



**GLOBAL
PERSPECTIVES
ON HIGHER
EDUCATION
DEVELOPMENT**

Worldviews and Values in Higher Education

**INSTITUTIONAL
GOVERNANCE,
LEADERSHIP, AND
CAPACITY BUILDING**

EDITED BY

Madasu Bhaskara Rao

Abhilasha Singh

Pulaparthi Mallika Rao

Worldviews and Values in Higher Education

GLOBAL PERSPECTIVES ON HIGHER EDUCATION DEVELOPMENT

Series Editor: Dr Patrick Blessinger, St John's University, USA

Change in higher education around the world has been occurring at an unprecedented rate. This rapid change is primarily the result of macro-level political, economic, social, technological, and environmental forces. These forces have led to a drastic increase in the demand for higher education around the world and has led to the universal massification of higher education and within this context, higher education institutions have struggled to understand how best to develop their institutions to respond to these changes in the face of limited resources and institutional capacity.

Responding to this need, this series covers topics in the area of higher education development, including such topics as teaching, research, service, and their intersections, in support of political, economic, social, technological, and environmental development. Understanding that developing countries and emerging democracies now look to higher education to serve as a vehicle for promoting and fostering basic elements of political stability, economic growth, and technological innovation, this series provides a unique and comprehensive resource for educators in higher education across all disciplines.

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Edited by Abhilasha Singh, Patrick Blessinger, Madasu Bhaskara Rao and Pulaparathi Mallika Rao

Worldviews and Values in Higher Education: Institutional Governance, Leadership, and Capacity Building

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INVESTOR IN PEOPLE

To all individuals involved in the field of higher education, including instructors, leaders, administrators, and those who strive to bring about positive change.

We are inspired by your steadfast dedication, enthusiasm, and commitment to promoting knowledge, innovation, and equity. This book is dedicated to you, acknowledging your commitment to influencing the intellect and prospects of numerous persons and recognizing your unwavering conviction in the profound impact of education.

May your work persist in illuminating, empowering, and elevating communities across the globe.

With deep respect and gratitude,

Madasu Bhaskara Rao
Abhilasha Singh
Pulaparthi Mallika Rao

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List of Abbreviations

AAC&U	Association of American Colleges and Universities
AACSB	Association to Advance Collegiate Schools of Business
AAU	Association of American Universities
AAUP	American Association of University Professors
AI	Artificial Intelligence
AMBA	Association of MBAs
APF	Association of Professional Futurists
APL	Applied Physics Laboratory
BANI	Brittle, Anxious, Non-linear and Incomprehensible
CAULLT	Council of Australasian University Leaders of Learning and Teaching
CMU	Carnegie Mellon University
COGR	Council on Governmental Relations
COVID-19	Coronavirus Disease-19
CVF	Competing Values Framework
DELLHE	Digital Education Leadership Literacies for Higher Education
DoD	Department of Defence
DoJ	Department of Justice
DORA	Declaration on Research Assessment
EAR	Export Administration Regulations
EI	Emotional Intelligence
EQUIS	European Quality Improvement System
EU	European Union
FFRDC	Federally Funded Research and Development Centers
FIRE	Foundation for Individual Rights in Education
FWSP	Florida Waters Stewardship Program
FY	Financial Year
HE	Higher Education

HEA	Higher Education Academy
HEI	Higher Education Institution
HERD	Higher Education Research and Development
HETL	International Higher Education Teaching and Learning Association
IAPO	International Academic Programmes Office
IFAS	Institute of Food and Agricultural Sciences
IHE	Institute of Higher Education
IOP	Institutional Operating Plan
IP	Intellectual Property
ITAR	International Traffic in Arms Regulations
MCEETYA	Ministerial Council on Education Employment Training and Youth Affairs
MIT	Massachusetts Institute of Technology
NPM	New Public Management
NSDD	National Security Decision Directive
NSF	National Science Foundation
NYU	New York University
OCI	Organizational Culture Inventory
OECD	Organization for Economic Co-operation and Development
OEI	Organizational Effectiveness Inventory
OSTP	Office of Science and Technology Policy
OTM	Open, Transparent and Merit-Based
PBM	Performance-Based Management
PhD	Doctor of Philosophy
PI	Principal Investigator
QS	Quacquarelli Symonds
RCAST	Research Center for Advanced Science and Technology
SDGs	Sustainable Development Goals
SE	Standard Error
SHRM	Society for Human Resource Management
SP	Strategic Plan
SRI	Stanford Research Institute
SRP	Social Responsibility Plan

