic thinking in their work to help in solving the problems facing them and move from traditional thinking to comprehensive thinking so that it can compete with imported cement products and achieve a special position for the Iraqi consumer.
Al-moayed (2018) aimed to identify the strategic thinking skills of leaders in educational institutions. The researcher has concluded a set of skills that represent the skills of strategic thinking that must be available to leaders in educational institutions, to develop their own capabilities in strategic thinking. In light of the study's findings, the researcher recommends the need for leaders in educational institutions to exercise strategic thinking through the adoption by the Ministry of Education of a project to prepare leaders in educational institutions in light of the application of strategic thinking, and to develop awareness among leaders in educational institutions of strategic thinking and work to provide them with strategic thinking skills to rise to the level. What is required is, in addition to the need to adopt leadership training through the establishment of a training project that includes the implementation of practical workshops on developing strategic thinking skills in educational institutions, and the need for leaders in educational institutions to take the initiative to apply strategic thinking in the field of work and at all leadership levels, and that it be applied according to mature vision and organized strategies.

Bou Aziz (2015) aimed to identify the impact of organizational learning with its dimensions of (promoting continuous learning, encouraging cooperative learning, systems thinking) on strategic thinking among the professors of the Faculty of Economic, Commercial and Management Sciences at the University of "Biskra". Where the results have a statistically significant effect of organizational learning on strategic thinking, and the field of strategic thinking among the individuals researched came with a high evaluation level. The study recommended convincing the professors of the necessity of learning strategic thinking and its importance for them especially for the college as a whole.

**Study Methodology**
The descriptive (survey) approach was used in this research, which attempts to collect detailed descriptions of the existing phenomena in order to use data to justify the current conditions or practices and determine the efficiency of the current situation to improve the social, economic or educational conditions and processes. In the same context, Zraqat (2020) indicate that "the descriptive approach is used in studying the current conditions of phenomena in terms of their properties, forms, and factors affecting them in a quantitative or qualitative manner in a time period or several periods, so that it is interested in studying the present phenomena and events and includes in many sometimes predictions of the future of phenomena and events are studied.

**Study Population and Sample**
The study population consisted of university professors at universities (University of Jordan, Yarmouk University, Hashemite University, Al-Balqa Applied University), and they numbered (3145) for the academic year 2020/2019, according to the statistics of the Ministry of Higher Education, and the study sample consisted of (320) university professors who were randomly chosen.

**Study Tool**
The researcher used the questionnaire as a tool to collect the information necessary to answer the research questions, where the questionnaire is defined as the form that contains a set of written questions and phrases provided with their answers and possible opinions, or a space for answering, or what is believed to be the correct answer. The questionnaire includes two parts:
First: demographic data: (experience, gender, specialization, university graduating from).

Second: The axes of the questionnaire, which measure the degree of practicing global leadership skills from a strategic thinking perspective in Jordanian universities, and it consists of the following seven dimensions: (1) global culture and vision (2) global strategic planning (3) global human resources (4) high mental (5) global operations (6) structuring Global Organizational (7) Global Learning.

The researcher relied on data dump on the five-liked Likert scale that is included in the database in the Statistical Systems Program (SPSS), after classifying the questionnaires according to the study variables, axes, and dimensions.

**Results**

The researcher made a presentation of the results of the research through statistical treatments for data obtained from the field application, discussed, analyzed, and interpreted, and linked to previous studies related to the topic of research and the theoretical framework for the research, with the aim of answering the main research question.

To find out the degree of practicing global leadership skills from a strategic thinking perspective in Jordanian universities, the researcher resorted to calculating arithmetic averages, standard deviations, and relative weights across the total degree scale for each dimension of global leadership skills, and the results are included in the following table:

