

# THE IMPORTANCE OF BUILDING GLOBAL COMPETENCIES IN PREPARING UNIVERSITY STUDENTS TO BE 21<sup>st</sup> CENTURY LEADERS: A CASE STUDY APPROACH OF AN INTERNATIONAL UNIVERSITY IN JAKARTA

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## ABSTRACT

University students as future leaders must possess good competence to compete in the global world. Students are spearhead prospective competitors in global competition since the future in all fields must be owned by new people who have the mindset of the times. Some universities have begun to equip their students to be ready for the global era. However, there are still many colleges that only provide academic knowledge but do not equip their students with the competencies needed in today's global era. As a result there are a lot of university graduates are not ready to compete with overseas graduates. To obtain a clear point of view from the participants, in-depth interviews were employed in this study to obtain the perception of the participants on global competencies. This study also employed questionnaires to triangulate the instruments to support the data gained by interviews. The research proved that university should have a specific strategy to equip students in order to get ready to be 21<sup>st</sup> century leaders.

**Keywords:** Global competencies, global leaders, global competition.

## INTRODUCTION

At the dawn of the 21<sup>st</sup> century we are recasting our understanding of economics, communication, security, cultural identity, citizenship, and the environment. There is an increasing call for a more powerful and relevant learning in response to these new demands and opportunities (Gardner, 2006b, Reimers, 2009, Stewart, 2007). Twenty-first century students live in an interconnected, diverse and rapidly changing world. Emerging economic, digital, cultural, demographic and environmental forces are shaping young people's lives around the planet, and increasing their intercultural encounters on a daily basis. This complex environment presents an opportunity and a challenge.

To be prepared for a world of growing cultural interaction and diversity, students will also need to understand what happens when cultures meet and influence one another. They will need to understand how differences in power, wealth, and access to knowledge affect opportunities for individuals and social groups. Students who are able to pose their own questions and investigate cultural interactions are more likely to be reflective about the complexities they present. And students who are able to envision and carry out a plan of action—perhaps to aid cultural dialogue through community service or raise awareness about different perspectives through an art exhibit or blog—come to view themselves as active contributors in an increasingly diverse world (Mansilla and Jackson cited in Heidi Jacobs, 2013).

As Dede (2010) explains, “In addition to collaborating face-to-face with colleagues across a conference table, 21st century workers increasingly accomplish tasks through mediated interactions with peers halfway across the world whom they may never meet face-to-face. Thus, even though perennial in nature, collaboration is worthy of inclusion as a 21st century skill because the importance of cooperative interpersonal capabilities is higher and the skills involved are more sophisticated than in the prior industrial era” (p. 53). Multiple skill sets have been put forth as essential to prepare our future workforce (Levy & Murnane, 2004, P21 Framework Definitions, 2009). They range from learning, thinking, and innovation skills, such as thinking creatively and using systems thinking, to skills associated with life and careers, such as designing, evaluating, and managing one’s own work for ongoing improvement and adapting to change (Mansilla and Jackson cited in Heidy Jacobs, 2013).

Until now, we still find students who are not open minded, cannot appreciate the differences, and do not have a strong motivation to learn a foreign language even though they currently live in a global era. No wonder if such students find difficulties in getting a job. Therefore universities have an important role to produce competitive graduates who are ready to work in various strategic positions in the business world or create jobs through entrepreneurship. Universities also have a very strategic role in providing good and quality national leadership resources with the global competencies.

Universities should strive to develop a climate that fosters the leadership spirit that is full of quality inherent in universities, namely the quality of science and professionalism. In other words, the leadership of the nation produced by universities is scientific and professional leadership. While there are still many leaders who have not understood how to be a leader in the global era, so cannot follow the demands of the 21st century. For this reason, this research is intended to answer the questions:

1. What are the criteria of global leader competencies?
2. What are the personality characteristics of global leaders?
3. How does the university prepare students to become global leaders?

## **LITERATURE REVIEW**

### **Global Leadership Competencies**

Competencies are defined as a set of behavior patterns that can contribute to effective performance in the organization. It is also defined as clusters of employee behaviors that generate superior performance (Hassanzadeh et,al., 2015). However, there is no clear, agreed-upon definition of global competency or one list of global competencies that comprises a standard. Many colleges and universities, organizations, and employers have developed their own lists of skill sets or measures of what it means to be able to work efficiently and well within a global context.