SSO	Social Symbolic Objects
SSW	Social Symbolic Work
STEEP	Social, Technical, Economic, Environmental, and Political
STEEPLE	Social, Technological, Economic, Environmental, Political, Legal, and Ethical
STEM	Science, Technology, Engineering, and Mathematics
THE	Times Higher Education
TREC	Tropical Research and Education Center
UARCs	University Affiliated Research Centers
UC	University of California
UCOP	University of California Office of the President
UCT	University of Cape Town
UCU	University and College Union
UF	University of Florida
UK	United Kingdom
UM	University of Manchester
UMIST	Manchester's Institute of Science and Technology
UNESCO	United Nations Educational, Scientific and Cultural Organization
UoM	University of Manchester
US	United States
USC	University of Southern California
UT	University of Tokyo
UTF	University of Tokyo Forests
VUCA	Volatile, Uncertain, Complex, and Ambiguous
WHOTMP	White House Office of Trade and Manufacturing Policy
WWII	Second World War

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About the Editors

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Award in 2015, “Education Leadership Award” in 2014, “Award for Teaching Excellence” in the year 2013 by INDUS Foundation USA, and “Distinguished Service Award” in the year 2009 are few to name. She is also passionate about research that resulted in many research grants, published articles in journals of high repute, and in frequent invitations to numerous speaking engagements to national and international audiences. She holds a PhD in Psychology from Banaras Hindu University, India, and graduate certifications from IIM-C and MIT, US, and she is a certified practitioner of Balance Scorecard, EQ, SHRM, CIPD, and MBTI.

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how they overcome obstacles to change, as well as supply chain resilience and control of infectious disease. Dr Hall has written and edited books on Transportation Science, Queueing, Patient Flow and Healthcare System Scheduling. His book *Managing Change Inside Universities* was published by Springer in 2024. With Anthony Boccanfuso, he is preparing a new book: *University-Industry Collaboration – Innovation at the Interface*, Dr Hall holds a PhD in civil engineering from the University of California at Berkeley.

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Series Introduction

The purpose of this series is to publish current research and scholarship on higher education development, including such topics as teaching, research, service, and their intersections, in support of political, economic, social, technological, and environmental development. Change in higher education around the world has been occurring at an unprecedented rate. This rapid change is primarily the result of macro-level political, economic, social, technological, and environmental forces. These forces have led to a drastic increase in the demand for higher education around the world and to the massification of higher education. It is within this context that higher education institutions have struggled to understand how best to develop their institutions in order to respond to these changes.

It is within this context that this series will address the following fundamental question related to higher education development: how do educators (leaders, faculty, and other higher education stakeholders) develop higher education institutions, at all levels and in all areas, in order to develop their individual students, faculty, and leaders as well as the broader communities they serve (locally, regionally, nationally, and globally)? And more specifically, how are higher education institutions helping to promote political stability (e.g., justice, rights), economic prosperity (e.g., poverty reduction, social mobility), social progress (e.g., social mobility, freedom), technological innovation (infrastructure, modernization), and environmental sustainability (e.g., sustainable development)?

The main objectives of this series are to:

- present how institutional developmental practices are being used in higher education institutions around the world and across all disciplines;
- present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating institutional developmental practices;
- consider the implications of theory and practice of institutional development on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the development of their institution, their department, their programs, their courses, their curricula, their teaching–learning practices, and their assessment and evaluation practices, among other areas. The volumes in this series will not only highlight the benefits and theoretical frameworks of development through case

studies and other empirical research but also look at the challenges associated with implementing and assessing development practices. The volumes in this series will explore a wide variety of development topics such as organizational development, human resource development, student development, technological development, program development, and curricula development, as well as other related topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on the scholarship and practice of higher education development. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming higher education institutions.

Patrick Blessinger

President and Chief Research Scientist, International HETL Association

Foreword

In today's highly interconnected and fast-changing global landscape, the need to understand the influence of worldviews and values on institutional governance, leadership, and capacity-building in higher education has never been greater. The editors and authors of this volume, *Worldviews and Values in Higher Education: Institutional Governance, Leadership, and Capacity Building*, help explain this complex interplay through insightful research and analysis.

Higher education institutions are not just producers and consumers of knowledge but multifaceted learning communities shaped by individual and collective values and worldviews. These values and worldviews form the foundation upon which policies are crafted, decisions are made, and actions are taken. The editors and authors argue that understanding these underlying values and worldviews is essential for fostering innovative, inclusive, and ethically grounded learning communities.