<table>
<thead>
<tr>
<th>Dimension number in the questionnaire</th>
<th>Dimension content</th>
<th>mean</th>
<th>standard deviations</th>
<th>Median</th>
<th>Degree of practice</th>
<th>Practice order</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>global strategic planning</td>
<td>2.57</td>
<td>1.11</td>
<td>0.51</td>
<td>Weak</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>global culture and vision</td>
<td>2.50</td>
<td>1.02</td>
<td>0.50</td>
<td>Weak</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>global human resources</td>
<td>2.49</td>
<td>0.93</td>
<td>0.50</td>
<td>Weak</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>global mindset</td>
<td>2.43</td>
<td>0.95</td>
<td>0.49</td>
<td>Weak</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>global organizational structure</td>
<td>2.42</td>
<td>0.97</td>
<td>0.48</td>
<td>Weak</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>global processes</td>
<td>2.40</td>
<td>0.94</td>
<td>0.48</td>
<td>Weak</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>global learning</td>
<td>2.39</td>
<td>0.96</td>
<td>0.48</td>
<td>Weak</td>
<td>7</td>
</tr>
<tr>
<td><strong>Overall Average</strong></td>
<td></td>
<td><strong>2.46</strong></td>
<td><strong>0.98</strong></td>
<td><strong>0.49</strong></td>
<td></td>
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</tr>
</tbody>
</table>

The statistical indicators in the previous table show that the mean for the responses of the research sample from Jordanian universities ranged between (2.39 to 2.57 out of 5), which are considered weak degrees of practice based on the categories of arithmetic mean for the scale of the research questionnaire, although they differed in the levels of their ranking in terms of arithmetic averages, where All averages of the research sample are within the second average category (1.80 to 2.60). Which means that the degree of practicing global culture and vision, global strategic planning, global human resources, global organizational structure, global learning, and global operations, in addition to the global mindset is weak from the viewpoint of faculty members in Jordanian universities, which confirms the need to develop a proposed vision that works on Improving it, and developing it in the Jordanian universities. The order of dimensions according to the mean, and the standard deviation were as follows:

**The second dimension**: Global strategic planning with a mean value of (2.57), and a standard deviation of (1.11).

**The first dimension**: global culture and vision, with a mean of (2.50), and a standard deviation of (1.02).

**The third dimension**: global human resources with a mean of (2.49), and a standard deviation of (0.93).

**The seventh dimension**: the global mindset with a mean (2.43), and a standard deviation of (0.95).
The fourth dimension: the global organizational structure with a mean (2.42) and a standard deviation of (0.97).

The sixth dimension: global operations with a mean of (2.40), and a standard deviation of (0.94).

Fifth dimension: Global learning with a mean of (2.39) and a standard deviation of (0.96).

Conclusion

Previous results indicate that the degree of academic leadership practice from a strategic thinking perspective in Jordanian universities to global leadership skills from the point of view of the research sample came weak with a total arithmetic average of (2.46), a total standard deviation of (0.98), and a relative weight of (0.49), which indicates the weakness of the leaders' possession the academy in the Jordanian universities for international leadership skills, and the need of academic leaders in the Jordanian universities for training and development to provide them with global leadership skills, which enables them to impart a global dimension to all activities and programs of Jordanian universities.

The researcher attributes the reason for the global strategic planning dimension obtaining the highest arithmetic average (2.57) to the academic leaders 'keenness to possess some of the global strategic planning skills, as it links the university with the surrounding environment, whether local or global, and because global strategic planning is the guarantor of the university with a vision, And a clear global message, based on international values and standards, and reflects the second dimension of the global cultural and vision dimension with an average of (2.50) to possess some of the skills of culture and the global vision to facilitate the communication of Jordanian universities, and their communication at the world level In addition to its communication with the local level, this is also an indication of the academic leaders 'eagerness to deliver Jordanian universities to the ranks of international universities as culture and global vision are key values for reaching the university to the world, and in return, the global human resources dimension gets sixth with an average of (2.49) This indicates the weakness of the academic leadership of the Jordanian universities to the skills of global human resources development, although the development of human resources is vital to the success of the university at this time, which is characterized by its rapid and successive changes, and the learning dimension came a For my world on the seventh and last levels with an average of (2.39) to reflect the weakness of the academic leaders from a strategic thinking perspective in the Jordanian universities for the skills of promoting global learning, building an educational environment with cultural diversity, and with an international dimension, and the absence of a quality education strategy, and knowledge from a global perspective, which explains the absence of Jordanian universities within the formations of elite universities with international rankings.

References


[2] Al-Moayyad, W. M., (2018), strategic thinking skills for leaders in educational institutions. The first scientific symposium under the slogan (the prospects for the future of educational institutions in Yemen) during the period from September 29 to October 1, 2018.

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