Fernando Reimers advances a view on the nature of global competence, defined as “the knowledge and skills that help people understand the flat world in which they live, the skills to integrate across disciplinary domains to comprehend global affairs and events and to create possibilities to address them” (Reimers, 2010). Veronica Boix Mansilla and Howard Gardner offer a perspective on “global consciousness” that emphasizes “the capacity and the inclination to place our self and the people, objects and situations with which we come into contact within the broader matrix of our contemporary world” (Boix Mansilla & Gardner, 2007).

Based on OECD (2003) a competency is more than just knowledge or skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources

(including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating. A competency is not limited to cognitive elements (involving the use of theory, concepts, or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g., social or organizational skills) and ethical values. A competency is therefore a broader concept that may actually comprise skills as well as attitudes, knowledge, etc. (OECD, 2003, p. 4).

Fifteen core competencies for public sector leadership in Malaysia was identified by Abu Daud Silong et al. (2008). These include competencies such as (a) communication, (b) team work, (c) problem solving, (d) relational skills, (e) conflict resolution, (f) project management, (g) public relations, (h) interpersonal skills, (i) professionalism, (j) visioning process and strategic thinking, (k) leadership, (l) training and coaching, (m) technical skills, (n) research skills, and (o) change management. Madinah Mohamad (2012), in her research identified 12 competencies for the multiracial community in Malaysia. These were: (a) Problem solving skills, (b) living skills in a multiracial community, (c) communication and interpersonal skills, (d) decision making skills, (e) skills in bringing about change, (f) skills related to the conflict resolution, (g) team work skills, (h) social and volunteer work, (i) skills in acquiring funds and resources, (j) skills in conducting programs for the community, (k) skills in developing good values and leadership practices and (l) ICT skills.

The development of global competencies should be based on the global business strategy which determines what kind of global presence is desirable, how many and what types of international or global jobs, projects, task forces, and other types of interactions exist (McCall and Hollenbeck, 2002). Competency development process should start from an analysis of the dynamics of the global business environment and the core competencies, continuing to identifying the profiles of necessary human resources and ending with identification of necessary competencies for specific jobs/functions. Once the specific leader competencies have been identified, the next step is to build bench strength effectively (Brake, 1997; Gregersen et al. 1998).

The reasons why it is increasingly important to focus on 21st century competencies are multifaceted and well addressed in research studies. In brief, calls for education systems to keep pace with changing times are often linked to: (1) changes in the work force from an industrial model of production to a rapidly transforming, technology-driven, and interconnected globalized knowledge economy. Such an economy requires competencies suited to dynamic and unpredictable models of economic and social development; (2) emerging evidence on how to optimize learning, including the use of technological innovations to deepen and transform learning; and (3) changing expectations on the part of learners, who are demanding an education system that is more connected and relevant to their everyday lives. (Levy & Murnane, 2004, Dede, 2010).

The most prominent 21st century competencies found in international frameworks that have been shown to offer measurable benefits in multiple areas of life are associated with critical thinking, communication, collaboration, and creativity and innovation. Critical thinking in the 21st century is described as the "ability to design and manage projects, solve problems, and make effective decisions using a variety of tools and resources" (Fullan, 2013, p. 9). Drake (2014) highlights the challenge of designing educational experiences that address local issues and real-world problems for which there may be no clear answer. Thinking critically

requires students to “acquire, process, interpret, rationalize, and critically analyze large volumes of often conflicting information to the point of making an informed decision and taking action in a timely fashion”. Communication in a 21st century context refers not only to the ability to “communicate effectively, orally, in writing, and with a variety of digital tools” but also to “listening skills” (Fullan, 2013, p. 9). Many frameworks include information and digital literacy in the concept of communication (e.g., the British Columbia Ministry of Education’s Cross-Curricular Competencies). Other frameworks, such as P21, have distinct information, media, and technology skills. Some jurisdictions (e.g., England, Norway) include information and communications technology (ICT) skills with literacy and numeracy as foundational curriculum.