Worldviews and Values

A worldview encompasses an individual's or a community's perspective on their environment and their role in it. It includes assumptions about reality, human nature, and goals worth pursuing. In turn, these beliefs and viewpoints shape an institution, including teaching practices, curriculum development, research priorities, strategic planning, and governance.

In addition, values provide the criteria for judging actions and making decisions. They are the compass that guide behavior within an institution, influencing everything from leadership styles to resource allocation. As the chapters in this book illustrate, the alignment or misalignment of personal and institutional values can impact an organization's effectiveness and sustainability.

Leadership and Governance

Effective leadership in higher education requires harmonizing personal, institutional, and societal values to minimize unnecessary conflict and discord. Leaders who embody trustworthiness, transparency, and competence are more adept at fostering trust and loyalty – qualities that motivate people to work collaboratively toward shared goals. Conversely, leaders who behave contrary to their organization's values may face low morale and performance within their institutions.

This volume highlights the importance of values-based leadership in creating a positive and forward-looking institutional vision. Leaders prioritizing social responsibility and ethical governance are better equipped to cultivate their institutions' resilience, adaptability, and sustainability. These leaders are not just managers but visionaries who are more adept at navigating the intricacies of today's fast-changing educational landscape.

Capacity-Building

Capacity-building is vital to institutional success, and worldviews and values influence its effectiveness. Institutions committed to innovation and transformation are better positioned to develop the capabilities needed to succeed in a highly dynamic environment. This entails continual professional development for faculty and administration and fostering a culture that values collaboration and teamwork.

This volume presents persuasive evidence that capacity-building programs rooted in socially responsible and humanistic values are more likely to yield high-quality outputs than those based on hyper-competition and rivalry. Such programs enhance performance and contribute to long-term success by aligning stakeholder values with the institution's core mission, vision, and values.

Implications for Policy and Practice

The research presented in this volume has implications for policymakers, administrators, and educators. By acknowledging and integrating the diverse worldviews and values within their institutions, leaders can create governance structures that are more transparent, accountable, and inclusive. This, in turn, fosters an environment where innovation and excellence are more likely to flourish.

One of the key takeaways from this book is the need for intentional alignment between personal and institutional values. This alignment is crucial for ethical decision-making and setting a strategic direction that resonates with all stakeholders. Institutions that succeed in this alignment are better equipped to navigate the challenges of the 21st century and to make meaningful contributions to society.

Call to Action

As we move more deeply into the 21st century, we should reflect upon the lessons in this volume. We should consider the role of worldviews and values in shaping institutional governance, leadership, and capacity-building. With the insights offered in this volume, we can build institutions grounded in ethical leadership, humanistic values, and social responsibility.

In conclusion, *Worldviews and Values in Higher Education: Institutional Governance, Leadership, and Capacity Building* is essential for anyone in higher

education. It offers varied perspectives and practical recommendations to help leaders create innovative and sustainable institutions. This book will help leaders reflect critically on their values and worldviews to create positive change within their institutions.

Patrick Blessinger

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We hope this book serves as a valuable resource and sparks meaningful conversations about the future of higher education. Thank you all for your contributions and support in making this book a reality.

*Madasu Bhaskara Rao
Abhilasha Singh
Pulaparthi Mallika Rao*

Prologue

An imperceptible transformation has been unfolding in the quiet areas of academia, where the aroma of ancient literature combines with the potential of innovative ideas. Often overlooked by anyone outside academia, this revolution focuses on the worldviews and values influencing higher education institutions. As we explore the intricate fabric of institutional governance, leadership, and capacity-building, it becomes evident that the pillars of academia are not solely constructed on knowledge but also on the philosophical and ethical frameworks that regulate its dissemination.

The narrative of higher education revolves around gradual change and adaptation. The purpose and nature of higher education have undergone a continuous transformation, starting from the ancient academies of Greece and the medieval universities of Europe to today's complex and expansive institutions. Fundamentally, higher education has always encompassed more than just the simple transmission of knowledge. It is a crucible where worldviews are formed, challenged, and redefined. It is a domain where values are taught, practiced, and implemented.

Higher education in the modern world faces unprecedented challenges and prospects. The landscape is being reshaped by globalization, technological progress, and sociopolitical shifts. Worldviews and values are critical in shaping institutional governance and leadership in this context. Academic leaders' philosophical perspectives and ethical commitments majorly impact their decisions. These decisions, in turn, influence the experiences and results of students, faculty, and society.