Digital tools and resources represent a new realm of communications interaction in which the ability to navigate successfully is essential for success in the 21st century. Collaboration in a 21st century context requires the ability to “work in teams, learn from and contribute to the learning of others, social networking skills, [and demonstrate] empathy in working with diverse others” (Fullan, 2013, p. 9). Collaboration also requires students to develop collective intelligence and to co-construct meaning, becoming creators of content as well as consumers. New skills and knowledge are necessary to enable team members to collaborate digitally and contribute to the collective knowledge base, whether working remotely or in a shared physical space. Many studies demonstrate the importance of creativity for social development, the ability to compete in business, and the ability to generate economic growth. PISA 2012 results (OECD, 2014b) note the connection between high academic achievement, problem solving, and creativity. Creativity is often described as the pursuit of new ideas, concepts, or products that meet a need in the world. Innovation contains elements of creativity and is often described as the realization of a new idea in order to make a useful contribution to a particular field. Creativity includes concepts of “economic and social entrepreneurialism . . . and leadership for action” (Fullan, 2013, p. 9).

The Conference Board of Canada (2000) has identified employability skills in three areas: (1) Fundamental Skills (Communicate, Manage Information, Use Numbers, Think, and Solve Problems); (2) Personal Management Skills (Demonstrate Positive Attitudes and Behaviors, Be Responsible, Be Adaptable, Learn Continuously, Work Safely); and (3) Teamwork Skills (Work with Others, Participate in Projects and Tasks). It has also profiled innovation skills in the following areas: (1) creativity, problem-solving, and continuous improvement skills, (b) risk-assessment and risk-taking skills, (c) relationship-building and communication skills, and (4) implementation skills.

According to Mc Beath (1990), Baruch (2002) and Evans et.al (1989) competencies have been defined with terms describing certain personal traits, behaviors, skills, values, and knowledge, and many existing frameworks are combinations of these. In existing research, different types of dimensions have often been mixed and treated as equals. A certain trait in one framework is replaced with corresponding behavior in another. Generally, selection of relevant competencies has generated much argument since the relevance of competencies is commonly seen to vary with the task and organization involved.

Srinivas (1995) defines eight “components of global mindset” which form the base for competencies needed to meet the challenges organizations/individuals face especially when entering a global environment. The components are: curiosity and concern with context, acceptance of complexity and its contradictions, diversity consciousness and sensitivity,

seeking opportunity in surprises and uncertainties, faith in organizational processes, focus on continual improvement, extended time perspective, and systems thinking.

Six characteristics of global mindset that lead to global competencies has been identified by Rhinesmith (1996). These are: bigger, broader picture (leading to managing competitiveness), balancing contradictory demands and needs (managing complexity), trust in networked processes, rather than in hierarchical structures (managing adaptability), valuing multicultural teamwork and diversity (managing teams), flow with change/seeing change as opportunity (managing uncertainty), and expanding knowledge and skills, being open to surprises (managing learning). Moran and Riesenberger (1994) have also suggested that leaders should have a global mindset, work as an equal with persons with diverse backgrounds, have a long-term orientation, facilitate organizational change, create learning systems, motivate employees to excellence, negotiate conflicts, manage skillfully the foreign employment cycle, lead and participate effectively in multicultural teams, understand their own values and assumptions, accurately profile the culture of others, and demonstrate knowledge and respect for other countries.

Creative Centre for Leadership (CCL) proposed the use of a leadership competency model. Based on the research they validated competencies according to three major areas that include “leading others”, “leading the organization” and “leading yourself”. Each area or cluster of competency is described by specific competencies (Berke, Kossler & Wakefield, 2008).

The research on global leadership competencies is characterized by missing consensus on concise definitions and classification of such fundamental terms as “global”, “management”, “leadership”, and “competency”. The term “global” is frequently used interchangeably with the terms “international”, “multinational” and “transnational” although distinction has been made between these terms (Bartlett and Ghoshal, 1989, Adler and Bartholomew, 1992).

The definition of global leaders can also be approached through the internationalization level of their responsibilities and activities. In this case, a global leader is anyone having global responsibility over any business activity and global leaders can be found also in lower levels of organization (Jokinen, 2005).