Worldviews and Governance: How They Intersect

Institutional governance in higher education is the framework for making and implementing decisions. It encompasses the structures, policies, and processes that guide the institution's functioning. However, governance is not a neutral or purely procedural aspect of academia. It is deeply influenced by the worldviews of those who govern.

In this sense, a person's worldview is their overarching perspective through which they see and interact with the world. These perspectives are shaped by cultural, religious, philosophical, and personal influences. Leaders' worldviews

impact their understanding of higher education's mission, the university's place in society, and the essence of knowledge.

For instance, a leader with a humanistic worldview might prioritize education as a means of personal and societal development, emphasizing critical thinking, ethical reasoning, and cultivating virtue. In contrast, a leader with a utilitarian perspective might focus on the economic outcomes of education, prioritizing programs and policies that enhance employability and marketable skills.

These differing worldviews manifest in governance through policies on academic freedom, curriculum design, talent acquisition, and student support. They shape the strategic direction of the institution, the allocation of resources, and the criteria for success. Understanding the interplay between worldviews and governance is essential for comprehending the dynamics of higher education institutions.

Leadership: The Embodiment of Values

Leadership in higher education is more than just administrative competence; it embodies values. In addition to their knowledge and skills, successful leaders inspire and guide their institutions by committing to certain values and beliefs. These principles, expressed explicitly or inferred, form the basis of their leadership approach and decision-making.

A wide range of values are upheld in higher education, such as academic honesty, diversity, equity, social justice, and sustainability. Academic integrity-focused leaders might concentrate on developing a culture of truthfulness, openness, and rigor in their research and instruction. A diverse and encouraging environment for all academic community members can be created by those who respect inclusivity and equity, along with systematic disparities and equal opportunities.

Today's leaders in higher education confront a variety of challenges. They must balance upholding their morals while navigating society's expectations, political pressures, and financial constraints. This necessitates striking a careful balance between idealism and pragmatism, between the institution's short-term requirements and its long-term goals for its place in society.

Leaders who can interact with various cultural and intellectual traditions are also necessary given the global character of today's higher education. They should be skilled in promoting intercultural communication and cooperation, appreciating the importance of different viewpoints in enhancing academic discourse.

Capacity-Building: Sustaining the Mission

Capacity-building in higher education refers to developing the institutional and human resources necessary to fulfil the institution's mission and goals. It involves enhancing the skills, knowledge, and capabilities of faculty, staff, and students and improving the infrastructure and systems that support academic and administrative functions.

At its heart, capacity-building is about investing in human resources. It is about creating an environment where individuals can thrive and contribute to the collective mission of the institution. This requires a commitment to continuous learning and development, fostering a culture of innovation and excellence.

Worldviews and values play a critical role in capacity-building. Institutions that value collaboration and community might focus on building strong support networks and mentorship, encouraging collective problem-solving and shared leadership. Those who prioritize sustainability might invest in green technologies and practices, ensuring that their growth does not come at the expense of future generations.

Within the framework of globalization, capacity-building encompasses equipping students and faculty with the necessary skills and knowledge to interact with a dynamic and interdependent global environment effectively. This entails promoting global capabilities, including cultural consciousness, linguistic proficiency, and the capacity to collaborate across disciplinary and national frontiers.

A Call for Thought and Action

As we explore worldviews and values in higher education in this volume, it is essential to recognize that these are not abstract concepts but lived realities. They influence the daily encounters of students, faculty, and administrators. They shape the policies and practices of institutions, the nature of academic inquiry, and the broader societal impact of higher education.

This book serves as a catalyst for reflection on higher education's philosophical and ethical aspects. It challenges us to consider how our worldviews and values influence our roles within academic institutions, whether as leaders, educators, or learners. It urges us to think critically about the purposes and practices of higher education in a complex and rapidly changing world.

At a time when higher education faces significant challenges, from funding cuts to political interference, from demographic shifts to technological disruptions, it is more important than ever to engage with these foundational questions. By understanding the interplay between worldviews, values, governance, leadership, and capacity-building, we can better navigate the complexities of contemporary academia and work toward a more just, inclusive, and effective educational system.

This prologue sets the stage for a journey through higher education's philosophical and practical aspects. It is a journey that requires both introspection and action, a recognition of our beliefs and values' profound impact on the institutions we serve. It is a call to engage with higher education not just as a field of study or a career but as a vital and dynamic arena for shaping the future of our society.

As we turn the page to the first chapter, let us carry a sense of curiosity and commitment, ready to explore the intricate connections between our worldviews, our values, and the transformative power of higher education.

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Chapter 1

The Role of Worldviews and Values in Shaping Effective Institutional Governance, Leadership, and Capacity-Building

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We are what we think. All that we are arises with our thoughts.
With our thoughts we make the world.

(Byrom, 1976/1993)

Abstract

Worldviews and values profoundly influence how individuals and communities see and engage with the world, offering a framework for decision-making, directing behaviors, and establishing institutional structures. The worldviews and values of those involved are essential in determining the success and sustainability of institutions involved in governance, leadership, and capacity-building. Core principles and values held by individuals in positions of authority significantly impact institutions' policies and long-term goals. Varied cultural perspectives influence governance. Ethical worldviews guide governance, ensuring transparency, accountability, and integrity in the decision-making processes. Worldviews influence leadership styles. Leaders' values affect the institution's vision and mission in several aspects, such as curriculum development, research, and innovation goals. Leaders' decisions frequently mirror their fundamental values and perspectives on the world. Institutions' approaches to professional development are shaped by leader's worldviews on continuous learning and improvement. Values play a role in determining how organizational resources are distributed to enhance capability. Institutions with a global

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perspective prioritize the establishment of international alliances and partnerships, thereby strengthening their capabilities by incorporating varied viewpoints and resources. By acknowledging and carefully incorporating these values, higher education institutions may establish productive, streamlined but also fair, encompassing, and forward-looking settings. The book's chapters analyze the effects of these fundamental characteristics on policymaking, leadership styles, resource allocation, and professional growth. This anthology comprises 10 intellectually stimulating studies contributed by 26 authors exploring the influence of worldviews and values on the effectiveness of institutional governance, leadership, and capacity-building. This book benefits academics, researchers, academic administrators, and policymakers.

Keywords: Capacity-building; globalization; higher education; institutional governance; leadership styles; policymaking; professional development; worldviews and values

Introduction

The interaction between different perspectives on the world and values that influences the effectiveness of organizational governance, leadership, and capacity-building has recently gained more attention. Institutions, regardless of whether they are public, private, or nonprofit, function within an intricate network of cultural, social, and ethical aspects. Understanding the worldviews and values that shape these aspects is essential for promoting efficient governance, leadership, and capacity-building.

Worldviews

A worldview is a comprehensive and all-encompassing perspective that describes the universe and its existence, including its present and ideal conditions. A worldview is an extensive set of beliefs that includes restrictive statements and assumptions regarding the presence or absence of things, the assessment of objects or experiences as favorable or unfavorable, and the desirability or undesirability of goals, behaviors, and relationships. A worldview sets the boundaries for understanding and behavior and determines the approaches to achieving understanding and behavior. A worldview not only defines the goals that can be pursued in life but also sets the goals that should be pursued. Worldviews consist of unverified and possibly unverifiable assumptions that form the core foundation for other beliefs in a belief system, providing both the epistemic (about knowledge) and ontological (about existence) basis (adapted from [Koltko-Rivera, 2004](#)). An individual's or a culture's worldview is determined by the responses to inquiries in six fundamental domains or "orientations" of human thought. These are human nature orientation, mutability orientation, "man-nature" orientation, time orientation, activity orientation, and relational orientation ([Kluckhohn & Strodtbeck, 1973](#)). Kluckhohn's approach to worldview is most

articulated, yet it does not include several crucial aspects like epistemology, ontology, and the meaning of life. The dimensions included in Kluckhohn's paradigm are crucial when discussing worldviews.

Worldviews are all-encompassing frameworks that individuals use to perceive and interpret the world. They involve convictions regarding the fundamental nature of existence, the meaning of life, and the principles that guide moral conduct. The core principles greatly impact the way leaders and institutions approach the process of governing and making decisions.

Values

Values are the foundation for assessing what is considered significant, morally correct, or valuable in one's personal, social, and professional existence (Purnomo et al., 2024). Values are the fundamental ideas, beliefs, or moral standards that people, communities, or organizations use to guide their conduct, decisions, and relationships with their surroundings (Hyatt & Gruenglas, 2023). Values are frequently internalized through experiences, education, and culture, impacting an individual's behavior and choices in different situations. Furthermore, values can also function as social connections, bringing together people or groups in a collective identity or shared objective (Mifsud & Sammut, 2023). In Schwartz's (2012) framework, values encompass six essential characteristics. Firstly, values are beliefs. Secondly, values pertain to desirable goals, which in turn motivate action. Thirdly, values have a broader scope beyond specific actions and situations. Fourthly, values function as standards or criteria against which actions are evaluated. Fifthly, values are arranged in a hierarchical order based on their relative importance. Lastly, the relative significance of multiple values influences decision-making and guides actions. Values influence the order of importance, moral deliberations, and an organization's general course of action.