Globally competent business leaders, and not limited to those on international assignments, are critical for a firms’ ability to compete and succeed internationally. In response to the growing demand for globally competent business leaders who can operate successfully in today’s global environment and improve organizational performance across all geographic markets, 62% of firms around the world report having a global leadership development program of some form (American Management Association, 2010).

Although the need to develop leaders with adequate competencies has become obvious in recent years (Adler and Bartholomew, 1992; Brake et al., 1995; Brake, 1997; Morrison, 2000; Bonnsetter, 1999; Suutari, 2002), there is still a significant gap between the international human resource requirements of global strategies and their realization (Adler and Bartholomew, 1992; Engle et al., 2001, Morrison et al., 1999).

The dynamics, complexity and diversity, now characteristic of global environment, are diffusing into the domestic environment (Gregersen et al., 1998; Harvey and Buckley, 2002) making increasing demands on management and leadership competencies at all

organizational levels. The development of global competencies should be based on the global business strategy which determines what kind of global presence is desirable, how many and what types of international or global jobs, projects, task forces, and other types of interactions exist (McCall and Hollenbeck, 2002).

### **Personality Characteristics of global leaders**

Global leader is the person who is able to work with diversity and complexity. But yet a global leader still is a leader. Thus, there is commonalities leadership roles and competencies between global leaders and domestic leaders (Thorn, 2012 & Hazucha et al. 2012). Jordan and Cartwright (1998) maintain that the key to international success lies in a mixture of personality characteristics and managerial competencies. So, we need to explore the personality characteristics of global leaders for preparing students to become global leaders.

Black et al.'s (1999) definition of "a core set of global leadership characteristics" that include exhibiting character, embracing duality and demonstrating savvy with inquisitiveness as driving force in the core. Thorn (2012) describes the challenges and opportunities for global leaders as follows: Managing change, especially in technology; Managing complexity; Managing the gap between poor and rich; Being flexible and adaptable to the new environment and culture; Engaging diverse people; Declining of nation boundaries.

Personality characteristics predispose humans to behave in certain ways, given particular situations, to accomplish certain goals etc. (e.g., Buss, 1989; Costa & McCrae, 1992). While many personality characteristics exist, research has found that five factors provide a useful typology or taxonomy for classifying them (Digman, 1990; Goldberg 1992, 1993; McCrae & Costa, 1987, 1989; McCrae & John, 1992). These five factors have been found repeatedly through factor analyses and confirmatory factor analyses across, time, contexts, and cultures (Buss, 1991; Digman, 1990; Goldberg, 1992, 1993; McCrae & Costa, 1987, 1997; McCrae & John, 1992) and are labeled "the Big Five." The Big Five personality factors are: (1) Extroversion. Many of the global leadership tasks have a social component (e.g., working with colleagues from other countries, supervising employees who are of different nationalities); (2) Agreeableness. The ability to form reciprocal social alliances is achieved through the personality characteristic of agreeableness (Buss, 1991). Leaders who are more agreeable (i.e., deal with conflict collaboratively, strive for mutual understanding, and are less competitive) report greater cross-cultural adjustment (Black, 1990; Caligiuri, 2000a,b; Ones & Viswesvaran, 1997; Tung, 1981) and are likely to have greater success on global leadership tasks involving collaboration (e.g., working with colleagues from other countries); (3) Conscientiousness. Individuals who are conscientious demonstrate greater effort and task commitment. Given the higher level of complexity, global leadership tasks (e.g., managing foreign suppliers or vendors) will likely require more effort than comparable tasks in the domestic context (e.g., managing domestically-based suppliers or vendors); (4) Emotional Stability. Emotional stability is a universal adaptive mechanism enabling humans to cope with stress in their environment (Buss, 1991). Given that stress is often associated with leadership in ambiguous and unfamiliar environment emotional stability is an important personality characteristic; (5) Openness or Intellect. For a global leader, the ability to correctly assess the social environment is more complicated given that the global context provides ambiguous or uninterpretable social cues (Caligiuri & Day, 2000). Individuals with greater openness will have fewer rigid views of right and wrong, appropriate and inappropriate, etc. and are more likely to be accepting of diverse cultures (e.g., Abe & Wiseman, 1983; Black, 1990; Cui & van den Berg, 1991; Hammer, Gudykunst, & Wiseman, 1978).