Worldviews and values are closely related concepts, yet they pertain to distinct aspects of how persons perceive and engage with the world.

Worldviews and Governance

Worldviews shape institutional decision-making. Leaders' views on reality, human nature, and the organization's aim affect strategic decisions, policymaking, and conflict resolution. For instance, ecological leaders may prioritize sustainability and environmental stewardship while making institutional policy. The dominant worldviews shape institutions' ethical frameworks. These frameworks help leaders make moral decisions and ensure the institution's activities follow its beliefs. Institutional leader's and stakeholders' views often shape ethical values, including justice, openness, and accountability. Institutional strategic directions reflect leaders' core views. Leadership principles and beliefs define the institution's progressive, conservative, or transformative position. Pro-environmental values and worldviews encompass beliefs and attitudes toward conserving the environment

and the duties toward future generations. They can serve as a foundation for endorsing policies and technology to mitigate climate change (Swim et al., 2010).

Leadership and Values

Effective leadership involves a harmonious alignment of personal and societal values. Leadership that shows honesty, empathy, and commitment to the institution's ideals builds stakeholder trust and loyalty. Conversely, misalignment between individual and communal values can cause ethical issues, low morale, and poor organizational performance. Leaders who understand their institution's and stakeholders' cultural values may manage complicated social interactions and promote inclusive settings. Cultural sensitivity improves communication, collaboration, and the institution's ability to serve various demands. The importance of values-based leadership in creating sustainability and long-term vision for the institution cannot be undermined. Leaders who promote social responsibility, environmental stewardship, and ethical governance strengthen the institution's resilience and adaptability.

Value-based leadership involves goal-setting, language-creating, problem-solving, and value-developing based on the organization's values and ethics. Individual, group, and corporate value-based leadership is possible (Busch & Murdock, 2014). Goal-setting reflects the organization's true principles. Problem-solving also means leaders and followers must feel responsible or helpful to achieve the targeted values system (Alraqhas, 2015). Values-based leadership promotes values, not beliefs, to achieve goals (Corte et al., 2017). Differences between values and beliefs help us comprehend spiritual and values-based leadership. Values indicate future willingness, while beliefs refer to the past and deal with similar situations (Barrett, 2006).

The Intersection of Worldviews and Values and Capacity-Building

Institutional values-based capacity-building is more effective and sustainable. To be coherent and relevant, training, professional development, and organizational learning should reflect the institution's values and mission. Long-term success requires developing leaders who share the institution's values. Leadership training should stress values-based decision-making, ethical leadership, and shared vision. Institutional culture must be positive and values-driven to build capability. A continuous learning, innovation, and ethics culture helps the institution adapt to challenges and opportunities. An organization can be defined as a dynamic entity, comparable to a living body, constantly evolving and developing its capabilities. Various factors influence this development and have multiple consequences (Datta et al., 2012). For capacity-building programs to have a lasting impact, an organization must have a clear direction and purpose, a strong feeling of self-accountability, and a well-designed structure. Without these foundational elements, the training would likely be ineffective in the medium to long term (Kaplan, 1999).

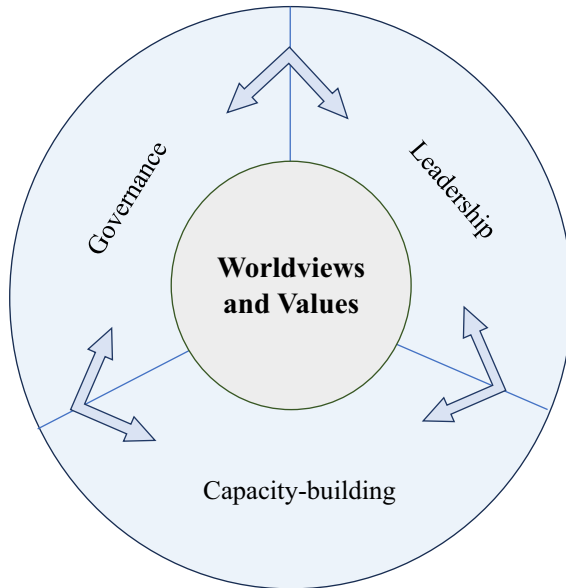


Fig. 1.1. Relationship of Worldviews and Values with Institutional Governance, Leadership, and Capacity-Building. *Source:* Authors.

Institutional Governance, Leadership, and Capacity-Building: How Worldviews and Values Intersect

Worldviews and values influence institutional governance, leadership, and capacity-building as depicted in Fig. 1.1.

As discussed in previous sections, the worldviews of a leader have an impact on the capacity-building initiative of an organization as well as governance. The values of the leader and the organization influence decision-making processes and the goals thereof. Capacity-building, an essential feature of successful organizations, is closely linked to the leadership and governance structure. The interplay of worldviews and values with the key performance indicators of an institution, as shown in Fig. 1.1, determines the success.

Chapterization

Effective leadership is essential for the development of a 21st-century university. In the second chapter, Duncan D. Nulty, Alison Owens, and Susan Brooman-Jones focus on the correlation between values and leadership in higher education and explore strategies for intentionally aligning the two to enhance leadership effectiveness. Leadership is influenced by various elements, including the interaction between the ideals of institutions and the values of its employees.

The interplay between multiple elements that affect the formation of values and their interpretation and implementation is intricate and always changing. This chapter aims to provide a comprehensive grasp of leadership and values and establish an effective connection between the two in all higher education settings.

It is crucial to have knowledge of the institution's values and aspirations for higher education and ensure that they align with one's own values and views. The objectives of higher education, such as equal access, institutional responsibility, academic freedom, and community and social duty, are derived from human rights principles and UNESCO agreements. Academic freedom allows for teaching, researching, and discussing work systems without internal restrictions. Institutional autonomy allows organizations to govern and make decisions about social values, fairness, accessibility, and academic freedom. The institution's adherence to ethical and professional standards and clear and transparent criteria for providing merit-based, inclusive support to students and staff demonstrates its commitment to social responsibility and accountability. In the third chapter, Beena Giridharan gives a concise overview of the rationale behind matching the fundamental principles of an institution with the personal values of academics to enhance academic performance and achieve success.

In the fourth chapter, Chris Mayer argues that higher education institutions (HEIs) must consider institutional values while using foresight to avoid losing their institutional identity, which is most important to them. HEIs must meet the needs of students, employers, and society. To prepare and navigate unpredictability, HEIs must foresee possible futures and make better decisions today. He suggests HEIs employ foresight and integrate institutional ideas. Chris Mayer uses the Association of Professional Futurists' technical skills as a strategic foresight framework and explains how values affect each ability. Demographics, higher education, work, and technology changes raise unpredictability. HEIs must adapt to student and societal needs to succeed in an uncertain future. To see the future, strategy formulation demands intelligence. Foresight helps HEIs make decisions about future challenges and possibilities. These efforts must be implemented by HEIs while upholding their values.

Guiding values for HEIs to navigate high change are proposed by Carel D. Jansen van Vuuren, Nina Barnes, Marieta du Plessis, and José M. Frantz in the fifth chapter. In a rapidly changing environment, old leadership strategies are inadequate. They argue that Higher Education (HE) leaders need creative solutions to succeed. Their research draws from two major qualitative studies at a disadvantaged university. Both studies included academic leaders at diverse career phases focused on institutional values. The authors consolidated themes by classifying the values. The study concluded that terminal values include trust, caring, ethics, and equity. Empowerment, collaboration, communication, innovation, creativity, teamwork, and involvement are essential to reach these terminal values. The authors presented a taxonomy of values to aid higher education leadership and the progress of HEIs.

In the sixth chapter, Christopher (Chris) Donaldson and Jacqueline (Jackie) Hamilton examine the role of a values-based approach in facilitating adequate quality assurance. This analysis specifically focuses on the significance of trust,

transparency, honesty, and empathy in fostering meaningful connections and driving transformative actions. By drawing on the experiences of practitioners, one can see the effects of cultivating these values. The authors contend that this method facilitates a transformation from a culture that merely adheres to quality standards to a culture that actively seeks to improve quality, resulting in genuine and enthusiastic ongoing program enhancement. They end by presenting essential questions for professionals in the quality assurance field to contemplate in their jobs.