## METHODOLOGY

This section discussed the selection of research site and the participants, the case study using in-depth interview, collection of data and analysis of data. This methodology was chosen because it answered the questions posed in the study.

This study utilizes the qualitative approach. In qualitative study it is very important to make decisions regarding where to conduct the research and who to include as participants. An international university is chosen as the site of the study because it is one of the premier universities in the country. The selection of the participants was based on the purposive sampling procedures. The sampling included three representatives of Student Executive Board, two top leaders of the university, one high rank official of the Ministry of Higher Education.

The interviews were conducted using an interview guide that has been pilot tested by the researcher. For this research case study was utilized to explore the phenomena of global leadership competencies. Thus case study is a very appropriate qualitative design because it will elicit real experiences in the process of gaining global leadership competencies among the university students and obtaining the perspectives of university top leader and policy maker on what higher education institutions should do to create global leaders. Triangulation was employed in this study in order to increase the validity. Before the interview and distribution of questionnaires to 30 students in an international university, the author piloted them to two students and two staff, requesting their opinion and modifications were made accordingly.

Data were analyzed manually. Findings were categorized into themes and categories. Data analysis were carried out simultaneously with the data collection phase. Interviews were transcribed verbatim, including pauses, laughs, and other remarks. Data analyses were conducted in three phases, namely data reduction, data presentation, and verification of the data collected. The researcher read the transcriptions over and over again to observe the patterns of effective leadership that were repeated. Patton (1990) termed this technique as comparative pattern analysis.

## RESEARCH FINDINGS AND DISCUSSION

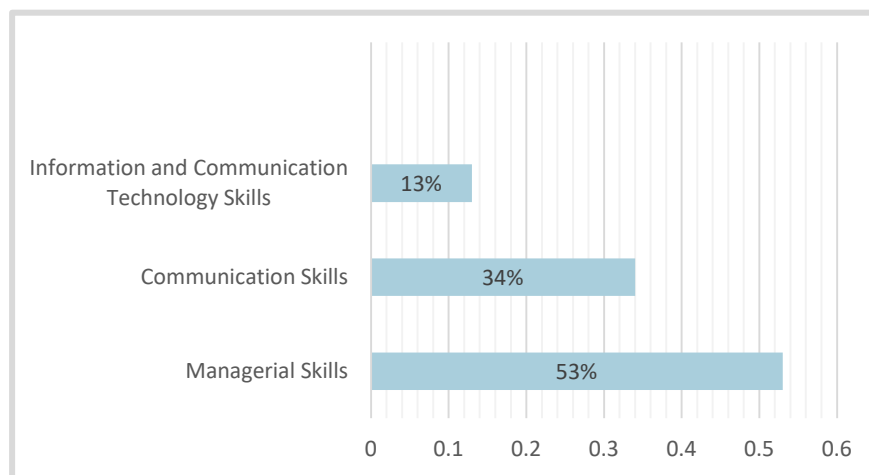
### Global leader competencies

From the in-depth interviews conducted on 3 student leaders of Student Executive Board, it is found that there are 3 most important competencies should be possessed by every student in order to become global leaders: (a) Communication Skills, (b) Managerial Skills, and (3) Information and Communication Technology (ICT) Skills. Communication skills is another important aspect of global leadership competency. Not only interpersonal communication but also intercultural communication because global leaders must be ready to build a broad network and become global citizen. A leader with intercultural communication skills will be able to lead and participate effectively in multicultural teams, understand their own values and assumptions, accurately profile the culture of others, and demonstrate knowledge and respect for other countries as stated by Moran and Riesenberger (1994) have also suggested that leaders should have a global mindset, work as an equal with persons with diverse backgrounds. From the interview, it was found that Communication Skills consists of Interpersonal Communication and Intercultural Communication.

From the interview results, obtained data that managerial skills are needed for global leaders because without this skill a leader is not able to manage the organization as a whole. Managerial skills that must be owned by global leaders includes : (a) *problem solving skills*, (b) decision making skills, (c) team work skills, (d) time management skills, (e) conflict management, and (f) negotiation skills. Besides managerial skills, ICT Skills also cannot be negotiated at this time considering everyone has been using technology. Digital tools and resources represent a new realm of communications interaction in which the ability to navigate successfully is essential for success in the 21st century as stated by Fullan (2013,p.9).