Universities consider academic freedom in research and scholarship as core values. When seeking financing, universities often make restrictions in sponsored research agreements that limit the rights to publish. When seeking research funding, individual faculty members may support adopting contract language that limits their academic freedom in publishing. They may argue that academic freedom encompasses the faculty's right to agree to such restrictions. The seventh chapter explores the conflict inside universities between meeting individual faculty members' research funding demands, catering to sponsors' requirements, and upholding academic freedom's values. Randolph Hall, Annicka Caprariello, and Amber Patel analyze this issue in detail. The text lucidly presents historical milestones and comparative policies implemented at top-ranked research universities in the United States.

In the eighth chapter, Chloe Waters, Cheryl A. Boglarsky, Patrick Blessinger, Michael T. Hamlet, and Rana R. Zeine analyzed data on the perceptions of organizational bases of power and personal bases of power among higher education faculty and administrators. Organizational Effectiveness Inventory® from Human Synergetics International was used by the researchers for this study. Results from both public and private institutions, whether they are for-profit or not-for-profit, are compared to average benchmarks that are based on historical and constructive data collected from normative data. It highlights the disparities in viewpoints among teachers and administrators, for-profit and not-for-profit organizations, and different gender subgroups. The objective of enhancing organizational effectiveness is seen as a dynamic aim that requires assisting higher education professionals, who possess diverse worldviews and values, in enhancing their understanding and appreciation of the different aspects of organizational power, such as legitimate power, reward power, and coercive power, as well as personal power, including expert power, referent power, and exchange power. Authors suggest that HEIs should enhance their measures of effectiveness by supporting leadership styles that are affiliative, cooperative, encouraging, and humanistic. This would help establish constructive cultures and accomplish the desired changes in organizational outcomes.

In Chapter 9, Jouni Kekäle and Rómulo Pinheiro discuss the contemporary patterns of academic leadership in the Nordic region, which are also observed in other Western societies. There has been a progressive shift toward leadership styles prioritizing top-down decision-making, leading to a decline in collegiality and decentralized decision-making. This contradiction arises due to the intricate and unpredictable nature of the environment in which HEIs operate. Promoting decentralization, rather than centralization, is believed to be advantageous in

promoting adaptability and quick response. The authors analyze the impact of the widespread and unquestioning adoption of individual leadership methods in Nordic higher education. They offer conceptual insights and empirical evidence to support adopting more systemic and organic approaches focusing on resilient or adaptive leadership postures and structures.

Kimmo Alajoutsijärvi and Kerttu Kettunen discuss business school category rivalry in Chapter 10. The authors contend that most academic institutions want to promote business schools' competitiveness for status. Status matters at business schools because value differences are unclear. Business schools lead educational markets. Their behavior can indicate higher education and field advancements. Global universities compete for talent and resources in many ways. Public and third-party funding, undergraduate and graduate students, research papers and honors, notable academics and professionals, accreditations, ranking positions, and media attention are contested. Competition exists between individuals, departments, universities among HEIs. In mainstream competitive dynamics research, competitive conduct comprises rhetoric, verbal communication, and tangible acts. Scholars have raced to discover and validate scientific results throughout history, legitimizing academic competitiveness. Quantifying and denaturalizing competition has separated universities from their historical and local contexts in global institutional competitiveness. Universities still seek top students, scientists, and cutting-edge research. However, they want to ascend in the cutthroat international hierarchy of HEIs, where "market players" fight for prestige positions, and one institution's gain is another's loss.

The educational systems of today are guided by core values in higher education. Barbara Cozza and Rong Hu examine higher education principles and how they are implemented in several global contexts, including North America, Asia, Europe, and Africa. The authors provide empirical evidence about the core values and their practical application and interconnectedness within HEIs. The researchers conducted a comprehensive qualitative study, analyzing HEIs' fundamental values, mission, and vision statements to evaluate the success of their long-term strategic decisions. They used direct content analysis as a research method. The findings indicate that HEIs actively align their vision, mission, and core values with international frameworks, precisely the UNESCO six principles for HEIs. These principles encompass the integration of inclusion, academic freedom, inquiry and critical thinking, ethics, sustainability and social responsibility, and excellence through cooperation. The authors assert that HEIs play a crucial role in shifting the emphasis of the higher education agenda from traditional perspectives to embracing globalization and modernization.

Conclusion

In conclusion, the interaction between different worldviews and values significantly influences the development of efficient institutional management, leadership, and the enhancement of capabilities. Worldviews, which refer to a community or organization's shared beliefs and perspectives, have a considerable