From the questionnaires distributed, it is found that managerial skills ranked the highest selected respondents and reached 53%. While communication skills reached 34%, because students assume that leaders without good communication skills, cannot build the organization successfully considering the communication includes a very broad not only internal communication but also external communication. Last ICT ability was chosen 13% respondents.

Figure 1:Global Leader Competencies



### Personality Characteristics of global leaders

From the interview with the top leaders of the university and the representative of the Minister of Higher Education, it was found that knowledge and skills only are not sufficient for students to be global leaders. Global leaders must possess good personality characteristics namely:

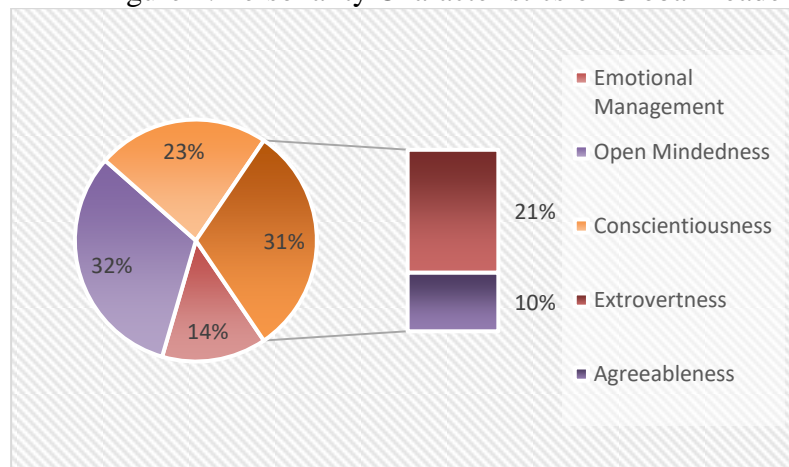
1. Emotional Management Skills. If the student is not equipped with this skill, one time if he becomes a leader, he will have difficulty in controlling his emotions so that he cannot think clearly and will lead to wrong decision making.
2. Open mindedness. Global leaders must have high tolerance and respect for differences.
3. Extrovertness. Being a leader in a global era should be open and ready to communicate and work with people from different cultural backgrounds. Conscientiousness. Students must be educated to have a high sense of responsibility and commitment so that as difficult as any task is given, they are still trying to do their best.
4. Conscientiousness. Students must be educated to have a high sense of responsibility and commitment so that as difficult as any task is given, they are still trying to do their best.
5. Agreeableness (strive for mutual understanding). Students must also be educated to solve all problems by respecting mutual understanding and not with conflict.



*This is in accordance with the statement of Bus ( 1991) ; Digman (1990); Goldberg (1992, 1993); McCrae & Costa, (1987, 1997); McCrae & John (1992) who mentioned those key factors as “the Big Five”.*

From the questionnaires, it was found that open mindedness is the most important factor considered by respondents and must be owned by global leaders that reach 32%, while conscientiousness is 23%. Extrovertness 21%, Emotional Management 14%, and Agreeableness 10% as can be seen on Figure 2.

Figure 2: Personality Characteristics of Global Leaders



### Strategies of the university in preparing their students to be global leaders

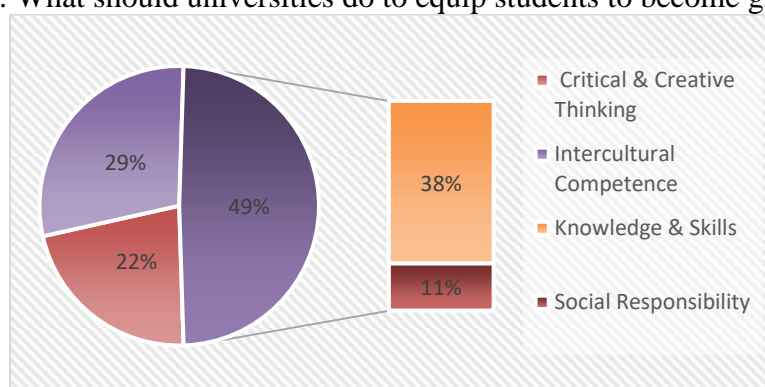
From the interview with the top leaders of the university and also the representative of the government, it is found that:

1. Universities should equip students with the knowledge and skills to successfully work in the global context environments that impact all issues, namely the political, economic, and civil society contexts (Goldstein & Pevehouse, 2010). Skill in foreign language is also one of the most important factors that students should possess. Various activities can be created to reach the objectives such as international seminar, workshop, and community outreach.
2. Universities also have to educate students to possess a commitment to social responsibility and leadership for the common good worldwide. Currently, only companies have Corporate Social Responsibility programs. In fact, universities as educational institutions that create global leaders should have this program. Students not only learn about theory but they go straight to the field and learn from what they see. As an educator of leadership, one cannot teach this subject without addressing the role of social responsibility. It is in accordance with the statement of Ricketts & Bruce (2008).
3. Higher education institutions also have to educate students to understand and have a commitment to Intercultural Communication Competence and Inclusive Society. To develop one's understanding of cultural diversity in our changing society, individuals must examine the diverse values and characteristics of our world's cultures and how these values influence society, politics, economics, and relations. So, universities can conduct student exchange programs in which they can learn a lot how to promote mutual understanding among people from different cultural background. This conforms the statement of Earley, Ang & Tan (2006) which says that as leaders, cultural sensitivity will assist in developing authentic relationships with others from a diverse background.

4. Universities should educate students with critical thinking and creative thinking. Campus as an intellectual-academic institution must have a critical adaptive system that can be facilitated through curricular and extracurricular learning activities. To support this system students must familiarize themselves with dialogue, communicate, discuss and attend scientific seminars. By throwing themselves into these academic intellectual-based activities, they can practice structured, logical and systematic thinking, broad-minded, inclusive, rational, critical, selective and constructive in their own social and social realities. In addition, students are also required to have creative thinking that is thinking about the novelty, the creation of new things, new ways. Creative thinking leads to creative action. The output is able to do the job in new ways and more easily find the solution to the problem because it is trained to take a Campus as an intellectual-academic institution must have a critical adaptive system that can be facilitated through curricular and extracurricular learning activities. To support this system students should familiarize themselves in dialogue, communicate, discuss and attend scientific seminars. By throwing themselves into these academic intellectual-based activities, they can practice structured, logical and systematic thinking, broad-minded, inclusive, rational, critical, selective and constructive in their own social and social realities. In addition, students are also required to have creative thinking that is thinking about the novelty, the creation of new things, new ways. Creative thinking leads to creative action. The output is able to do the job in new ways and more easily find the solution to the problem because it is trained to take a new path. People have to improve their creative and logical thinking in order to develop technological improvements and utilize them in today's continuously changing and developing world. These two abilities are necessary to create new products and to find effective and productive solutions for potential problems as the world develops. People have to improve their creative and logical thinking in order to develop technological improvements and utilize them in today's continuously changing and developing world. These two abilities are necessary to create new products and to find effective and productive solutions for potential problems as the world develops as stated by Koray and Koksal, 2009.

From the questionnaires distributed and asked about the efforts universities should do to prepare their students to become global leaders, it was found that 38 % students agreed that university should equip students with the knowledge and skills first and foremost, 29% answered Intercultural Competence is also important in the global era, 22% students agreed that university should equip students with critical and creative thinking skills, and only 11% students who said that social responsibility should be educated by universities. It seems that social responsibility has not been fully understood by university students as one of their obligations to be more care with the environment where they are whereas they will be global leaders.

Figure 3: What should universities do to equip students to become global leaders?



## CONCLUSION

This research shows that *global leader competencies which cover communication skills, managerial skills, and information and communication technology skills must be equipped by universities to students in facing the global era. Meanwhile personality characteristics of global leaders which cover emotional management, open-mindedness, extrovertness, conscientiousness and agreeableness also have to be understood by every student. This research also proved that universities should have specific strategies to equip their students to be 21st century leaders by knowledge of CSR, intercultural communication competence and inclusive society, critical thinking and creative thinking.*

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